

CHINO VALLEY UNIFIED SCHOOL DISTRICT
WORK EXPERIENCE PLAN

Curriculum and Career Focus – The current emphasis of Work Experience Education (WEE) is to link the academic core curriculum with the world of work and to promote students’ school-to-career transitions. WEE, as part of the total educational process, assists students to develop skills, habits, and attitudes conducive to employment success and personal growth and helps them to choose and to prepare realistically and wisely for careers. Through partnerships with local businesses, WEE utilizes the community’s business-industrial complex as a career-training laboratory in which students can develop a positive work ethic, learn, and develop skills to improve performance in an actual work setting. Achievement of these objectives requires the integrated efforts of administrators, teachers, counselors, students, parents/legal guardians, and employers.

Work Experience Education Program Descriptions – Work Experience Education is a course of study, which the governing board of any school district or other specified local education agency (LEA) may establish and maintain in accordance with the provisions of the California Education Code (EC). The California Code of Regulations (CCR), Title 5, prescribes the standards and operations guidelines for acceptable programs. Each local educational agency (LEA), if it elects to conduct a WEE Program, must submit a Secondary District Plan for Work Experience Education to the California Department of Education for approval (Note: LEAs include school districts, county offices, consolidated programs, cooperatives, migrant education regions and charter schools).

The operational plan of the WEE Program combines an on-the-job component with related classroom instruction designed to maximize the value of the on-the-job experience and to produce specified local district educational outcomes. Students’ successes in WEE depend on the quality of the related classroom instructional component, the quality of the partnership between the employers and the WEE coordinator, and the degree of involvement by the students and parents/legal guardians

Types and Descriptions of Work Experience Education Programs

- 1. General Work Experience Education Paid
- 2. Vocational Work Experience Education Paid

General Work Experience Education – The major goal of General Work Experience Education is to enable students to become productive, responsible individuals through supervised, paid employment experiences.

The description of General Work Experience Education is that it is an instructional course, which has as its purpose the application of the basic skills of reading, writing and computation. General Work Experience Education students will acquire general and specific occupational skills through a combination of supervised paid employment in any

occupational field and related classroom instruction in Work Experience Education. (CCR, T5 §10071)

In order for a student's job to qualify for the WEE Program, the student must earn at least minimum wage, be covered by Worker's Compensation Insurance, and work a minimum number of hours per week. The minimum hours allowable for students to work is outlined in the District Plan (See Chapter I on District Plans). Unlike Vocational WEE, students enrolled in a General WEE Program may have a paid job that does not necessarily relate to vocational course work.

The rationale for having a General WEE program is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations.

Vocational Work Experience Education – The major goal of Vocational Work Experience Education is to develop and refine occupational competencies necessary to acquire paid employment, to adapt to the employment environment, and to advance in an occupation.

The description of Vocational Work Experience Education is that it has as its purpose the reinforcement and extension of vocational learning opportunities for students through a combination of related classroom instruction in Work Experience Education and supervised paid employment in the occupation for which their vocational course in school prepares them. Students enrolled in Vocational Work Experience Education must have a job that is related to a concurrently enrolled vocational course. (Example: a student in a CAD class works for an engineering company doing computer aided design work.)

NOTE: Vocational WEE is very similar to cooperative Career Technical Education (CTE) programs and community classrooms. (EC § 52372.1) The rules and regulations for these programs shall include, but not limited to, all of the following:

1. Selection and approval of work and training sites.
2. Related classroom instruction.
3. Supervision of students while in training.
4. Joint venture training agreements and plans.
5. Student/teacher ratios.
6. Paid and unpaid on-the-job experiences.
7. Credit for participating in cooperative CTE programs and community classrooms.

The rationale for having a Vocational WEE Program is through employment, students can strengthen the occupational skills acquired in the classroom while learning current technology and business/industry practices.

Staffing – Requirements for a WEE coordinator are outlined in Chapter IV Assurance #3. In Chapter VI, the role and responsibilities of a WEE coordinator are listed.

The WEE coordinator needs to be able to be a leader both within and outside the education community. The WEE coordinator must have knowledge of child labor laws and work with local employers to see that they are followed. The WEE coordinator must possess a valid secondary level credential, have two years of occupational experience outside the field of education (8 quarters of social security credits), and is knowledgeable of the educational purposes, standards, laws and regulations regarding WEE.

Student Selection – General and Vocational WEE are open to all juniors and seniors who are working a minimum number of hours as outlined by the local education Board's District Plan. In order for a student's job to qualify, the employer must be paying the student at least minimum wage and the student must be covered by the employer's Worker's Compensation Insurance. The WEE coordinator needs to approve all students' work sites. (The minimum age for students enrolled in Exploratory WEE is 12 years of age.)

Business Involvement – Each WEE Program has an extensive partnership with local employers. Employers may participate in a variety of ways including:

1. Serve on WEE Advisory Boards.
2. Assist in developing WEE curriculum.
3. Provide speakers for the class related portion of WEE.
4. Host field trips to give students a perspective of the workplace.
5. Provide mentors to WEE students who serve as career-related role models and personal points of contact in the field of training.
6. Provide summer jobs and part-time school year jobs.

Goals of Work Experience Education – The major goals of WEE include the following:

1. Recognize the process and content of the school's curriculum are relevant to career requirements and responsibilities.
2. Appreciate the importance of work to personal fulfillment and development of independence and maturity.
3. Analyze career opportunities and their requirements and compare these with personal potential and expectations.
4. Relate, in a positive manner, to Work Experience Education supervisors, employers, co-workers, and the public being serviced.
5. Identify with and participate in adult roles and responsibilities in the world of work.
6. Utilize and reinforce the core academic skills of reading, writing, and computation through the world of work.

Benefits of Work Experience Education – WEE Programs provide an opportunity to establish tangible relevance between the education curriculum and the world of employment. In our rapidly changing, complex technological society, where jobs for the

unskilled are disappearing. Old skills are fast becoming obsolete, and new and flexible skills are increasingly in demand, WEE has become recognized as a vital component of modern education. WEE Programs extend learning experiences outside the classroom in to the community. The value of this extension lies in the fact that the business-industry community serves as an expansive training laboratory for the education community.

Benefits to Students – WEE is part of the total education process that:

1. Assists students to choose wisely a career path.
2. Prepares students for full-time employment suitable to their abilities and interests.
3. Gives students the opportunity to learn to work with others in ways, which are successful and rewarding.

Students can develop their skills and assess their capabilities while on-the-job and working with adults. Students may systematically observe work being carried out in the actual work setting in order to determine the suitability of an occupation and how much preparation is required for that career. More specifically, WEE assists students in making career choices, in learning saleable employment skills, and making the transition to the world of work.

A study by the Institute of Columbia University Education and Economy Teacher's College produced the following results relating to students enrolled in School-to-Work Programs such as WEE:

- Regardless of their risk of school failure, students have more interest in school and have comparable or better attendance.
- In comparison to similar students, maintain good grades and take classes that are more difficult. For African American and Hispanic youth, participation in at least one of a variety of school-to-work programs is linked to increased future course taking in science and math.
- Are more likely than comparable students to complete the requirements for graduation, have better graduation rates, and graduate on time (particularly those at "high risk" of not graduating).
- Attend college in greater numbers than their peers and are better able to choose a career once there.
- Jobs obtained by school-to-work graduates are more likely to be within meaningful career paths and offer higher wages than the jobs of other high school graduates.

Secondary benefits include personal growth in the student's:

- Sense of responsibility and self-reliance.
- Self-image and personal pride.
- Economic security and independence.

- Incentive for academic effort and achievement.
- Personality and poise.
- Self-understanding and appreciation of others.
- Ability to work cooperatively with others.
- Knowledge, skills, and attitudes necessary for successful job performance.
- Work habits, which meet employer expectations.
- Awareness of community educational, training, and employment opportunities.
- Awareness of social and economic realities of the occupational world.

Benefits to the Schools – As more students become aware of the importance of education to their personal goals, the school climate and the school image in the community improve. Among the benefits of WEE to the schools are:

- Improved classroom performance by students.
- Greater retention of at-risk students.
- Better relations between school and community.
- Increased support from the business community.
- Greater parent involvement and cooperation with.

Benefits to the Community – WEE Programs readily gain acceptance and support in the community because their short and long-term benefits relate to recognized community concerns. WEE outcomes supported and endorsed by the community include:

- Increased participation by youth in our economic system through early access to wage-earning status.
- Documentation of the decline of delinquency and crime when students are employed part-time.
- Improved citizenship and community participation by students whose contributions to the economy are recognized through school credit and community approval.
- Better relations between community and school.
- Tangible economic value to taxpaying employers.
- Help to insure the health and safety of working minors in the community by educating employers about work permits and state and federal labor laws.

Unique Features about Work Experience Education – Work Experience Education:

- Involves a close working partnership between the high school and local businesses.
- Provides ongoing partnerships among a school district, postsecondary educational institutions, local employers, and the California Department of Education.
- Provides for the voluntary participation of students.
- Requires parental or guardian permission for acceptance into the program.

- Includes a mentor program where each student is partnered with a business, in the local community, who is committed to training and evaluating the student's progress on the job site.
- General and Vocational WEE places students in jobs with local employers.
- Provides additional motivational activities with local community and business involvement.
- Includes workplace learning during the 11th and 12th grade for students enrolled in General or Vocational WEE.
- General and Vocational WEE can provide a transition from the rigid daily schedule of most comprehensive high schools to a more flexible college schedule where students may spend less time in class and more time studying independently.

Partnership Academy – The Partnership Academy includes a practicum, internship, or a work experience component during the 11th or 12th grade. The academy program design typically organizes programs similar to magnet programs; however, an academy is structured as a school-within-a-school or Smaller Learning Community. The goal of this school-within-a-school program is to motivate students who may otherwise not complete high school and to encourage students to participate in activities, which will lead to graduation with their classmates. Components of the Academy model include:

- A common academy structure involves a collaborative team of core teachers such as mathematics, science, English, and Career-Technical Education (CTE) instructors.
- A career-oriented program, with local employers directly involved, which provides students with a major step towards skills attainment, which local employers utilize.
- A partnership between a school district, local employers, and the California Department of Education.
- Voluntary program on the part of both students and parents.
- Academics can focus on a variety of career paths such as graphic arts technology, hospitality, marketing, or environmental agriculture.
- WEE coordinators can be a valuable resource to Academies with their knowledge of the local community and experience in placing students in job sites.
- The WEE Program can serve as the core of the academy, and the basis for a business and industry linkage that includes mentoring and workplace learning experiences.
- In many cases, WEE can provide internship opportunities which are required for students in most academies.

Assurance 1 – District Plan – The district plan for Work Experience Education (WEE) has been approved and adopted by the local governing board. (EC § 51762 and CCR, T5 §10070)

The Education Code states: “The Department of Education shall adopt any rules and regulations necessary to implement the standards set by the Superintendent of Public

Instruction, in order to maintain the educational purpose and character of work experience education.” Further, EC §51762.5 states that these standards shall include, but not be limited to:

- Selection and approval of work stations.
- Classroom instruction.
- Supervision of pupils.
- Formal training agreements.
- Paid and unpaid on-the-job Work Experience Programs.
- Academic credit for participation in work experience education programs.

In setting forth regulations for the implementation of the Education Code, CCR, T5 § 10070 states: “Secondary school districts conducting Work Experience Education shall develop a plan in a form prescribed by the State Department of Education in accordance with the standards described in this article.”

Plan Development and Submission - The development of WEE goals and objectives for the completion of a district plan should be a team effort between teachers, administrators, and support staff. Prior to adoption by the local governing board, the completed plan should be submitted for review to the persons and/or committee, which the district designates as part of the approval process. Those persons should participate in the presentation to the local governing board. A district plan must be developed and adopted by the local governing board.

Approval Process – The local governing board must submit a copy of the board minutes approving the District Plan completed, locally approved and signed Secondary District Plan for Work Experience Education (WEE) to the California Department of Education, ROCP/Workforce Development office. The submitted copy of the plan must bear the original signatures of the district superintendent or his/her designee.

Upon submission, the CDE will review the plan. If there is a need for revisions, the CDE will directly contact the district regarding suggestions for such revisions. After revisions are completed, revised copies with original signatures must be resubmitted to the CDE for review and approval.

Compliance Item – “The district’s CDE-approved Secondary District Plan for Work Experience Education is on file.”

Quality Criterion – The school site’s WEE Program is guided by a district plan, which clearly defines goals and standards. In addition, the development of the goals and objectives should be a team effort between teachers, administrators, and support staff.

Assurance 2 – Responsibility For District Plan – The WEE coordinator shall implement and/or comply with the assurances contained herein. The school district administration is responsible for those assurances outside the purview of the WEE coordinator (e.g. Assurances 14, 15, 17, and 18).

Compliance Item – The district and Work Experience Education coordinator are complying with the assurances contained in the District Plan. The WEE coordinator should make certain that all lines of communication are open so that decisions, which affect the WEE Program, can benefit from input by the WEE coordinator.

Quality Criterion – A board-approved District Plan is on file for WEE with CDE. The District Plan is written with goals and standards to guide the planning and implementation of WEE Programs at the school site.

Assurance 3 - Credential – The WEE coordinator possesses a valid secondary-level credential, has two years of occupational experience outside the field of education, and has knowledge of the educational purposes, standards, laws, and regulations regarding WEE. (EC § 51762 & CCR, T5 § 10075)

Compliance Item – The WEE coordinator possesses a valid secondary level credential and has two years of occupational experience outside the field of education.

The “valid secondary level credential” may be for: special education, single-subject, multi-subjects, designated subjects, Pupil Personnel Services, administrative, etc. The CCR, T5 § 10075 also states that the coordinator shall have “knowledge of the educational purposes, standards, laws and rules and regulations applicable to WEE.”

In addition, the credential holder must have worked for two years outside of the field of education. There is no time on the number of years during which the two years requirement may be accumulated and the working experiences may be full-time or part-time. For the purposes of WEE credentialing, military service is also considered to be “outside the field of education.” A copy of the WEE coordinator’s earned Social Security credits can serve as proof of two years of work outside of the field of education.

Quality Criterion – Instructor has two years of work experience outside of education (may be proved by showing eight social security credits).

Assurance 4 – Enrollment In WEE

Assurance 4a – The WEE coordinator approves students for enrollment in WEE. (EC § 51760)

Compliance Item – The WEE coordinator has approved all students to be enrolled in the program.

Quality Criterion – Students enter the WEE Program through many avenues: referral by counselors, teachers, employers, parent/legal guardians, the WEE coordinator, or other students. Legally, students’ age, grade level, and approval of the work site are the only factors which govern enrollment in WEE. Only those students who meet the WEE coordinator’s approval should be admitted to the program. Students should not be considered enrolled in the WEE Program until all legal papers are signed by the

parents/legal guardians, employer, student and WEE coordinator. The completed training plan confirming student hours, hourly pay, job responsibilities and the employers' workers compensation proves that the job meets the specifications for a WEE job. A legal issue could develop if a student is receiving high school credit for a job that does not qualify and an injury or other problems were to develop.

Assurance 4b – Student Enrollment At the time of enrollment, students are at least 16 years of age (EC § 51760.3(a))

Exceptions:

- Students in grade 11 or higher. (EC § 51760.3(a)(i))
- Students enrolled in Exploratory WEE may be 12 years of age and in the middle school. (CCR, T5 § 10071 (c))
- Principal may certify exemption. (EC § 51760.3(a)(2)(3))
- WEE may be identified on the IEP. (EC § 51760.3(a)(4))

There are two instances whereby a school-site administrator may exempt a student from EC § 51760.3(a). That is when the principal certifies that the pupil is in need of immediate Work Experience Education in order to pursue employment opportunities or that there is a probability that the pupil will no longer be enrolled as a full-time pupil without the opportunity to enroll in a Work Experience Education program.

In all cases where exemptions are made to the 16-years-of-age rule, supporting documentation should be in each student's WEE file.

Compliance Item – The student is at least 16 years of age or in the 11th grade (except those in exploratory work experience). Note: exceptions to the 16-years-of-age rule may be made by the principal or have WEE identified on the IEP (Individual Education Plan).

Quality Criterion – To insure a quality WEE Program, the following student selection process should be followed:

- The district has established and prioritized selection criteria.
- All students who are eligible enrollees are acquainted with the program being offered.
- The WEE coordinator works closely with the counseling staff in the selection of the participants.
- The WEE coordinator works closely with the special education teachers in the placement of special needs students.
- Counselors and the WEE coordinator identify and design specific activities for students at risk of dropping out of school.

Students with Special Needs – WEE should be open to all students, but those who have the greatest need for job training and education are often the student with special needs/handicapping conditions. Meeting the needs of students with special needs is a

challenge and requires an in-depth understanding of students' strengths and handicapping conditions. Intensive communication with the students' teachers, counselors, providers of special services, parents/legal guardians, etc. is essential. Whenever possible, the coordinator should be part of Individualized Education Plan (IEP) teams for students' vocational and transition planning.

Assurance 5 – Minimum Day

Minimum Day – The minimum day for students is at least 180 minutes in duration (excluding WEE). (EC § 46144)

Exceptions:

- Continuation high school students (EC § 46145)
- Graduating WEE students in the last semester of their senior years (EC § 46147)

Students who attend high school for the minimum 180 instructional minutes must enroll in WEE in addition to those required minutes.

Exemptions:

- **Graduating Seniors:** An exemption to the 180 minutes requirement is stated in EC § 46147. The exemption is for "...a 12th grade pupil in his or her last semester or quarter...who is enrolled in a work experience education program...and who would complete all of the requirements for graduation, except courses of physical education, for less than 180 minutes each day, to attend high school for less than a minimum day of 180 minutes..." For students who attend comprehensive high school for less than 6 periods a day, the district will receive a proportional ADA (Average Daily Attendance). Individual districts vary on their policy. Some districts allow last semester seniors a shorter day some do not, check local Board policy in your area.
- **Continuation High Schools:** Continuation high schools are also exempt from the 80 minute minimum day requirement. EC 46170 states "In continuation high schools...no pupil...shall be credited with more than 15 hours of attendance in any calendar week."

For those students who can prove that they are working full-time, EC 48400 states that, for compulsory continuation education "All persons 16 years of age or older and under 18 years of age...shall attend...for not less than four 60-minute hours per week..."

Compliance Item – In addition to Work Experience Education are students enrolled in classes totaling at least 180 minutes per day.

Quality Criterion – Students are enrolled in at least 180 minutes of other classes in addition to their WEE class.

Assurance 6 – Pupil/Teacher Ratio – The pupil/teacher-coordinator ratio in WEE does not exceed 125 pupils per one full-time equivalent certificated WEE coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher-coordinator ratio. (EC § 46300(b))

Exceptions:

- Ratio may be waived by the State Board of Education. (EC § 46300(b))

Compliance Item – “The student-to-WEE coordinator ratio does not exceed 125 students to one FTE coordinator for regular school year programs.”

Class size: The Coordinated Compliance Review (CCR), Compliance Item states that the student-to-WEE coordinator ratio should not exceed 125 students for one full-time equivalent WEE coordinator for the regular school year programs.

Quality Criterion – No more than 125 students for a full time WEE coordinator are enrolled in the program on October 15, December 15 and February 15.

Assurance 7 – Related Classroom Instruction

Assurance 7a – The WEE coordinator is responsible for preparing and conducting related classroom instruction. (EC § 51760, § 51762.5(b) & CCR, T5 § 10073)

Compliance Item – Law states that “the Work Experience Education teacher-coordinator shall prepare and conduct the related classroom instruction. Related classroom instruction shall be developed for each semester and each type of Work Experience Education offered, including units in appropriate scope and sequence.”

The *Secondary District Plan for Work Experience Education (WEE)* requires the school district to attach a course description with major units of instruction for each semester and for each type of WEE offered.

Quality Criterion – The purpose of related instruction is to enrich WEE and to correlate experiences at the work station with school programs. The goals of the program include personal job fulfillment, appreciation for interpersonal relationships, and relevancy of work to the curriculum, the understanding of basic economic practices, and the development of career goals.

- The instruction conducted by the coordinator is directly related to the skills and knowledge students need in order to succeed in current and future jobs. Instruction is tailored to the individual needs of the students and draws upon the student’s job-related experiences. Instruction is organized sequentially and is planned to cover a common core of competencies appropriate to WEE.

Many factors are required for a Quality WEE Program. The following components are part of the class related instruction of a quality WEE program:

Curriculum – For a quality program the instruction should cover a two-year sequence of courses, which follows the WEE standards. Some topics to be covered should include:

- Conducting job search activities
- Analyzing labor market needs and projections
- Getting, keeping, and leaving a job
- Career awareness and development
- Interviewing skills
- Resume writing
- Getting along with others in the work place
- Getting raises and promotions
- Attitudes on the job
- Other employability skills
- Taxes
- Labor laws
- Safety on the job
- Portfolio Development

This two-year sequential curriculum should involve such instructional strategies as:

- Individual study and group instruction
- Audio and visual aids
- Field trips to business firms
- Use of outside resources including recent graduates
- Remedial teaching strategies as needed
- Develop leadership skills

Evaluations/Grading – This component of the WEE Program may be developed per guidelines in your WEE District Plan allowing for individual teacher discretion. Grades may be earned for attendance, successful completion of assignments, test scores, etc. Teachers may devise their own grading system that may or may not factor in evaluations from the students work site supervisors.

Assurance 7b – Related classroom instruction or guidance for each semester and type of WEE is conducted by the WEE coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester. (EC § 51760.3(b))

Compliance Item – During the course of the pupil's enrollment in the program, the pupil receives as a minimum the equivalent of one instructional period per week of classroom instruction or counseling by a certificated employee. The instruction or counseling shall be offered in sessions scheduled intermittently throughout the semester.

Quality Criterion – All students enrolled in the program attend the equivalent of one instructional period per week. Accurate attendance is taken.

Class Meeting Times – There is no mandate as to the time of day in which the instructional period should occur. Different programs have different schedules; the time of day the class meets is based on the school schedule (see below).

For a class which consistently meets one instructional period per week, the related instruction class maybe scheduled as the “0” period of the school day (before the official school day begins), or as the last instruction period of the school day. Class related instruction may also be offered during the students’ WEE class period.

Scheduling Related Classroom Instruction – Although the regulations specify that related classroom instruction must be provided for an equivalent of one instruction period for each week of the semester, there is no mandate as to the manner in which the instruction is to be scheduled. The only requirement is that the related classroom instruction is to be scheduled intermittently throughout the semester.

There are a variety of schedules for WEE Programs throughout the state, all of them meeting the legal requirements for providing instruction. Below are a few examples for an 18-week semester:

- 1 instructional period each week of the semester; 18 weeks.
- 1 seminar, 3 instructional periods in length, scheduled every third week; 5 seminars for the semester.

For a seminar, which is the equivalent of 3 instructional periods, an evening session during the instructional week might be more appropriate.

The only time of day, which is prohibited, from being used for related classroom instruction is the lunch period; all students are required to have a free lunch period. The only exception to this regulation is for students who attend school for only a partial day. In such cases, the students could attend an instructional period of related instruction scheduled during the lunch period. This is permitted as the students would have a free lunch period during the officially scheduled school day although it would occur at a time later than the regularly scheduled lunch period. The only caution would be that lunch periods are usually of shorter duration than are instructional periods. Students would have to meet for multiple lunch periods to equal an instructional period or the students would have to meet for one lunch period with additional scheduled instructional minutes to meet the time requirements.

Counseling – EC § 51760.3(b) allows for counseling by a certificated employee as meeting the requirement for classroom related instruction. Counseling can be understood as one-to-one time spent with students to discuss career goals, employment concerns and/or problems, problem solving for employment, etc.

When these counseling sessions take place, the dates, times, duration, and subject matter of the meetings should be noted and records kept in the student's file. The recorded counseling minutes can be counted towards the total number of instructional minutes required by law.

Purpose of Related Classroom Instruction – Related classroom instruction is an essential component of a successful WEE Program. The purpose of related instruction is to enrich WEE and to correlate experiences at the work station with school programs. The goals of the program include personal job fulfillment, appreciation for interpersonal relationships, understanding the relevance of work to the curriculum and basic economic practices, and the development of career goals.

Assurance 8 – Course Description – The district course description, with major units of instruction for each semester and for each type of Work Experience Education offered is attached. (CCR, T5 §10073)

It is the responsibility of the WEE coordinator to conduct the related classroom instruction. Related classroom instruction should be developed for each semester and for each type of Work Experience Education offered. The curriculum should include units in appropriate scope and sequence.

Compliance Item – A course outline showing meaningful instruction is attached to the district plan and is being followed by the Work Experience Education in related instruction.

Quality Criterion – Concerning curriculum, the WEE Program Quality Review states that instruction should cover a two-year sequence of courses. See Assurance #7 for suggested topics.

The Work Experience Education Program Framework and Curriculum Standards, lists performance indicators for the three types of WEE: Exploratory, General, vocational.

Two-year sequential curriculum may involve such instructional strategies as:

- Individual study and group instruction.
- Audio and visual aids.
- Field trips to business firms.
- Use of outside resources including recent graduates.
- Remedial teaching strategies as need.
- Business, labor and/or community members as speakers.
- Job shadowing experiences.

Assurance 9 – Work Sites

Assurance 9a – The WEE coordinator identifies, selects and/or approves work sites. (EC § 51762.5(a) & CCR, T5 §10072)

Compliance Item – The CCR, T5 § 10072, states, “In selecting and approving a work station for an individual student, the WEE coordinator shall approve work stations that will enable the students to accomplish meaningful learning objectives.”

Quality Criterion – The ideal situation is that students enrolling in WEE are placed in jobs, which reflect their interest, aptitudes, and abilities. This cannot always be the case for all students enrolled in WEE; many students are employed prior to enrolling.

Nonetheless, there are students who do need the assistance of the WEE coordinator to obtain suitable employment and require frequent supervision. This is especially true for students with special needs and those identified as “high risk” students. There are also students who, due to work station business problems, have been laid off. In these cases, the WEE coordinator may assist students in obtaining employment at appropriate work sites.

In the identification and selection of work stations, the WEE coordinator will find that a combination of the following techniques will be the most successful.

Contact Current Employers – The procedure most often followed is the direct solicitation of employers. The WEE coordinator has a myriad of successful, continuous contacts with community businesses and employers. The coordinator can be very successful placing WEE students in jobs where positive past experiences with WEE students have encouraged the employer to interview referrals from the WEE coordinator. The coordinator can also enlist the assistance of other school and community personnel in this endeavor.

Career Center – If a Career Center is operated at the school, the WEE coordinator should work closely with that office in identifying appropriate work stations. Career Center technicians and job placement boards can be excellent resources for available work sites for unemployed WEE students. In many communities, youth employment service agencies and various community civic groups interested in the welfare of youth are actively involved in job placement.

Coordinators must constantly seek new work stations. Students who do not succeed on their jobs may make employers wary of WEE for a short period of time. Some firms establish corporate rules prohibiting the hiring of employees under 18 years of age. Other jobs are lost to the program when students graduate from high school and retain their jobs as permanent employees or while continuing their education. Because of job losses due to these and similar reasons, coordinators must constantly search for new work sites. Developing formal and informal communications with employers will benefit

the currently employed students and will also help the WEE coordinator to develop contacts within the business/industry community for future job placements.

Work Experience Education coordinators may work with state and local agencies such as WIA, State Department of Rehabilitation, Workability, Goodwill Industries and the Salvation Army to help students with special needs find jobs.

Most students who register in General WEE or Vocational WEE have obtained their own jobs prior to enrollment. In such cases, prior approval is not possible and WEE coordinators should establish a policy describing jobs acceptable for course credit to screen students at the start of each semester or before enrolling them. However, there are some basic requirements to which all work sites should conform:

- Employers know and support the intent and purpose of Work Experience Education.
- Employers are required by law to provide Workers Compensation Insurance.
- Employers maintain accurate records of students' work hours, rates of pay, and deductions.
- Work sites offer a reasonable probability of continuous employment for a weekly number of hours (as specified in district plan) during the student's enrollment in WEE.
- Employers have adequate equipment, materials, and other facilities to provide appropriate learning opportunities.
- Working conditions will not endanger the health, safety, welfare, or morals of the students.
- Employers abide by nondiscrimination policies.
- Employers will provide adequate adult supervision so students may receive maximum educational benefits.

In selecting and approving work stations, for all sites, all students, and all WEE coordinators, the primary concern should be for the student's health, safety and welfare. Students should never knowingly be referred to work stations where strikes or other labor disputes are in progress, nor should they be referred to work stations where the WEE coordinator is aware of a history of child labor law violations.

Unemployment – Students in WEE Programs are required to work a minimum number of hours as outlined in the District Plan. If a business goes on strike, students will not be able to work but should not be penalized for not working during the strike. A strike is part of the learning experience of having a job. Walking a picket line and receiving a weekly stipend from the union is not an employee/employer relationship. Students are not covered by their employer's workers compensation insurance while picketing. If a business closes, students are usually given two weeks to find another job. If a business has a temporary closure due to fire, remodeling, or change of ownership, it is up to the discretion of the WEE coordinator on how to handle the situation. Many districts will allow students to average their hours since many do not work the exact same number of hours each week. This also allows students to cut back on hours during special weeks

at school. Students who have earned a paid vacation can turn in their timesheet showing paid vacation and no hours worked. Students are not required to work during a school vacation, such as winter or spring break. Students who work during this time may still submit timesheets to make up for weeks when their hours were low or they were unemployed. Each WEE coordinator should develop a policy for handling students who are fired from a job and the affect on the student's grade and credits. This policy should be included in the District Plan. Many coordinators evaluate the circumstances surrounding the dismissal of the students. Most students who are fired will receive an F grade on the employer evaluation. If the student gets another job, the evaluation will be averaged with the F evaluation for the final grade. Students who are fired because of illegal activities will usually receive an F in the class. WEE coordinators ultimately decide the grading policy and how to handle weeks when students do not work. The district plan should be written to support this policy.

Assurance 9b – A minimum of two on-site contacts per semester with a supervisor at each work site and a minimum of one on-site contact during the summer school session is mandated by the WEE coordinator. (CCR, T5 §10074)

Compliance Item – A minimum of two on-site contacts per semester are made by the Work Experience Education Coordinator with each approved employer (one for summer school). All work station visitations must be recorded with dates, names of supervisors, and items discussed. The records of work station visitations should be maintained and filed in the student's folders. During a compliance review these files will be examined.

Quality Criterion – On-site contacts and recordkeeping are very important aspects. The WEE coordinator should have ongoing contacts with all supervisors/employers. These contacts (aside from those required) can be in the form of additional work site visitations, telephone contacts, advisory committee contacts, and written communications.

The WEE coordinator is mandated to make two on-site work station visitations during the semester or one visitation during Summer School session. At this time, neither codes nor regulations address the issue of site visitations during the trimester schedule. Until the California Code of Regulations, Title 5, is revised, one visit per trimester has been tacitly approved by the CDE representative.

Although not required by regulations, during those work site visitations, the coordinator might have the opportunity to observe a student at work. However, it is not appropriate to interfere while the student is working.

The coordinator should also schedule one-to-one consultation times with WEE students. This time can be used to discuss the student's perception of job successes (or need for improvement), individual problem solving, career goals, etc.

Work site visitations give the WEE coordinator opportunities to speak with supervisors relative to students work progress and performances. Ideally, all WEE students should be visited at least once each quarter while working at their work stations.

It is also advantageous if the coordinator can assist work station supervisors in utilizing appropriate techniques for supervising and evaluating student's job performances. In all communications with employers, the coordinator must be sensitive to business schedules and employers' needs. It should be obvious that a coordinator should avoid a work site visitation during peak business times.

A word of caution: On occasion, employers with whom the WEE coordinator speaks with are not the students' immediate work station supervisors. Whenever possible visitation interviews and evaluations should be completed with the student's immediate supervisor.

Work Station Evaluations – For most districts, student progress at work stations is evaluated in two ways. First, the WEE coordinator visits the work stations and consults with student supervisors. The second evaluation involves a written progress assessment, which is completed by the work station supervisors.

The WEE coordinator should be an innovator, communicator, and facilitator as well as the professional whose enthusiasm and knowledge of the business community motivates students and employers toward successful work station experiences and career-vocational education planning.

Assurance 10 – Training Agreement – A written formal training agreement identifying the responsibilities of the school district, employer, parent/legal guardian, and student is developed for each WEE student. (EC § 51762.5(d) & CCR, T5 §10071)

Individual Training Agreement – A written formal training agreement is required for every student enrolled in WEE. Training agreements necessarily involve four parties – student, parent/legal guardian, employer, and the WEE coordinator – who acknowledge by their signatures that they accept the specified conditions and requirements and that they will carry out the particular responsibilities asked of them.

The first step in development of the training plan is to analyze the specific jobs/tasks in which the student is currently competent. The competencies, which can, or must be learned, can then be identified. Finally, the length of time needed to attain the competencies is determined. For instance, a student working in an office setting might learn to use specific computer programs for that position. An individual goal for this student might be to be able to produce a work document with no errors.

Agreement Format – There is no one format mandated for all training agreements. A sample of a training agreement, which could be used by a WEE coordinator, can be found in the appendix of this document or in the WEE Nuts and Bolts Toolkit.

The conditions that must be addressed in the formal training agreement are outlined in the Secondary District Plan for WEE and are listed below:

Assurance 10a – The student objectives to be accomplished at the work site. (CCR, T5 § 10071)

Assurance 10b – The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE. (EC § 51760 & § 51762.5)

Assurance 10c – The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, T5 §10072)

Assurance 10d – Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762, & CCR, T5 §10072)

Assurance 10e – The employer provides adequate adult supervision to ensure that:

- (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
- (2) The General WEE student is provided opportunities to gain occupational skills.
- (3) The Vocational WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program. (CCR, T5 §10071 & §10072)

Assurance 10f – The employer, as required by law, provides Workers Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district. (EC § 51768, § 51769 & CCR, T5 § 10071)

Assurance 10g – The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, T5 § 10072)

Assurance 10h – The employer assures the district that he/she does not discriminate on the basis of race, creed, color, sex, sexual orientation, or religion. (EC § 51760.3(c)) & CCR, T5 § 10071)

All training agreements must contain a nondiscrimination clause, which the school and employers agree to uphold. As of January 1, 2005 such a statement should read,

“No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other

local agency,” defined in Article 2 of this Chapter, which is funded directly by, or that receives or benefits from any state financial assistance.

Compliance Item – “Individual student records for participants enrolled in work experience education (WEE) include the following:

- A formal training agreement for each student that describes the conditions of employment, the employer’s Workers Compensation Insurance Carrier, and the responsibilities of the student, employer parent(s) and school.
- Training agreement signed by student, employer and parents.
- Nondiscrimination statement on every training agreement (Title VI)
- Training agreement contains the current nondiscrimination statement.
- Individual training plan for each student (CCR, T5 § 10070 and 10074)
- Individual training plan on each student.

Legal Requirements – Students enrolled in WEE must have formal training agreements on file. (CCR, T5 § 10071) training agreements describe the conditions and requirements to be met for WEE enrollment and for the successful completion of course requirements to earn credits. Training agreements necessarily involve four parties – students, parents/legal guardians, employers, and the WEE coordinator – who acknowledge by their signatures that they accept the specified conditions and requirements and that they will carry out the particular responsibilities asked of them.

Quality Criterion – The training agreement contains a nondiscrimination statement and is signed by student, employer and parent/legal guardian and includes the following items in the agreement:

- 10a. Student objectives to be accomplished at the worksite.
- 10b. Work stations offer reasonable probability of continuous employment during the students’ enrollment in WEE.
- 10c. Employers have adequate equipment, materials, and other facilities to provide appropriate learning opportunities.
- 10d. Working conditions will not endanger the students’ health, safety, welfare, or morals.
- 10e. All employers are informed of the intent and purposes of the type of WEE in which employees/students are enrolled.
 - Employers provide adult supervision to ensure that:
 - General WEE students have opportunities to gain occupational skills.
 - Vocational WEE students have opportunities to reinforce and extend job skills and knowledge learned in the career-vocational education program.
- 10f. Employers provide Workers Compensation Insurance for students enrolled in General WEE or Vocational WEE. The district provides coverage for Exploratory WEE students.
- 10g. Employers maintain hourly work records and cooperate in rating the students’ work site performances.
- 10h. Contains the current nondiscrimination clause.

Training agreements for Exploratory WEE should stipulate the career areas in which students will gain firsthand knowledge by observing employees at work and the number of hours to be devoted to that training site (should follow rotation schedule outlined in district plan).

In order to protect the school district from liability, no credit or grade should be issued to students who do not return a completed training agreement. The training agreement is proof that the job site is approved by the school district, parents/legal guardians and employers.

In some districts, WEE students are not enrolled in the program until the training agreement and registration materials are completed and returned to the WEE coordinator.

Assurance 11 – Work Permits – All work permits for students enrolled in WEE are issued or verified by the WEE coordinator. (EC § 49110)

Issuance Authorization – The superintendent of any school district may authorize, in writing, a qualified person to issue work permits to certain minors. (EC § 49110) In almost all instances, the WEE coordinator is designated by the superintendent to issue work permits for all students in the WEE Program. Some WEE coordinators are designated the responsibility for issuing all work permits issued by the high school and others are designated the issuing authority for the entire school district.

It is imperative the WEE coordinator have extensive knowledge of child labor laws and other educational codes and regulations, which govern the employment of minors.

Compliance Item – Individual student records for participants enrolled in Work Experience Education (WEE) include a copy of the Work Permit. Work permit issued for students under 18 (not required for Exploratory WEE).

Quality Criterion – Work Experience Education coordinator has extensive knowledge of Work Permits and labor laws affecting minors. Every student under 18 who is enrolled in a Work Experience Education Program has valid work permit on file with WEE coordinator (except Exploratory WEE).

Assurance 13 – Granting Credits – The district procedure for granting school credit for WEE is attached to this district plan. A student satisfactorily completing the WEE Program requirements may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:

- Exploratory WEE – Ten (10) semester credits for each semester with a maximum of twenty (20) semester credits.
- General WEE – Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.

- Vocational WEE – Ten (10) semester credits for each semester with a maximum of forty (40) semester credits. (EC § 51760.3, § 51762.5(b) (f) & CCR, T5 §1635)

Compliance Item – According to EC § 51760.3 and 51762.5 (b) (f) and CCR, T5 § 1635, a Work Experience Education Program shall following guidelines outlined in the District Plan for issuing credits.

The number of credits, which may be earned, is limited to a total of 40 semester credits, with no more than 10 credits earned in any one semester. A school district may designate a number less than ten as the maximum number of credits possible to earn in a semester of WEE. This policy must be noted in the district plan for WEE.

Exception: An exception to the Education Code section is when an IEP waiver for students with special needs exists. The waiver must be approved by the local governing board and then approved by the State Board of Education.

Quality Criterion – Local governing boards, through the WEE coordinator, provide for arranging, approving, coordinating, and awarding credit earned for WEE courses. Credit towards graduation is earned for satisfactory progress towards achieving the goals and objectives of the WEE Program.

The basis for earning elective credits towards graduation when enrolled in WEE Programs may include, but not be limited to:

- Completing related classroom instruction activities and assignments.
- Attaining individual training plan goals.
- Working the required minimum number of hours each week.

Each local district must specify the number of hours a student must work in order to earn credits. Some districts issue the same number of credits to all students enrolled in the WEE Program, and the students' grade reflects how well they did in the program. Other districts issue variable credits based on how many hours the student worked and number of class-related classes attended for the semester. How credits are issued are left to the discretion of the school district, but must be outlined in the district plan.

Most school districts do not release students who are failing WEE until the end of the semester, unless an administrator or counselor request that the student be removed. In most schools, finding a class for a student to transfer into the middle of the semester can be very difficult. See Appendix for examples of how credits might be issued.

Assurance 14 – Professional Development – A provision is made for WEE professional development for new and continuing coordinators and other support personnel in WEE, to ensure the quality of the WEE Program. (EC § 51762)

Compliance Item – (EC § 51762) Work Experience Education coordinator has received in-service and is current and knowledgeable on all areas necessary to run a legal and effective WEE Program.

Quality Criterion – The WEE coordinator is encouraged to participate in a variety of staff development activities, such as program organization and coordination, instructional methods and curriculum development.

Student Records – Each student enrolled in WEE should have a separate student file. Although the format for such records is not mandated, there are certain student and work site identification items, which should be noted. Aside from state requirements, school districts have specific requirements for generating information relative to students and program. Each WEE coordinator should be aware of local district requirements, but as a base for record keeping, the following items should be recorded on the identification sheets for each student:

- Name
- Address
- Telephone number
- Date of birth
- Age at time of WEE enrollment
- Type of WEE Program in which enrolled
- Type of work permit issued (if applicable)
- Name of work site/business
- Work site supervisor
- Work site address
- Work site telephone number
- Type of work student performing

Student files should also contain employer reports of student's hourly work records, reports of work station visitations and employer contacts, and employer evaluations of student job performances and behavior. Copies of formal training agreements and individual training plans (with all appropriate signatures) should also be kept in student files.

Copies of students timesheets showing the hourly wage and number of hours worked should be kept for each student. Some schools require students to submit timesheets every week, others every two weeks, and others once a month. The procedure used must be outlined in the District Plan.

The education code does not require the students to submit their paycheck stubs, but many coordinators require the students to submit them. Paycheck stubs may be used to verify hours worked or legality of employment. If paycheck stubs must be submitted, it must be included in the District Plan. Many school districts require the employer and the student to sign the timesheet for verification.

Maintaining Students Records – WEE records must be maintained for a total of five years. Student records may be maintained on computer discs, but in the event of a review by an outside agency, hard copy samples of student records should be printed and maintained. Hard copies of the students’ training agreement, work permit, timesheets, and attendance at class related instruction, and final grade should be stored. At the end of five years, student information should be shredded to ensure student privacy. Compliance reviews always check the current school year WEE records, but can ask to see previous years.

Compliance Item – Individual student records of participants enrolled in WEE include all of the following:

1. The type of WEE in which each student is enrolled, where the student is employed, and the type of job held.
2. Work permit issued, if applicable (not required for Exploratory WEE).
3. Employer’s report of student’s hourly work records and performance on the job.
4. Report of employer consultation.
5. Ratings of each student, including his or her grade.
6. Formal training agreement for each student that describes the responsibilities of the student, employers, parent/legal guardian and schools.
7. Nondiscrimination statement on every training agreement (Title VI).
8. Individual training plan for each student (CCR, T5 § 10070 and 10074).

Quality Criterion – A quality WEE Program needs the following clerical support:

- Sufficient clerical support to effectively manage the program. Work experience education personnel have the office space, furniture, telephone service, and equipment needed to carry out the program

Assurance 18 – Nondiscrimination – Work Experience Education covered by this plan shall be in compliance with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972. (EC §51762)

Compliance Item – Individual student records for participants enrolled in Work Experience Education (WEE) include...nondiscrimination statement on every training agreement. (Title VI)

Quality Criterion – Nondiscrimination statement: All training agreements must contain a nondiscrimination clause, which the school and employers agree to uphold. Such a statement may read:

“Federal and State laws state as outlined in Chapter 5.3 Nondiscrimination and Education Equity. Subchapter 1. Nondiscrimination in Elementary and Secondary Education Programs Receiving State or Federal Assistance Article 1. General Provisions (1)...No person shall be excluded from participation in or denied the benefits of any local agency’s program or activity on the basis of age, sex, sexual orientation,

gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an ‘educational institution’ or any other ‘local agency,’ defined in Article 2 of this Chapter, which is funded directly by, or that receives or benefits from any state financial assistance.”

A copy of the training agreement is signed by the student, parent/legal guardian, employers and WEE coordinator and is in each WEE student’s file.

Special Work Permits – Students enrolled in a Work Experience Education Program may be issued a Special Work Permit, which will allow them to work later and longer hours, Monday through Thursday and more hours per week. Below is a comparison of the two types of Work Permits.

Hours worked	Regular Work	Special Work	Regular Work	Special Work
	Permit 16 – 17	Permit 16 – 17 enrolled in WEE*	Permit 14 -15	14 – 15 enrolled in WEE (principal approval)
Mon - Thurs when school in session	4	8*	3	3
Fri - Sun School not in session	8	8	8	8
Maximum hours when school not in session	48	48*	40	40
Total hours allowed on week when school is in session	48 hours per week 48	48 hours per week*	18 hours per week	23 hours per week*
Work must be performed between these hours when school is in session Mon - Thurs	5 a.m. – 10 p.m.	5 a.m. – 12:30 a.m.*	7 a.m. – 7 p.m. but not when public school in session	7 a.m. – 7 p.m.
When work day does not precede a school day	5 a.m. – 12:30 a.m.	5 a.m. – 12:30 a.m.	7 a.m. – 9 p.m. between Memorial Day and Labor Day	7 a.m. – 9 p.m. between Memorial Day and Labor Day

*With the approval of the parents and the school district.

School districts may impose their own restrictions on the number of hours a student is allowed to work in a school week. Twenty hours is the suggested number for students not enrolled in a WEE Program. Various studies on the effect of working and a student's success in school shows that students, not enrolled in a WEE Program, show lower academic success when employed more than 20 hours per week.

Appendixes

STATEMENT OF INTENT TO EMPLOY MINOR AND REQUEST FOR WORK PERMIT
 CDE B1-1 (REV. 06-10)

A "Statement of Intent to Employ Minor and Request for Work Permit" form must be completed before a "Permit to Employ and Work" form (CDE B1-4) can be issued to a minor. (California Education Code 49110.1[c])

(Print Information)

Minor's Information

Minor's Name (First and Last)		Home Phone	
Birth Date	Social Security Number	Grade	Age
Home Address		City	Zip Code

School Information

School Name	School Phone
School Address	City
	Zip Code

To be filled in and signed by employer (Please review the General Summary of Minors' Work Regulations on reverse.)

Business Name or Agency of Placement	Business Phone
Business Address	City
	Zip Code

Describe nature of work to be performed: _____

In compliance with California labor laws, this employee is covered by worker's compensation insurance. This business does not discriminate unlawfully on the basis of race, ethnic background, religion, sex, sexual orientation, color, national origin, ancestry, age, physical handicap, or medical condition. I here by certify that, to the best of my knowledge, the information herein is correct and true.

Employer's Name (Print First and Last)	Employer's Signature	Date
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To be filled in and signed by parent or legal guardian

This minor is being employed at the place of work described with my full knowledge and consent. I hereby certify that to the best of my knowledge and belief, the information herein is correct and true. I request that a work permit be issued.

Parent or Legal Guardian's Name (Print First and Last)	Parent or Legal Guardian's Signature	Date
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For authorized work permit issuer use ONLY							
Maximum number of hours of employment when school is in session:							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
Proof of Minor's Age (Evidence Type)				Check Permit Type: 1. Full-time _____ 3. ***Workability _____ 2. **Work Experience _____ 4. Restricted _____ Education, Vocational _____ 5. General _____ Education, or Personal _____ Attendant _____			
Verifying Authority's Name and Title (Print)							
Verifying Authority's Signature							

*EC 49130 | **Special Education Grant | ***Permit type defined by local school

Copy-District or County Superintendent; Employer; Parent or Legal Guardian (Over)

General Summary of Minors' Work Regulations

FLSA-Federal Labor Standards Act, CDE-California Department of Education, EC-California Education Code, LC-California Labor Code

- If federal laws, state laws, and school district policies conflict, the more restrictive law (the one most protective of the minor) prevails. (FLSA)
 - Employers of minors required to attend school must complete a "Statement of Intent to Employ Minor and Request for Work Permit" (CDE B1-1) for the school attendance for each such minor. (EC 49162)
 - Employers must retain a "Permit to Employ and Work" (CDE B1-4) for each such minor. (EC 49161)
 - Work permits (CDE B1-4) must be retained for three years and be available for inspection by sanctioned authorities at all times. (EC 49164)
 - A work permit (CDE B1-4) must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor. (EC 49164)
 - A day of rest from work is required in every seven days, and shall not exceed six days in seven. (LC 551, 552)
- Minors under the age of 18 may not work in environments declared hazardous or dangerous for young workers, examples listed below: (LC 1285-1312)
1. Explosive exposure
 2. Motor vehicle driving/outside helper
 3. Roofing
 4. Logging and sawmilling
 5. Power-driven woodworking machines
 6. Radiation exposure
 7. Power-driven hoists/forklifts
 8. Power-driven metal forming, punching, and shearing machines
 9. Power saws and shears
 10. Power-driving meat slicing/processing machines

HOURS OF WORK

16 & 17 Year Olds	14 & 15 Year Olds	12 & 13 Year Olds
Must have completed 7 th grade to work while school is in session. (EC 49112)	Must have completed 7 th grade to work while school is in session (EC 49112)	Labor laws generally prohibit non-farm employment of children younger than 14. Special rules apply to agricultural work, domestic work, and the entertainment industry. (LC 1285-1312)

School In Session

4 hours per day on any schoolday (EC 49112; 49116; LC 1391) 8 hours on any non-schoolday or on any day preceding a non-schoolday. (EC 49112; LC 1391) 48 hours per week (LC 1391) WEE students & personal attendants may work more than 4 hours on a schoolday, but never more than 8. (EC 49116; LC 1391, 1392)	3 hours per schoolday outside of school hours (EC 49112, 49116; LC 1391) 8 hours on any non-schoolday No more than 18 hours per week (EC 49116; LC 1391) WEE students may work during school hours & up to 23 hours per week. (EC 49116; LC 1391)	2 hours per schoolday and a maximum of 4 hours per week. (EC 49112)
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School Not In Session

8 hours per day (LC 1391, 1392) 48 hours per week (LC 1391)	8 hours per day (LC 1391, 1392) 40 hours per week (LC 1391)	8 hours per day (LC 1391, 1392) 40 hours per week (LC 1391)
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Spread of Hours

5 a.m.-10 p.m. However, until 12:30 a.m. on any evening preceding a non-schoolday (LC 1391) WEE students, with permission, until 12:30 a.m. on any day (LC 1391.1) Messengers: 6 a.m.-9 p.m.	7 a.m.-7 p.m., except that from June 1 through Labor Day, until 9 p.m. (LC 1391)	7 a.m.-7 p.m., except that from June 1 through Labor Day, until 9 p.m. (LC 1391)
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For more information about child labor laws, contact the U.S. Department of Labor at <http://www.dol.gov/>, and the State of California Department of Industrial Relations, Division of Labor Standards Enforcement at <http://www.dir.ca.gov/DLSE/dlse.html>.

A work permit shall not be issued to a minor until the "Statement of Intent to Employ Minor and Request for Work Permit" (CDE B1-1) form has been signed by the parent or guardian, foster parent, caregiver, or residential shelter service provider and filed with the issuing authority. California *Education Code (EC) 49110(c)*

(Print Information)

Permit Expiration Date <small>(Non full-time work permits shall expire five days after the opening of the next succeeding school year. Full-time exempt work permits issued to 14 & 15 year olds shall expire no later than the end of the current school year.) EC 49118, 49130</small> _____ Date	Check Permit Type: 1. Full-time _____ 2. **Work Experience Education, Vocational Education, or Personal Attendant _____ 3. ***Workability _____ 4. Restricted _____ 5. General _____
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Minor's Information

Minor's Name <i>(Print First and Last)</i>	Social Security Number	
Home Phone	Age at Time of Issuance	Birth Date
Home Address	City	Zip Code

School Information

School Name	School Phone	
School Address	City	Zip Code

Maximum Work Hours Permitted

1. Total number of work hours on a school day _____
2. Total number of work hours on a school day preceding a non-school day _____
3. Total number of work hours on a non-school day _____
4. Maximum weekly hours _____

Remarks or Work Limitations: _____

This permit is valid only at the business listed below:

Business Name	Business Address
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To be signed by minor

Minor's Signature	Date
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Certification

I hereby certify that, to the best of my knowledge, the information herein is correct and true.

I hereby certify that I have a working knowledge of child labor laws and all laws pertaining to the issuance of work permits in California. EC 49110

Issuing Authority's Name and Title <i>(Print)</i>	Issuing Authority's Signature	Date
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*EC 49130 | **Special Education Grant | ***Permit type defined by local school

Copy-District or County Superintendent; Parent or Legal Guardian; Employer

Work Experience Education (WEE) Training Agreement

<p>For Student to Complete:</p> <p>Student Name: _____ Home Address: _____ City: _____ Zip Code: _____ Phone: _____ Date of Birth: _____ Age: _____ Grade Level: _____</p> <p><input type="checkbox"/> General Work Experience Program <input type="checkbox"/> Exploratory Work Experience Program <input type="checkbox"/> Vocational Work Experience Education Work Permit Issued: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 18+ yrs</p>	<p>As a student enrolled in the WEE program, I:</p> <p><input type="checkbox"/> will find a job that meets the class guidelines. <input type="checkbox"/> will obtain a work permit for each job held if under 18 years of age. <input type="checkbox"/> will attend weekly classes, submit weekly records of hours worked, provide pay stubs, complete assignments, and follow all the policies of this program. <input type="checkbox"/> understand if I am absent from school for any reason, then I am not allowed to go to work on the day of that absence. I will attend school regularly. <input type="checkbox"/> will inform the WEE teacher coordinator and seek advice BEFORE quitting my job.</p>
<p>For Parent/Guardian to Complete:</p> <p>Parent/Guardian Name: _____ Address: _____ City: _____ Zip Code: _____ Phone: _____</p> <p>As parent/guardian of a student enrolled in WEE, I:</p> <p><input type="checkbox"/> give permission for the student to be employed.</p>	<p>As parent/guardian of a student enrolled in WEE, I:</p> <p><input type="checkbox"/> give permission for the student to leave school during WEE. <input type="checkbox"/> assume responsibility for the safety and conduct of the student while traveling to and from school, job, and home. <input type="checkbox"/> assume responsibility for the student's supervision while off campus. <input type="checkbox"/> will assist my student in successful completion of this class.</p>
<p>For Employer to Complete:</p> <p>Employed by: _____ Address: _____ City: _____ Zip Code: _____ Phone: _____ Employer's Worker's Comp. _____ Student Job Title: _____ Job Duties: _____</p> <p>As the employment site, we will:</p> <p><input type="checkbox"/> not discriminate on the basis of race, color, national origin, sex, or disability, creed or religion. <input type="checkbox"/> ensuring working conditions do not endanger the health, safety, welfare, or morals of the student.</p>	<p><input type="checkbox"/> provide adequate equipment, materials, facilities, and accommodations to allow appropriate learning activities. <input type="checkbox"/> provided an itemized statement of deductions with every paycheck. <input type="checkbox"/> complete student evaluations and time sheets. <input type="checkbox"/> consult with the WEE coordinator regarding student's performance. <input type="checkbox"/> release student from work when requested by the school. <input type="checkbox"/> adhere to all Federal and State regulations regarding employment. <input type="checkbox"/> provide the probability of continuous employment a minimum of 10 hours weekly through a semester. <input type="checkbox"/> notify the WEE coordinator immediately of any problems or concerns or if the student is terminated or quits.</p>
<p>For Work Experience Teacher Coordinator to Complete:</p> <p>Student's on-the-job objectives: (1) _____ (2) _____ (3) _____</p>	<p>Work Experience Education Coordinator Will:</p> <p><input type="checkbox"/> review and approve student job sites. <input type="checkbox"/> conduct a minimum of 2 site visits/semester. <input type="checkbox"/> maintain all program/student records per Ed Code. <input type="checkbox"/> consult with employer, student, and parent/guardian regarding job performance, progress in class, grade, etc.</p>
<p>Non-discriminatory Statement:</p> <p>"No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an educational institution or any other local agency, which is funded directly by, or that receives benefits from any state financial assistance." (5 CCR, Ch. 5.3, SubCh. 1, Art. 1)</p>	
<p>Student Signature: _____ Parent/Guardian Signature: _____ Date</p> <p>Employer Signature: _____ WEE Coordinator Signature: _____ Date</p>	

Work Experience Education (WEE) Program

Notice of Job Change

Date Submitted: _____ Student Name: _____

I am no longer employed at: _____
Business Name

Last date of employment was: _____

Reason for leaving: Quit Laid Off Fired Other: _____

Explain:

Do you have new employment? Yes No

If yes, state the business name: _____

Business address: _____

Date employment started: _____

Credit for new employment starts when new work permit is submitted.

Application for Permission to Work Past 10:00 p.m.

I intend to employ _____ at _____ later than 10:00 p.m.
Work Experience Student Employer

Under the provision of the work permit and conditions set forth in Section 1391.1 of the *California Labor Code*:

Minors 16 years of age or older and under the age of 18 years enrolled in Work Experience programs approved by the State Department of Education may work after 10:00 p.m. but no later than 12:30 a.m., providing such employment is not detrimental to the health, education, or welfare of the minor and approval of the parent and the Work Experience Education coordinator has been obtained. However, if any such minor works any time during the hours from 10:00 p.m. to 12:30 a.m., he/she shall be paid for working during that time at a rate which is not less than the minimum wage paid to adults.

Employer Signature

Date

I understand that upon approval of the above, I must maintain satisfactory school progress and attend school promptly and regularly, otherwise permission would be revoked.

Student Signature

Date

Permission is granted for the above named student to work later than 10:00 p.m. according to the conditions set forth in Section 1391.1 of the *California Labor Code*.

Parent / Guardian Signature

Date

WEE Coordinator Signature

Date