

Work Experience Education (WEE) Guide



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Chapter I

Overview of Work Experience Education (WEE)

This handbook is presented as a working reference for Work Experience Education (WEE), teacher-coordinators (coordinators), and administrators interested in starting or improving existing WEE Programs. It provides guidelines and specific information about WEE Programs. However, in recognition of the divergent needs of California school districts, students, and communities, it does not endorse nor prescribe one type of program over another.

Curriculum and Career Focus. The current emphasis of 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.

WEE includes both paid and non-paid experiences. The school district may offer any one or more of the following types of WEE as specified in the California Code of Regulations (5 CCR § 10071).

Types and Descriptions of Work Experience Education Programs.

1. Exploratory Work Experience EducationNon-Paid
2. General Work Experience Education Paid
3. Career Technical Work Experience Education..... Paid or Non-Paid

Exploratory Work Experience Education. The major goal of Exploratory Work Experience Education is to provide career guidance through non-paid observations and experiences at selected sites. Many schools offer internships for students. An internship is similar to Exploratory Work Experience except internships are not outlined in the California Education Code while Exploratory WEE is described. In order to receive funding, California Academies are required by EC § 54692 to provide Academy students with an internship. WEE coordinators are encouraged to work with the Academies at their school site to help organize and run these required internships under an Exploratory WEE Program. School districts interested in starting an internship should consider following the guidelines outlined in the California Education Code for Exploratory WEE to run any internship.

The description of Exploratory Work Experience Education is that it is nonpaid, and its general purpose is to provide students the opportunity to observe and sample a variety of conditions of work for ascertaining their interest and suitability for the occupations they are exploring. Exploratory Work Experience Education includes a combination of job observations and related classroom instruction in Work Experience Education. The student may be required to perform, on a limited, periodic and sampling basis, nonpaid work activities while exploring the occupation.

The employer or work site supervisor may, but shall not be required to teach production or other job skills to the Exploratory Work Experience Education student. The length of exploratory assignments may vary, depending on the aptitude of the student, the occupation being explored, the facilities of the worksites, and/or the job classification.

The student shall not replace a paid employee while being an Exploratory WEE student. A detailed training plan must be developed identifying what will be learned and how many hours will be spent at each job site. A student may not be a part of Exploratory Work Experience Education if pay is received for like work at the same worksites or similar job during hours when not assigned as an Exploratory Work Experience Education student. Students who move from an Exploratory WEE unpaid position to a paid position can then be moved into a General WEE Program.

The district shall provide Worker’s Compensation Insurance for the student, since the student is not an employee of the business they are observing. A student in Exploratory Work Experience Education must be at least 12 years of age. (5 CCR §10071)

The rationale for having an Exploratory WEE Program is due to the changing nature of work in our society and the need for students to be aware of career opportunities. This

program provides an opportunity for a broad spectrum of students to explore career paths with the goal of clarifying career directions.

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. (5 CCR §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 Career Technical WEE, students enrolled in a General WEE Program may have a paid job that does not necessarily relate to Career Technical 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.

Career Technical Work Experience Education. The major goal of Career Technical Work Experience Education is to develop and refine occupational competencies necessary to acquire paid employment or non-paid placements, to adapt to the employment environment, and to advance in an occupation.

The description of Career Technical 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 Career Technical course in school prepares them. Students enrolled in Career Technical Work Experience Education must have a job that is related to a concurrently enrolled Career Technical course. (Example: a student in a CAD class works for an engineering company doing computer aided design work.)

NOTE: Career Technical 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 Career Technical 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 Career Technical 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 Career Technical 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 Career Technical WEE.
- General and Career Technical 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.

Definitions and Special Programs. Throughout the state, in addition to the educational community, agencies are developing programs to better service the wide spectrum of youth with all their divergent needs. WEE Programs are an integral part of this continuing effort to expand programs and to focus resources on students with special needs.

The following definitions are presented as being those necessary for an understanding of the total WEE Program and are, in many cases, directly cited from the Education Code (EC) or the California Code of Regulations, Title 5 (5 CCR).

Alternative Education. Provides an alternative setting to the comprehensive high school where students receive individual attention, the opportunity to work independently with emotional support, in a small school setting where behavior modification is used to help students overcome social and behavioral problems. Students and teachers who participate in an alternative education program do so voluntarily. Programs considered alternative education include continuation schools, community day schools, opportunity classes/programs and Independent Study. Work Experience Education programs are usually offered as part of an alternative student's course of study.

California Department of Rehabilitation. The California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities. DOR has created the Workplace Solutions web page for the employer to get the most frequently requested information. For more information, visit their web site <http://www.rehab.ca.gov/>.

Charter Schools. California Charter School Act of 1992 established schools as an option for parents, students, teachers and community members to design self-governing schools to meet the needs of the community.

Charter schools are independent public schools, designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They are sponsored in California by school districts and county boards of education that monitor their quality and integrity but allow them to operate free from the traditional bureaucratic and regulatory red tape that hog-ties public schools. Freed from such micro management, charter schools design and deliver programs tailored to educational excellence and community needs.

Charter schools are accountable to their sponsor, the local school district or county school board, to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they are free to exercise increased flexibility in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose the charter school and the public that funds them.

Charter schools that are directly funded through a local school district need to follow the District Plan for WEE for that school district. Indirectly funded Charter schools, which are not funded by the local school district, will need to submit their own District Plan to the California Department of Education for approval to run a Work Experience Education Program.

Community Classroom. "... is an instructional methodology which utilizes unpaid on-the-job training experiences at business, industry, and public agency sites to assist students in acquiring those competencies (skills, knowledge, and attitudes) necessary to acquire entry-level employment. The intent of the community classroom methodology is to provide additional resources to concurrent, formalized classroom instruction so learning can be expanded and the acquisition of saleable skills enhanced." (5 CCR §10080)

Community Day Schools. Schools designed for placement of expelled and other high-risk youth, who need to be kept separate from other students. Such schools may be located in storefronts or other non-school locations and have small student-teacher ratios. Work Experience Education Programs are usually offered in Community Day Schools. Indirectly funded Community Day Schools, who are not funded by the local

school district, will need to submit their own District plan to the California Department of Education for approval.

Community School & Juvenile Court. A county board of education may establish and maintain one or more community schools. (EC §1980) Community school students may be:

1. Pupils who have been expelled from a school while attending either continuing classes, opportunity classes, or alternative classes.
2. Pupils who have been excluded from programs for the educationally handicapped or students who have been referred to county community schools by a school district as a result of the recommendation by a school attendance review board.
3. Pupils who are court wards or on probation from juvenile halls or camps who are not in attendance in any school and who are referred by any court. (EC §1981)

Comprehensive High School. The comprehensive high school is an innovative education organization for secondary level students, which is unique to the United States. It provides both academic and Career Technical courses, and combines college bound and non-college bound students on the same campus with many of the same classes. Administrative and counseling services are usually available. The goal for students is transition into college, further training, or entering the world of work.

Consolidated Programs Cooperative. Small school districts may choose to be part of a cooperative in order to increase administrative efficiency. Most cooperatives are administered by a county office of education, although some are administered by one of the member districts.

Continuation High School/Alternative High School. It is the intent of the Legislature that continuation education schools and classes shall be established and maintained to provide all of the following:

1. An opportunity for pupils to complete the required academic courses of instruction to graduate from high school.
2. A program of instruction, which emphasizes occupational orientation or a work-study schedule and offers intensive guidance services to meet the special needs of pupils.
3. A program designed to meet the educational needs of each pupil, including, but not limited to, independent study, regional occupation programs, work-study, career counseling, and job placement services as a supplement to classroom instruction. (EC § 48430)

Continuation school is an alternative education program that is usually smaller than a comprehensive high school designed to meet the needs of students at risk of not completing their schooling or lacking enough credits for graduation. Work Experience Education is usually offered to students enrolled in a continuation school.

Cooperative-Vocational Education. This is an instructional methodology, which correlates concurrent, formal vocational classroom instruction with regularly scheduled, paid on-the-job training experience. Cooperative vocational education assists students to develop and refine occupational competencies (attitudes, skills, and knowledge) needed to acquire, adjust, and advance in an occupation. (5 CCR §10106)

County Office of Education. Frequently administers categorically funded programs, such as special education; Elementary and Secondary Education Act (ESEA), Chapter 2; ESEA Chapter 1, Neglected or Delinquent Youth; and child development.

Department of the Youth Authority. The Department of the Youth Authority is the largest offender agency in the nation, providing institutional education, training, and parole supervision for the most serious juvenile and young adult offenders in the state. The Department is responsible for young men and women in institutions and camps, and on parole. Commitments are received from both the juvenile and criminal courts. The Department also assists local justice agencies with their efforts to control crime and delinquency, and encourages the development of state and local programs to prevent crime and delinquency.

Employment Development Department (EDD)/Youth Employment Services. The California division of the EDD provides employment-related services such as information on available jobs, local and statewide; information about agencies to assist with employment-related complaints; information about Unemployment Insurance or Disability Insurance; vocational counseling; vocational testing; and job referrals.

Goodwill Industries. Goodwill Industries' primary mission is to help people gain the skills they need to succeed in today's workforce. More than 80 percent of people seeking Goodwill's services are low-income or welfare-dependent individuals with limited education or employment skills, a criminal record or history of substance abuse. Some have lost their jobs due to changes in the local economy. Another 19 percent have disabilities or a medical condition and need to build their skills or stamina to maintain employment. Local Goodwill agencies offer programs and services to help individuals pursue their employment goals. For more information on these services, visit their website at <http://www.goodwill.org>.

Independent Study Program. An Independent Study Program is an alternative to classroom instruction consistent with a school district's course of study and is not an alternative curriculum. It provides students with a choice of ways to acquire the values, skills, and knowledge all students should gain. Students meet with teachers, usually on a weekly basis, and complete their courses and assignments at home.

- Independent study shall be based on a written agreement signed by the pupil, pupil's parent/legal guardian if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the

general supervision of independent study student and all persons who have direct responsibility for providing assistance to the pupil.

This agreement shall include, but not be limited to:

- The manner, frequency, time and place for submitting assignments and reporting progress.
- The title and statement of the major educational objectives and addresses the activities and personnel to be involved, resources to be used, and method to evaluate successful completion of agreement.
- The duration of the independent study agreement.
- A statement of the number of credits to be earned upon completion of the agreement. (5 CCR §11700 -11703)
- The Work Experience coordinator for independent study students is required to complete two Job Site visitations each semester. The method of issuing credits for the hours worked by the student needs to be outlined in the District Plan. The Work Experience Education coordinator and site administrator determine the method of delivering related instruction to the students enrolled in Work Experience Education.

Individualized Education Program (IEP). An IEP is a written agreement between the school and student's parent/legal guardian. The IEP is about the needs of individuals with exceptional needs and measures to address those needs. The program must be approved by the parent/legal guardian. It is, in effect, a contract between the school and home about the services to be provided for the student with exceptional needs.

Individualized Transition Plan (ITP). An ITP is a statement of needed transition services, which must be integrated into the pupil's IEP. The ITP includes a statement of interagency responsibilities or linkages before the student leaves the school setting. Transition services are defined as a coordinated set of activities, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation.

The Individuals with Disabilities Education Act Amendments of 1997 (IDEA). The Individuals with Disabilities Education Act Amendments of 1997 were signed into law on June 4, 1997. This Act strengthens academic expectations, accountability for the nation's 5.8 million children with disabilities and bridges the gap that too often exist between what children with disabilities learn, and what is required in regular curriculum. For more information about this act, visit their website at <http://www.ed.gov/offices/OSERS/Policy/IDEA/index.html>.

Magnet School. Magnet schools or career magnet schools provide students with a college preparatory curriculum as well as workforce preparation curriculum through the WEE Program. These programs enable students to enter immediately into a well-paying career. By grouping students interested in broad occupational themes, magnet school

programs focus on a career path cluster and link closely with related business and industry. A magnet program can draw students with the same interests to one school where they can pursue those interests most effectively.

Middle School. The middle school usually encompasses grades 6, 7, and 8. The primary challenges of this school are both personal and academic. The middle grades should prepare students academically for high school while providing them with a caring, incremental transition. Students are introduced to a “cafeteria” type schedule where they have many teachers during the day. Twelve-year-old students may enroll in an Exploratory WEE Program.

Migrant Education. The Migrant Education program is funded by the federal education department. Migrant Education provides supplementary services to children (ages 3 through 21) of migrant farm workers. The major goal of the program is to assist these students in achieving their highest education potential. Within California, there is bicultural and bilingual staff to provide services (i.e., dropout prevention and work-study) to secondary school students. Migrant Education supports career education and many migrant students are involved in school districts’ Work Experience Education programs.

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.

CalSafe Program. Each CalSafe (Pregnant Minor) Program shall:

1. Identify program goals, student needs, and community resources.
2. Provide an academic program, which affords equal educational opportunity to students who are pregnant minors. (5 CCR §11823)

Any student is eligible for participation in the Pregnant Minor Program if she has not graduated from high school and has written pregnancy verification from a licensed physician. A statement from a licensed physician stating the student is receiving prenatal care must be obtained by the superintendent within 60 days after placement in the Pregnant Minor Program. A student becomes ineligible for the Pregnant Minor Program at the end of the semester during which delivery takes place. The program plan committee may extend the eligibility if it is in the best interest of the student, but not to exceed one additional semester. Schools, which conduct a School-Age Parenting and Infant Development program, shall offer participation in that program to students until eligibility for the Pregnant Minor Program ends. (5 CCR §11829)

Salvation Army. The Salvation Army is dedicated to caring for the poor, feeding the hungry, clothing the naked, loving the unlovable, and befriending the friendless. This dedication has produced an international network of helpful ministries.

Adult rehabilitation centers, among the most widely known is Salvation Army services. Through the Salvation Army services, participants can receive adequate housing, nourishing meals, and necessary medical care. They can also engage in work therapy, spiritual guidance, and skilled counseling in clean and wholesome surroundings. Residents may be referred or be recommended by the courts.

Transition Partnership Program (TPP). This program provides special education students with job readiness skills. Services include assessment, career guidance, job skills training, job club/placement preparation, and personal counseling. TPP may pay for on-the-job training, but wages are paid by the employer. Success of TPP depends on the joint cooperative efforts between the Employment Development Department (EDD), the Department of Rehabilitation (DR), and the California Department of Education (CDE).

Workability. This program assists students with special needs to make the transition from school to work, post-secondary education, or training. Workability promotes independent living and provides comprehensive pre-employment services (assessment, career guidance, job search skills training, work experience/vocational training, and mobility training), employment services, worksite training, and follow-up services. Placement and follow-up are continuous until high school graduation. Wages may be subsidized by Workability funds.

This program is administered by the California Department of Education and is sponsored by the State Department of Rehabilitation and the Employment Development Department.

WorkAbility1. The Mission of Workability1 is to promote the involvement of key stakeholders including students, families, educators, employers, and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning and quality of life.

Workability1 is a training program for special education students ages 16-22. It is designed to promote career awareness and exploration while students complete their secondary education program. Workability 1 provides students with opportunities for job shadowing, paid and non-paid work experience, and ongoing support and guidance from vocational personnel. Workability1 is administered by the California Department of Education, Special Education Department.

Businesses that employ Workability Students benefit by having screened students ready to learn whose interests/skills are matched to employer's needs. The student receives ongoing support services through a job coach. This program provides a low-risk, low-cost job training for the employer who will have trained employees ready to hire at the end of the training period. Students benefit through this interagency collaboration by having the opportunity to explore careers, while having a support system to help them make career decisions as they gain work experience. For more information, visit their web site at <http://www.workability1.net>.

Workforce Investment ACT (WIA). The federal Workforce Investment Act is a potential funding, service, and business referral resource for the WEE coordinators and administrators committed to starting or improving Work Experience Education. Based on the realities of today's global economy, WIA is a framework for creating a world-class workforce development system that depends on (1) private sector involvement in and use of the system, (2) collaboration among the various agencies and partners who must work together toward the common goal of helping individuals find steady, self-sustaining employment, and (3) a dedicated, competent, professional staff at all levels of the system. Importantly, WIA is committed to serving youth with the federal Department of Labor having issued the following vision statement:

“Out-of-school youth (and those most at risk of dropping out) are an important part of the new workforce ‘supply pipeline’ needed by businesses to fill job vacancies in the knowledge economy. WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.”

Does your WEE Program include students that are WIA eligible? To be eligible for services under the Workforce Investment Act, youth must:

1. Meet low income requirements:
 - a. Be 14 through 21 years of age, and
 - b. Face the challenges associated with being in at least one of the following categories:

- i. School drop-out
- ii. Basic skills deficient (one or more grade levels below the grade level appropriate to the age of the individual)
- iii. Pregnant or parenting
- iv. Disabled, including learning disabled
- v. Homeless or runaway youth
- vi. Offenders
- vii. Others with serious barriers to employment, as identified by the Local Workforce Investment Board

How can WIA youth dollars be used? If you want to compete for WIA funds or services, it is important to develop a working knowledge of what WIA youth funds allow. Chapter 4 of Title I Section 129 of the law describes the use of funds. It describes how funds must be used in two interrelated fashions, program design features and program elements. The law envisions a comprehensive service design. Starting with an employability planning process that includes an assessment, goal setting, and identification of strategies and referral options, programs must be available that either directly provide or offer access to education, work preparation services, continuous support and labor market intermediaries. There are three program design features:

1. Program Design – Funds allowed to a local area for eligible youth shall be used to carry out programs that:
 - a. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and development needs of such participant. A new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program.
 - b. Develop service strategies for each participant that shall identify an employment goal (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A). A new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program; and provide:
 - i. preparation for postsecondary educational opportunities, in appropriate cases;

- ii. strong linkages between academic and occupational learning;
 - iii. preparation for unsubsidized employment opportunities, in appropriate cases; and
 - iv. effective connections to intermediaries with strong links to (1) the job market; and (2) local and regional employers.
2. Federal legislation also includes ten required program elements. This list of mandated services represents a prescription for success with at-risk youth and constitutes a base from which to build a successful youth service program. You can assume that Local Workforce Investment Boards will use this list to evaluate the offerings from all youth program vendors.
- a) Program Elements -The programs described in paragraph (1) shall provide elements consisting of:
- a. tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout strategies;
 - b. alternative secondary school services, as appropriate;
 - c. summer employment opportunities that are directly linked to academic and occupational learning;
 - d. as appropriate, paid and unpaid work experiences, including internships and job shadowing;
 - e. occupational skills training, as appropriate;
 - f. leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate;
 - g. supportive services;
 - h. adult mentoring for a period of participation and a subsequent period, for a total of not less than 13 months;
 - i. follow-up services for not less than 12 months after the completion of participation, as appropriate, and
 - j. comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.
3. California has 49 Local Workforce Investment Areas, each administered by a Local Workforce Investment Board (LWIB) responsible for local WIA funds. Each LWIB is required to establish at least one comprehensive One-Stop Center, specify the wide range of required partners, and services available. Youth programs funded under WIA are required partners in One-Stop systems. Although not all One-Stop systems have reached their optimum effective

outreach efforts to serve youth, pursue youth program partnerships, or provide youth services, your local One-Stop Centers could be a valuable resource to high school students in achieving their immediate and longer-term career goals.

In order to locate your local Workforce Investment Area and One-Stop Center, visit the Web site of the California Workforce Investment Board at <http://www.calwia.org>. Established by Executive Order in response to the mandate of the federal Workforce Investment Act, this Board assists the Governor in setting and guiding policy in the area of workforce development. In addition to a direct link to all local Workforce Investment Areas, you will find additional WIA information.

History of Work Experience Education. Schools and school districts starting Work Experience Education programs can use information from the chronological listing of work related programs included in this chapter to derive justification for their WEE Programs and understand how such programs evolved in Public Schools.

Educational programs, which join the theory and practice, have been in operation in the United States since the early 1900's. One of the first programs appears to have been initiated in 1906 at the Cincinnati School of Engineering where shop and factory work were coordinated. Wilson H. Ivins and William B. Runge, in *Work Experience in High School*, 1951, New York: Ronald Press Company reported that Cincinnati probably had the first high school level WEE Program. Retail selling was another field of training the early programs conducted in Rochester, Boston, and some Midwestern cities.

1915 to present: The federal government exhibited an expanding interest in vocational education as demonstrated by the passage of such legislation as the Smith-Hughes Act, the George-Deen Act, and the George-Barden Act. Specific federal funding supported cooperative programs in distributive and industrial education and eventually in all occupational areas.

1939 – 1942: The National Youth Administration helped to focus the attention of educators on the value of student employment under school supervision. Students were hired to work part-time to produce defense-needed materials.

1941 – 1942: The California Joint Committee on Work Experience, composed of approximately 18 secondary level representatives of major education associations, inquired extensively into WEE practices and published several reports on its activities and recommendations. Largely due to the work of this joint committee, the provisions of the California Code of Regulations (previously known as the California Administrative Code), Title 5, § 98, pertaining to Work Experience Education were adopted by the State Board of Education in May 1942.

1949 – 1951: The Commission for Vocational Education was established in response to requests from secondary school administrators for specific information about WEE Programs and the need for a WEE handbook. During the next two years, commission members visited 40 secondary schools throughout the state. Findings indicated that

extreme diversity existed and guidance and leadership were both desired and needed for the successful operation of WEE Programs.

1950: The Bureau of Secondary Education, California State Department of Education, asked high school principals to state whether their schools operated WEE Programs. This inquiry indicated that 125 senior and four-year high schools were giving their students credit for WEE.

1954 – 1955: The State Department of Education retained Henry T. Tyler to conduct a study to (1) examine the current status of WEE Programs in the public secondary schools of the state, (2) identify problems common to WEE Programs of all types and, insofar as possible, propose solutions for them, (3) recommend acceptable patterns of operation of WEE Programs, and (4) develop suitable definitions and classifications for WEE Programs. Tyler reported his findings in the 1956 Report of the *Study of Work Experience Programs in California High Schools and Junior Colleges*; a major source of information on California's WEE Programs.

Tyler proposed that the term “*work experience education*” replace the loosely applied term “*work experience*” when student employment was under the supervision of the school and the school provided related classroom instruction. He also described, for the first time, the three major types of Work Experience Education.

1959: A statewide advisory committee met to plan and outlines the contents of the first edition of the *Work Experience Education Handbook*. The first draft was reviewed and the handbook published by the State Department of Education that same year.

1963: Herbert D. Gwinn, consultant for the Bureau of Secondary Education, State Department of Education, solicited comments and suggestions for the 1965 revision of the WEE handbook.

That same year, the Federal Vocational Education Act of 1963 challenged all vocational educators, including WEE coordinators, to improve and extend their services to youth.

1965: In 1963-1964, groups of Work Experience Education coordinators in the northern and southern regions of the state began to organize a professional association. The groups merged in 1965 to form the California Association of Work Experience Education (CAWEE), an organization of professionals involved in WEE at the secondary schools and cooperative WEE post-secondary schools. CAWEE was formed to establish and maintain guidelines for professional conduct, to provide in-service training opportunities, and to ensure that WEE educators understand the laws and regulations pertaining to the employment of youth.

1967: The State Director of Vocational Education invited practitioners, school administrators, junior college representatives, and state agency heads to meet as the State Advisory Committee for Work Experience Education. The purposes of the committee were to identify and discuss problems and to offer leadership in finding

solutions. Through its influence and support, statewide improvement in both the status and conduct of WEE Programs has occurred.

1970: An ad hoc committee was formed to develop the WEE goals and objectives for each of the three types of WEE. See the following section of this chapter, “Goals of Work Experience Education,” for a more extensive presentation of the committee results.

1972: Thomas A. Shellhammer, Deputy Superintendent for Programs, State Department of Education, solicited comments and suggestions for the 1972 revision of the WEE handbook.

1983 – 1984: CAWEE sponsored AB 3331 (Johnston) which allowed flexibility to the classroom instruction requirement for WEE. This legislation allowed for the “equivalent” of one “period” of related instruction per week rather than the one-hour requirement as stated in the 1983 legislation, SB 813 (Hart).

1984 – 1985: The Work Experience Education Program Quality Review (WEEPQR) process was modeled after the process developed by the California Department of Education for the review of secondary school programs.

The Legislature unanimously passed AB 2076 (Allen), the only vocational education bill signed by the Governor. AB 2076 provided \$126,000 each year for three years in order to improve the quality of WEE throughout the State. The process was based on a system of three major components: compliance, quality, and technical assistance. WEEPQR encouraged and promoted exchanges between programs and learning among WEE coordinators. The process was continued for a fourth year through vocational program improvement funds, which terminated on June 30, 1990.

1989: The WEE Exchange Program component of the 1984 WEEPQR was identified as a free service available to local educational agencies (LEAs). The goal was to assist LEAs in developing, improving, and/or expanding WEE Programs. The WEE Exchange was designed to send a professional WEE Exchange coordinator to another LEA to work with a staff member or for a WEE coordinator to observe a successful program in another district.

1989 – 1994: A WEE task force began work on the WEE Program and curriculum standards to meet the California Department of Education (CDE) and Career-Vocational Education Division goal to have a curriculum guide for every subject area. This document was patterned after the CDE publications *Model Curriculum Standards, Grade Nine through Twelve* (1985) *Secondary School Program Quality Criteria* (1985) and *Industrial and Technology Education Program Framework and Curriculum Standards, Draft* (1994).

The draft document began in 1989 presented quality curriculum standards and a program framework for Exploratory, General, and Career Technical WEE. Local school districts were encouraged to use the quality review in the WEE Programs.

During the years since 1989, changes were made to the format and content of program frameworks. Based on new directions from the CDE, Career-Vocational Education Division, a revised, updated program framework and curriculum standards document was developed through the Work Site Learning Project and submitted to the CDE in 1994.

1991: *The Work Permit Handbook* for California Public Schools, Sacramento: California Department of Education, 1991 was designed as a guide to child labor laws, the issuing of work permits, and as a reference document for school personnel charged with responsibilities in the area of issuing work permits to minors.

The U. S. Secretary of Labor convened a blue-ribbon panel to look at skills and standards. Their findings were published as *What Work Requires of Schools - The Secretary's Commission on Achieving Necessary Skills (SCANS) Report*. The skills described were not specific to a particular career or job but were generic to all employees at all levels and in any size company.

During this year, the State Department of Education (SDE) was renamed as the California Department of Education (CDE).

1992: California's *Second to None* report was developed and completed. This report presented and discussed the components of successful comprehensive reform strategies.

1992: California Charter School Act of 1992: Established charter schools as an option for parents, schools and community members to design self-governing schools established to meet the needs of their community. Work Experience Education Programs are often a part of the curriculum of these schools.

1992 – 1994: Revision of the 1959 *Handbook on Work Experience Education* was to include operational strategies and suggestions for implementing the integrated curriculum through WEE. Revision of the *Work Experience Education Program and Curriculum Standards* was initiated.

1994: In May 1994, the federal School-to-Work Opportunities Act of 1994 was signed into law. This act placed the major responsibility on state governments for developing coherent systems for school-to-work.

1995: *California Child Labor Laws, 1995-96* developed and published by California's Department of Industrial Relations, Division of Labor Standards Enforcement.

1996: Final drafts of the *Handbook on Work Experience Education* and the *Work Experience Education Program and Curriculum Standards* developed for the CDE.

1997: The *California School-to-Career Plan*, written by interagency partnerships was approved, funded, and implemented.

1997: *The California Resource Network for Young Worker Health and Safety* is created. CAWEE is a member of the founding board. The Network brings together organizations that serve teachers, employers, youth, parents, and job trainers, to provide information on workplace health and safety for teens. From the Network, you can receive:

- Fact sheets for teens and employers.
- Workshops for job trainers, coordinators, or employers.
- Materials for teaching about health and safety.
- Answers to questions about child labor laws.
- Advice and resources.

The Network is coordinated by U. C. Berkeley's Labor Occupations Health Program. Visit www.youngworkers.org or call 1-888-933-TEEN (8336) for more information, and to find out how to participate in their annual Safe Jobs for Youth Month campaign, including teen poster and journalism contests.

1997: QuickPermit™ software is introduced in California and presented at CAWEE conferences as one way to issue and monitor Work Permits.

1998: Revision and publication of the *Work Permit Handbook for California Schools* by the California Department of Education. Revision of California's Department of Industrial Relations' *California Child Labor Laws*, 1998. Publication of the *Work-Based Learning Guide* by the California Department of Education.

2001: No Child Left Behind Act of 2001 (NCLB) - Designed to improve student achievement and change the culture of America's school. The law is built on four common-sense pillars:

- 1) Accountability
- 2) Scientific resource
- 3) Expanded parent options
- 4) Expanded local control and flexibility

NCLB focuses on the ten core subject areas of English, math, science, civics, government, history, economics, geography, foreign language and art. Since Work Experience Education is not one of these ten core subject areas, it does not have to meet the same credentialing requirements. Instructors teaching WEE in California shall meet the requirements outlined in EC §51762 which require a WEE instructor to possess a valid secondary credential and have two years of occupational experience outside the field of education.

2004: Using Carl Perkins Funds to improve Work Experience Education Programs statewide a network of trained field practitioners was formed called the Work Experience Education Resource and Assistance Network (WEERAN). This group of volunteers would provide services to colleagues in their region and give input to the revision of the *California Work Experience Education Guide*, the *Work Experience “Nuts and Bolts” Toolkit* and the *Work Permit Handbook*.

2007: The Work Experience Education program was eliminated from Carl D. Perkins funds. This elimination of WEE’s primary funding source drastically reduced number of programs throughout the state.

2009: Revision and publication of the *Work Permit Handbook* and the *Work Experience Education Guide* for California Schools by the California Department of Education.

Chapter II

Comparing Work Based Learning Programs

The following chart compares Work Experience Education (WEE), Community Classroom, and Cooperative Vocational Education (COOP) Programs.

	Definitions	Legal Citation	Authority Cite
Work Experience Education (WEE)	<ul style="list-style-type: none"> • Career Technical Work Experience Education has as its purpose the reinforcement and extension of vocational learning opportunities for students through a combination of related classroom instruction in WEE and supervised paid employment in the occupation for which their vocational course in school prepares them. • General Work Experience Education is an instructional course, which has as its purpose the application of basic skills of reading, writing and computation. General WEE students will acquire general and specific occupational skills through a combination of a supervised paid employment in any occupational field and related classroom instruction in WEE. • Exploratory Work Experience Education is nonpaid and has as its general purpose the vocational guidance of the students by affording them opportunities to observe and sample a variety of conditions of work for the purpose of ascertaining their interest and suitability for the occupation they are exploring. Exploratory WEE includes a combination of job observations and related classroom instruction in WEE. The student may be required to perform, on a limited, periodic and sampling basis, nonpaid work activities while exploring the occupation. The employer or worksites supervisor may, but shall not be required to, teach production or other job skills to the Exploratory WEE student. The length of exploratory assignments may vary, depending on the aptitude of the student, 	5 CCR §10070	EC § 51760(a) 51760.3(b)5 1762.5(b) 51762.5(d)5 1762.5(e) 51764

	the occupation being explored, the facilities of the worksites, and the job classification. A student may not be a part of Exploratory WEE if pay is received for like work at the same worksites or similar job during hours when not assigned as an Exploratory WEE. The student shall not replace a paid employee. The district shall provide Workers Compensation Insurance for the student. A secondary school student in Exploratory WEE may be less than 16 years of age.		
Community Classroom	“Community Classroom” is an instructional methodology, which utilizes unpaid on-the-job training experiences at business, industry and public agency sites to assist students in acquiring those competencies (skills, knowledge, and attitudes) necessary to acquire entry-level employment. The intent of the community classroom methodology is to provide additional resources, so concurrent, formalized classroom instruction can be extended and the acquisition of salable skills enhanced.	5 CCR §10080	EC § 52372 52372.1
Cooperative Vocational Education (COOP)	“Cooperative Vocational Education” is an instructional methodology, which correlates concurrent, formal vocational classroom instruction with regularly scheduled, paid on-the-job training experiences. Cooperative vocational education assists students to develop and refine occupation competencies (attitudes, skills, and knowledge) needed to acquire, adjust, and advance in an occupation.	5 CCR §10100	EC § 52372 52372.1(a)
<p>Comments: Neither community classroom nor cooperative vocational education is an instructional program. They are methodologies utilized to teach students occupational skills. “Methodology” means a technique or procedure used for teaching students skills.</p>			

	Formal Training Agreement	Legal Citations	Authority Cited
Work Experience Education (WEE)	As outlined in the District Plan, Work Experience Education shall consist of one or more of the following paid and unpaid types of on-the-job experiences, which the	5 CCR §10070 & 10071	EC § 51762.5 (d)

	<p>secondary school district may offer through a formal training agreement with each employer. The written agreement shall identify the responsibilities of the student, employer, parent or guardian (with respect to minors only) and the secondary school district shall outline the objectives that the student is to accomplish at the training site:</p> <p>(a) Career Technical Work Experience Education has as its purpose the reinforcement and extension of career learning opportunities for a student through a combination of related classroom instruction in Work Experience Education and supervised paid employment in the occupation for which the student's career technical course in school prepares him/her.</p> <p>(b) General Work Experience Education is an instructional course, which has as its purpose the application of basic reading, writing, and computation skills. A General Work Experience Education student will acquire general and specific occupational skills through a combination of a supervised paid employment in any occupational field and related classroom instruction in Work Experience Education.</p> <p>(c) Exploratory Work Experience Education is nonpaid and has as its general purpose the career guidance of the student by affording him/her opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his/her interest and suitability for the occupation he/she is exploring. Exploratory Work Experience Education includes a combination of job observations and related classroom instruction in Work Experience Education. The student may be required to perform, on a limited, periodic and sampling basis, nonpaid work activities while exploring the occupation. The</p>		
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	<p>employer or workstation supervisor may, but shall not be required to, teach production or other job skills to the Exploratory Work Experience Education student. The length of exploratory assignments may vary, depending on the aptitude of the student, the occupation being explored, the facilities of the workstation, and the job classification. A student may not be a part of Exploratory Work Experience Education if pay is received for like work at the same workstation or similar job during hours when not assigned as an Exploratory Work Experience Education student. The student shall not replace a paid employee. The district shall provide Worker's Compensation Insurance for the student. A student in Exploratory Work Experience Education may be less than 16 years of age. Permits to Employ and Work (CDE Form B1-4) are not required for students enrolled in Exploratory Work Experience Education.</p> <p>Secondary school districts conducting a Work Experience Education program shall submit a Secondary District Plan to the California Department of Education (CDE) that includes all of the following:</p> <p>(a) Evidence of the local governing board's approval of the Work Experience Education Secondary District Plan (e.g. meeting minutes);</p> <p>(b) The course description with the units of instruction per week for each semester offered;</p> <p>(c) Assurances by the employer that each student and employer have entered into a training agreement that includes all of the following:</p> <p>(1) The specific student objectives to be</p>		
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	<p>accomplished at the work site;</p> <p>(2) Assurance by the employer that the work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in the Work Experience Education program;</p> <p>(3) Assurance by the employer that he/she has adequate equipment, materials, and other facilities to provide appropriate learning opportunities;</p> <p>(4) Assurance by the employer that the work conditions will not endanger the health, safety, welfare, or morals of the student;</p> <p>(5) Assurance by the employer that he/she will provide adequate adult supervision at all times when the student is engaged in Work Experience Education employment;</p> <p>(6) Assurance by the employer that he/she, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employer-employee relationship;</p> <p>(7) Assurance by the employer that he/she will maintain the student's hourly work records and cooperate in rating his/her achievement at the work site; and</p> <p>(8) Assurance by the employer that he/she does not and will not discriminate on the basis of race, creed, color, sex, sexual orientation, or religion;</p> <p>(d) A detailed explanation of the criteria for granting school credit by the school district; and</p> <p>(e) If applicable, a letter of authorization to issue Permits to Employ and Work (CDE</p>		
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	Form B1-4) signed by the district superintendent or his or her designee.		
Community Classroom	<p>(a) "Community Classroom Individualized Training Plan" is a written document, which identifies those competencies the student will acquire through vocational classroom instruction and unpaid on-the-job training experiences.</p> <p>(b) "Community Classroom Joint Venture Training Agreement" is a written document, which describes the conditions and requirements to be met by the local education agency and management of the community classroom in the utilization of business, industry, and public agency resources for vocational instruction.</p> <p>(c) "The Management of the Community Classroom" is the owner or designated employee(s), representing the entity offering its resources for vocational instruction, who assists the local educational agency in the operation of community classroom.</p> <p>(d) A written joint venture training agreement shall be entered into between the director, or his designee, of the local educational agency and the management of the community classroom site.</p> <p>(e) The community classroom teacher, in cooperation with the management of the community classroom site, shall prepare an individualized training plan for each pupil to include, but not be limited to, the following:</p> <ol style="list-style-type: none"> (1) Competencies to be included in the instructional objectives of the approved course/program. (2) Expected duration of training for competencies necessary for employment. Identification of competencies to be taught in either related classroom instruction and/or 	5 CCR §10087	EC § 52372.1(a)(4) and (d)

	<p>the unpaid training station. Verification that the student has acquired the competency demonstrating a proficiency equivalent to entry-level employment. A copy of the community classroom-training plan shall be maintained at the community classroom-training site.</p>		
Cooperative Vocational Education (COOP)	<p>Training Agreement established between employer and local education agency.</p> <p>(a) The vocational education director or his/her designee shall prepare a written training agreement, which delineates the responsibilities of each employer and local education agency.</p> <p>(b) The cooperative vocational education teacher in cooperation with the training station employer and student shall prepare an individualized training plan for each pupil to include, but not limited to, the following:</p> <ol style="list-style-type: none"> (1) Competencies to be presented in the instructional objectives of the approved course/program. (2) Expected duration of training for competencies necessary for employment. (3) Identification of competencies to be taught in either related classroom instruction and/or the paid training station. (4) Verification that the student has acquired the competency by demonstrating a proficiency equivalent to entry-level employment and/or advanced occupational areas. A copy of the individualized training plan shall be maintained at the cooperative vocational education training station. 	5 CCR §10108	EC § 46300 (f) and 52372.1(a) (4) and 52372.1 (b)

	Selection and Approval of Work Stations	Legal Citations	Authority Cited
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<p>Work Experience Education (WEE)</p>	<p>In selecting and approving a workstation for an individual student, the WEE coordinator shall approve workstations that will enable the student to accomplish meaningful learning objectives.</p>	<p>5 CCR §10072</p>	<p>EC § 51762 51762.5(a)</p>
<p>Community Classroom</p>	<p>“Community Classroom Training Station” is the business/industry or public agency location where the student receives his/her unpaid on-the-job training experiences. The following criteria shall be used to select and approve a community classroom training station:</p> <p>(a) The management of the community classroom methodology and a willingness to participate in the training experience.</p> <p>(1) Have a clear understanding of the community classroom methodology and a willingness to participate in the training experience</p> <p>(2) Cooperate with the vocational education director or his/her designee, in preparing a written joint venture agreement.</p> <p>(3) Participate with the community classroom teacher in preparing an individualized training plan.</p> <p>(4) Provide and assist students with unpaid on-the-job training experiences as described in the individualized training plan.</p> <p>(5) Consult with the community classroom teacher regarding the student’s progress during the unpaid on-the-job training experiences.</p> <p>(6) Assist in maintaining accurate records of the pupil’s training hours.</p> <p>(b) The training station shall offer training opportunities in the specific occupation for which the course is approved. Training opportunities at the station shall expand competencies developed in the classroom instruction portion of the student’s training.</p> <p>(c) The training station shall have adequate equipment, materials, and</p>	<p>5 CCR §10086 and 10080</p>	<p>EC § 52372.1(a) 44806, 46300(f), 52372.1(a) (3), (4), (6) and (d)</p>

	<p>other resources to provide an appropriate learning opportunity.</p> <p>(d) Training station conditions shall prevail which will not endanger the health, safety, welfare, or morals of the pupil.</p> <p>(e) The training station shall be concurrently engaged in a business operation, which requires employment in the occupations for which training is provided.</p>		
<p>Cooperative Vocational Education (COOP)</p>	<p>The following criteria shall be used to select and approve training stations.</p> <p>(a) The employer at the cooperative vocational education training station shall:</p> <p>(1) Have a clear understanding of program objectives and a willingness to participate in the program.</p> <p>(2) Provide adequate supervision to ensure a planned program of the students' paid on-the-job training in order that the student may receive maximum education benefit.</p> <p>(3) Consult with the cooperative vocational education teacher regarding the paid on-the-job progress of the student.</p> <p>(4) Cooperate with the vocational education director or his/her designee in preparing a written training agreement.</p> <p>(5) Participate with the cooperative vocational education teacher and the student in preparing an individualized training plan.</p> <p>(6) Provide a minimum of 8 hours of paid employment per week to assist students to acquire those competencies necessary for employment and advancement in the occupational area for which training is offered.</p> <p>(7) Assist in maintaining accurate records of the students' training hours.</p> <p>(8) Provide Workers' Compensation Insurance for students employed through the Cooperative Vocational Education Program.</p> <p>(b) The training station shall offer training opportunities in the specific</p>	<p>5 CCR §10107 and 10100</p>	<p>EC § 52372 and 52372.1(a) 44806, 46300(f), 51769, 52372, 52372.1(a) (1)(a)(3), (a)(4), (a)(6) and (b)</p>

	<p>occupation for which the course is approved. Training opportunities at the paid station shall be in the occupation for which related instruction is provided.</p> <p>(c) Training station working conditions shall not endanger the health, safety, welfare or morals of the students.</p> <p>(d) The Training station shall have adequate equipment, materials and other resources to provide an appropriate learning opportunity.</p> <p>“Cooperative Vocational Education Training Station” is the business/industry, location, public or private, where the student receives his/her regularly, scheduled, paid, on-the-job training experiences.</p>		
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	Related Classroom Instruction	Legal Citations	Authority Cited
Work Experience Education (WEE)	<p>The WEE coordinator shall conduct the related classroom instruction. Related classroom instruction shall be developed for each semester as well as the type of WEE offered, including units in appropriate scope and sequence. “Related Classroom Instruction” means formal vocational instruction, which is correlated with paid on-the-job training experiences.</p>	5 CCR §10073	EC § 51762 51762.5
Community Classroom	<p>Formal related concurrent vocational classroom instruction shall be:</p> <p>(1) Based on the skills, knowledge, attitudes, and related performance levels in the occupation for which training in conducted.</p> <p>(2) Provided at a minimum equivalency of three instructional periods per week. An instructional period must equal at least 50 minutes. A minimum of one instructional period per week shall be scheduled and conducted.</p> <p>b) The curriculum for a vocational course/program, utilizing the community classroom methodology, shall identify how competencies necessary for employment will be taught through concurrent classroom</p>	5 CCR § 10085	EC § 52372.1(a)

	<p>instruction and be expanded through unpaid on-the-job training experiences.</p> <p>c) "Related Classroom Instruction" means formal vocational instruction, which is correlated with unpaid on-the-job training experiences.</p> <p>d) "Community Classroom Teacher" is the certificated vocational education instructor, employed by the local educational agency operating a community classroom instruction, conducts the required visitations to on-the-job training stations, and verifies student acquisition of competencies identified in the training plan.</p> <p>e) "Formal Vocational Instruction" means instruction provided by a qualified teacher, utilizing a lesson plan, to a group of students in a classroom.</p> <p>f) "Concurrent Classroom Instruction" means classroom instruction and unpaid on-the-job training experiences are being conducted together within the same time frame (quarter, semester, program year, etc.)</p> <p>g) "Competency" means the prescribed performance level for a skill, knowledge, and attitude necessary to accomplish a task.</p>		
<p>Cooperative Vocational Education (COOP)</p>	<p>a) Formal related vocational classroom instruction shall be:</p> <p>(1) Concurrent and directly related to the paid on-the-job training of students.</p> <p>(2) Organized to ensure that each student will have sufficient number of hours of related classroom instruction and on-the-job training experience to provide the student with those competencies necessary for employment and advancement in the occupational area for which training is offered.</p> <p>(3) Provided at a minimum equivalency of three instructional periods per week. An instructional period must equal at least 50 minutes. A minimum</p>	<p>5 CCR § 10106</p>	<p>EC § 52372.1(a) 52372.1(a) (2) and (c)</p>

	<p>of one instructional period per week shall be scheduled and conducted.</p> <p>(b) The curriculum for a vocational course/program, utilizing the cooperative vocational education methodology, shall identify how competencies necessary for employment will be taught through concurrent classroom instruction and on-the-job training experiences.</p> <p>(c) “Competency” means the prescribed performance level for a skill, knowledge, and attitude necessary to accomplish a job task.</p> <p>(d) “Formal Vocational Instruction” means instruction provided by a qualified teacher, utilizing a lesson plan, to a group of students in a classroom.</p> <p>(e) “Related Classroom Instruction” means formal vocational instruction, which is correlated with paid on-the-job training experiences.</p> <p>(f) “Concurrent Classroom Instruction” means classroom instruction and paid on-the-job training experiences are being conducted together within the same time frame (quarter, semester, program year, etc.).</p> <p>(g) “Methodology” means a technique or procedure used for teaching students skills.</p>		
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	Teacher Responsibilities	Legal Citations	Authority Cited
Work Experience Education (WEE)	<p>(a) The WEE coordinator approves students for enrollment in WEE (EC §51760)</p> <p>(b) The WEE coordinator is responsible for preparing and conducting related classroom instruction. (EC §51 760, §51762.5(b) & 5 CCR § 10073</p> <p>(c) The WEE coordinator identifies, selects, and/or approves work sites. (EC § 51762.5(a) & 5 CCR § 10072)</p> <p>(d) A minimum of two on-site contacts per semester with a supervisor at each</p>	<p>5 CCR §10071, 10072, 10073, 10074</p>	<p>EC § 51762</p>

	<p>work site and minimum of one on-site contact during the summer school session is mandated for completion by the WEE coordinator. (5 CCR § 10074)</p> <p>(e) Clerical services & Records: A provision is made for clerical services to assist the professional in meeting the goals and objectives of WEE and to assure the accuracy, completeness, and quality of the records. The district shall maintain records including:</p> <p>(f) Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sees and hours of rotation. (EC § 51762.5)</p> <p>(g) Work permit issued, if applicable (EC § 49110) Note: Not required for Exploratory WEE.</p> <p>(g) Employers report of student's hourly work record and performance on the job, (EC § 51762.5)</p> <p>(h) Report of employer consultations. (EC § 51762.5 & 5 CCR § 10074)</p> <p>(i) Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762-5)</p> <p>(j) Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & 5 CCR)</p>		
<p>Community Classroom</p>	<p>Community classroom teacher provides related classroom instruction and supervision/coordination.</p> <p>(a) Provide concurrent formal vocational classroom instruction. Instruction shall be based on skills, knowledge, attitudes, and related performance levels in the occupation for which instruction in conducted.</p> <p>(b) Conduct required training station visits to observe students, provide instruction, and ensure that student acquisition of competencies identified</p>	<p>5 CCR § 10083</p>	<p>EC § 52372, 52372.1(a)</p>

	<p>in the individualized training plan is taking place.</p> <p>(c) Prepare individualized training plans.</p> <p>(d) Locate and select training stations to provide students unpaid on-the-job learning experiences commensurate with their skill training.</p> <p>(e) Monitor the student's progress by completing the individualized training plan.</p> <p>(f) Provide ongoing and final evaluation of the student's achievement of course/program instructional objectives.</p>		
Cooperative Vocational Education (COOP)	<p>Cooperative vocational education teacher provides related classroom instruction and supervision/coordination.</p> <p>The cooperative vocational education teacher shall:</p> <p>(a) Assist students in career planning and guidance.</p> <p>(b) Locate and select training stations to provide students on-the-job training experiences commensurate with their abilities and interests.</p> <p>(c) Plan on-the-job training station experiences with the employer.</p> <p>(d) Provide a written evaluation of the paid on-the-job progress of the student at least once each grading period.</p> <p>(e) Assist students with continued educational objectives and/or employment placement.</p> <p>(f) Provide concurrent, formal, related classroom instruction.</p> <p>(g) Conduct required training station visits to observe students and ensure that student acquisition of competencies identified in the individualized training plan is occurring.</p> <p>(h) Prepare individualized training plans.</p> <p>(i) Provide ongoing and final evaluation of the student's achievement of course instructional objectives.</p>	5 CCR §10104	EC § 52372, 52372.1(a)
	Course Approval Process	Legal Citations	Authority Cited

Work Experience Education (WEE)	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.	5 CCR §10070	EC § 51762 46300(b) 51762.5(d)
Community Classroom	“Approved Vocational Education Course/Program,” means the State Department of Education has approved the vocational education course/program by either signing a ROC/P Course Approval Application (Form VE-77) or local educational agency Program Inventory (Form VE-30).	5 CCR §10080	EC § 52372 and 52372.1
Cooperative Vocational Education (COOP)	(j) “Approved Vocational Education Course/Program” means the State Department of Education has approved the vocational education course/program by either signing a ROC/P Course Approval Application (Form VE-77) or local educational agency Program Inventory (Form VE-30)	5 CCR §10100	EC § 52372.1(a)

	Training Site Supervision	Legal Citations	Authority Cited
Work Experience EDUCATION (WEE)	In carrying out the district plan for WEE, the coordinator shall provide for supervision of students by preparing individual training plans, observing the consulting with students, and making a minimum of two on-site contacts per semester with each work station supervisor and a minimum of one on-site contact during summer school to evaluate student performance.	5 CCR § 10074	ED § 51762 (c)

<p>Community Classroom</p>	<p>(a) The community classroom teachers shall make at least one visitation every 3 weeks to consult with the management of the community classroom, observe students at the training station, provide instruction, and ensure that student acquisition of competencies identified in the individualized training plan is taking place. Each visitation shall include an observation of the student engaged in unpaid on-the-job training experiences.</p> <p>(b) The community classroom teacher shall be provided time for supervision/coordination equivalent to one hour per week for every five community classroom students enrolled. When less than five students are enrolled, a minimum of one hour per week of supervision/coordination time shall be provided.</p> <p>(c) Only the community classroom teacher who provides related classroom instruction shall provide supervision/coordination for the unpaid on-the-job training of students.</p> <p>(d) "Supervision/Coordinator" are those activities performed by the community classroom teacher, usually outside of the classroom that include but are not limited to advisory committee operation, program promotion, recruitment, selection of training stations training plan development, relating in-school instruction to unpaid on-the-job training, on-the-job student/employer visitations, and evaluation of student progress.</p>	<p>5 CCR §10088(a)(b)(c) and 10080</p>	<p>EC § 52372.1(a)(2) and (1)(3)</p>
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Cooperative Vocational Education (COOP)	<p>(a) The cooperative vocational education teacher shall make at least one visitation every four weeks to each employer to ensure that the training agreement provisions are being met and student acquisition of competencies identified in the individualized training plan are taking place. One out of every two visits to the training station must include an observation of the student engaged in on-the-job training experiences.</p> <p>(b) The cooperative vocational education teacher shall be provided time for supervision/coordination equivalent to one hour per week for every five cooperative vocational education students enrolled. When less than five students are enrolled, a minimum of one hour per week of supervision/coordination time shall be provided.</p> <p>(c) Only the cooperative vocational education teacher who provides related classroom instructional shall provide supervision/coordination for the paid on-the-job training of students.</p> <p>(d) "Supervision/Coordination" are those activities performed by the cooperative vocational education teacher, usually outside of the classroom that include, but are not limited to: advisory committee operation, program promotion/recruitment, selection of training stations, training plan development, relating in-school instruction to paid on-the-job training, on-the-job student/employer visitation, and evaluation of student progress.</p>	<p>5 CCR § 10109 And 10100</p>	<p>ED § 52372 and 52372.1(a) 52372.1(a) (2) and (a)(3)</p>
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	Teacher Qualifications	Legal Citations	Authority Cited
Work Experience Education (WEE)	<p>(a) The Work Experience Education Teacher-Coordinator shall possess a valid California credential, have two years of occupational experience</p>	<p>5 CCR §10075</p>	<p>EC § 51762 46300(b),</p>

	<p>outside the field of education, and have knowledge of the educational purposes, standards, laws, and rules and regulations applicable to Work Experience Education.</p> <p>(b) For the purpose of this section, credential means a Preliminary, Professional Clear, Life Credential, or any non-intern teaching credential issued under prior statutes that authorizes a person to teach in California K-12 schools.</p>		51762, 51762.5
Community Classroom	(e) "Community Classroom Teacher" is the certificated vocational education instructor, employed by the local education agency operating a community classroom instruction, conducts the required visitations to on-the-job training stations, and verifies student acquisition of competencies identified in the training plan.	5 CCR §10080	EC § 52372 and 52372.1
Cooperative Vocational Education (COOP)	(e) "Cooperative Vocational Education Teacher" is the certificated vocational education instructor, employed by the local educational agency, operating a cooperative vocational education instructional methodology, which provides the formal vocational classroom instruction, conducts the required visitations to paid on-the-job training stations, and verifies student acquisition of competencies identified in the training plan.	5 CCR §10100	EC § 52372 and 52372.1(a)

	Records	Legal Citations	Authority Cited
Work Experience Education (WEE)	Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation. (EC § 51762.5) Work permit issued, if applicable. (EC § 49110) Note: Not required for Exploratory WEE. Employer's report of student's hourly work record and performance on the job.	5 CCR and EC	EC § 10071, 10074, 49110, 51760.3, 51762.5,

	(EC § 51762.5) Report of employer consultations. (EC § 51762.5 & 5 CCR § 10074) 15.e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5) 15.f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & 5 CCR § 10071)		
Community Classroom	The community classroom teacher shall keep on file, copies of the following records: (a) Joint Venture Training Agreement. (b) Individualized Training Plan. (c) Community Classroom teacher unpaid training station visitations and community classroom site management consultations regarding student progress and training plan on-the job experiences. (d) Pupils' training hours from the management of the community classroom. (e) Students assigned at community classroom sites including locations, duration of time, dates, and hours.	5 CCR § 10084	EC § 52372 and 52372.1(a) 52372.1(a) (3), 52372.1(a) (4), (a)(6) and (d),
Cooperative Vocational Education (COOP)	The cooperative vocational education teacher shall keep on file copies of the following records: (a) Evidence of work permits issued. (b) Training agreements. (c) Individualized training plans. (d) Cooperative vocational education teacher on-site training station visitations and employer consultations regarding student progress and training plan paid on-the-job experiences. (e) Pupil training hours from the employer. (f) Students enrolled in the cooperative vocational education program, including the names of firms that served as training stations, the duration of time the students were employed, and the total number of hours the students were employed.	5 CCR § 10105	EC § 52372 and 52372.1(a)

	Criteria For Earning Academic Credit	Legal Citations	Authority Cited
Work Experience Education (WEE)	The governing board shall grant to a pupil for the satisfactory completion of work experience education established under Education Code 51760 credit in an amount not to exceed a total of 40 semester periods made up of one or a combination of two or more of the following types: (a) For Exploratory WEE: Ten (10) semester periods for each semester, with a maximum of twenty (20) semester periods earned in two semesters. (b) For General WEE: Ten (10) semester periods for each semester with a maximum of forty (40) semester periods. (c) For Vocation WEE: Ten (10) semester periods for each semester with a maximum of forty (40) semester periods. The criteria and procedures use to grant credits must be included in the District Plan on file with CDE.	5 CCR § 1635	
Community Classroom	Provision shall be made for evaluating and rating each student's achievement in Community Classroom. Credit shall be granted for the satisfactory completion of the following: (a) Evaluation of participation in related classroom instruction, which is the responsibility of the community classroom teacher. (b) Evaluation of participation at the unpaid training workstation is the responsibility of the community classroom teacher with the assistance of the management of the community classroom.	5 CCR § 10081	EC§ 52372 and 52372.1
Cooperative Vocational Education (COOP)	Provision shall be made for evaluating and rating each student's achievement in Cooperative Vocational Education. Credit shall be granted for the satisfactory completion of the following: (a) Evaluation of participation in related	5 CCR § 10102	EC § 52372

	<p>classroom instruction, which is the responsibility of the cooperative vocational education teacher.</p> <p>(b) Evaluation of participation at the paid training station, which is the responsibility of the cooperative vocational education teacher with the assistance of the employer.</p>		
<p>The management of the community classroom assists the instruction with evaluation. The employer in cooperative vocational education assists the instructor with evaluation.</p>			
	Student Qualifications	Legal Citations	Authority Cited
Work Experience Education (WEE)	<p>At the time of enrollment, students are at least 16 years of age (EC § 51760.3(a))</p> <p>Exceptions:</p> <ul style="list-style-type: none"> • Students in grade 11 or higher. (EC § 51760.3(a)(i)) • Students enrolled in Exploratory WEE may be 12 years of age and in middle school. (5 CCR § 10071) • Principal may certify exemption. (EC § 51760.3(a)(2)(3)) • WEE may be identified on the IEP. (EC § 51760.3(a)(4)) 	5 CCR	EC § 51760.3
Community Classroom	<p>In order to qualify for participation in Community Classroom, an individual must be concurrently enrolled in the approved vocational education course/program.</p>	5 CCR § 10082	EC § 52372 and 52372.1
Cooperative Vocational Education (COOP)	<p>In order to qualify for participation in cooperative vocational education, a student shall:</p> <p>(a) Be at least 16 years of age except, a student with exceptional needs, including, but not limited to, financial or motivational needs as determined by the principal or local educational director.</p> <p>(b) Be a full-time student. For the purpose of this section, a full-time student means one of the following:</p> <ol style="list-style-type: none"> (1) A student enrolled in continuation/alternative education. (2) A student enrolled in a regional occupational center or regional occupational program. (3) A student enrolled in the regular 	5 CCR § 10103	EC § 52372

	<p>school for the minimum day, excluding cooperative vocational education.</p> <p>(4) A student enrolled in a summer school approved pursuant to regulations of the State Board.</p> <p>(c) Have parental or guardian approval if under 18 years of age.</p> <p>(d) Be currently enrolled in the approved vocational education course/program.</p>		
<p>A full time student in CVE means a student enrolled in one of the following:</p> <ul style="list-style-type: none"> - continuation/alternative education - ROC/P (secondary and adult) - regular school for minimum day - approved summer school 			

	Student Teacher Ratio	Legal Citations	Authority Cited
Work Experience Education (WEE)	The pupil/teacher-coordinator ration 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 ration (EC §46300(b))		EC § 43600 (b)
Community Classroom	<p>(a) The maximum number of students per vocational education course section utilizing the community classroom and/or cooperative vocational education methodology shall not exceed 30 at any time.</p> <p>(b) The maximum number of students assigned to a vocational education instructor, utilizing the community classroom and/or cooperative vocational education methodology, including both related classroom instruction and supervision/coordination, shall not exceed 75 at any time.</p>	5 CCR §10089	EC § 52372.1(a)
Cooperative Vocational Education (COOP)	(a) The maximum number of student per vocational education course section utilizing the community classroom and/or cooperative vocational education methodology shall not	5 CCR §10110	

	<p>exceed 30 at any time.</p> <p>(b) The maximum number of students assigned to a vocational education instructor, utilizing the community classroom and/or cooperative vocational education methodology, including both related classroom instruction and supervision/coordination, shall not exceed 75 at any time.</p>		
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	Unpaid	Legal Citations	Authority Cited
Work Experience Education (WEE)	<p>For General and Career Technical Work Experience the student must be paid at least state minimum wage. Exploratory WEE is an unpaid placement. Exploratory WEE students may not be paid a wage or salary.</p> <p>Work permits are not required for minors who meet all of the following conditions:</p> <p>(a) the minor is not receiving pay or financial reimbursement for services rendered in volunteer services or educational purposes;</p> <p>(b) the minor is not in an employer-employee relationship in accordance with The Fair Labor Standards Act and the minor is an unpaid trainee, volunteer, or in-school placement; and</p> <p>(c) the minor has parental permission and has submitted written evidence thereof with the school district, charter school, or private school of enrollment.</p>	5 CCR §10071 & 10121	EC § 51762
Community Classroom	<p>(a) The unpaid on-the-job training element of the program shall not:</p> <p>(1) Provide the management of the community classroom site with an immediate benefit.</p> <p>(2) Allow a student to replace an employee of the community classroom site or cause the</p>	5 CCR §10090	EC § 52372.1(a)

	<p>employee's hours to be reduced, nor shall the student's training activities preclude the hiring of additional employees.</p> <p>(3) Include productive work of any kind as defined by State and Federal Labor Regulations (Div. 2, Part 4 commencing with Section 2011, California Labor Code; FLSA 29 U.S. Code, Sections 201 et seq.).</p> <p>(b) Unpaid on-the-job training experiences shall only expand competencies developed in the classroom instruction portion of the vocational course/program utilizing the community classroom methodology.</p>		
Cooperative Vocational Education (COOP)	Students must be paid at least minimum wage.	5 CCR §10107	EC § 52372 and 52372
Unpaid on-the-job training experiences must be identified in the training plan and relate directly to the instructional objectives of the approved course/program.			

	Paid	Legal Citations	Authority Cited
Work Experience Education (WEE)	Students enrolled in general or Career Technical work experience education must be paid at least minimum wage. Exploratory WEE students are not paid.	5 CCR § 10071	EC § 51762
Community Classroom	Students are not paid.	5 CCR § 10090	EC § 52372.1(a)
Cooperative Vocational Education (COOP)	(a) The paid on-the-job training experience shall be: (1) Regularly scheduled. (2) In the specific occupation for which the course/program is approved.	5 CCR § 10111	EC § 52372.1(a)
Paid on-the-job training experiences must be identified in the training plan and relate directly to the instructional objectives of the approved course/program.			

Chapter III

Planning a Work Experience Education Program

The development, revision, or review of a WEE Program requires the use of many resources. In the planning and development phases, careful attention should be paid in order to maintain a balance between all program components in order to avoid over-emphasizing any one area. The following is a suggested timeline for implementing a WEE Program.

Timeline for the Planning and Implementation of a WEE Program

August - February	March - May	August - September
<p style="text-align: center;">Develop WEE Course</p> <ul style="list-style-type: none"> • Review district procedures for course development, utilize advisory committee expertise, examine and address state standards, incorporate strategies to increase student achievement, review available materials, and visit/consult other WEE Programs. • Write District Plan • Local Education Agency (School Board) approves District Plan. • District Plan is submitted to California Department of Education for approval. • Identify and Confirm - WEE coordinator, Designated Administrator and District Representative. • Future WEE coordinator registers and attends Fall CAWEE Workshop for In-service on WEE and Labor Laws. If possible, bring key administrator, counselor and business partner. 	<p style="text-align: center;">Recruitment</p> <ul style="list-style-type: none"> • Recruit and Select Students - Distribute information about WEE to students and school staff, screen/accept applications, hold interviews, select students, notify counselors to schedule students for upcoming year. • Coordinate program with school site, maintain ongoing communication with school staff, connect with special programs and school site plans. • Continue to establish support with local businesses and business associations. • Develop related instruction. • Develop public relation plan and materials. • Future WEE coordinator registers and attends spring CAWEE workshop for in-service on WEE and labor laws contact related school programs such as academies or School-to-Career Programs for enrollment in WEE. 	<p style="text-align: center;">Implementation</p> <ul style="list-style-type: none"> • Make final selections. • Notify students. • Schedule students into WEE Program. • Finalize plans for implementation of WEE Program. Contact CDE if having difficulty.

In addition to this handbook, the following resources may be helpful for developing a WEE Program.

California Association of Work Experience Educators (CAWEE) Web Site.

California Association of Work Experience Educators (CAWEE) was formed to establish and maintain guidelines for professional conduct; to provide in-service training opportunities; and to ensure that Work Experience Educators understand labor laws and regulations regarding your employment. CAWEE is an organization of professionals involved in Work Experience Education programs in secondary schools and Cooperative Work Experience Education programs at community colleges throughout the state. Activities for members include:

- Attending chapter meetings and workshops.
- Participating in regional conference.
- Accessing a central location for work experience information.
- Having a “voice” on issues relating to youth training and employment.
- Networking for school-to-work implementation.
- Acquiring up-to-date legislation on work-related issues.

Today, CAWEE represents over 500 of the 2500 secondary schools in California that have Work Experience Education Programs as well as 85 of the 109 community colleges that have Cooperative Work Experience Programs. WWW.CAWEE.org

California Career Planning Guide 2003 - 2005. The purpose of this guide is to assist students in the career planning process. A series of exercises and related materials guide students to develop a Career Action Plan, which will allow them to pursue their life and career goals more effectively. www.Californiacareers.info

California Code of Regulations, Title 5 (5 CCR). The rules and regulations adopted by the State Board of Education and published as the California Code of Regulations, Title 5, Education. The California Code of Regulations and the Education Code must be referred to for the legal basis of school programs such as WEE.

<http://government.westlaw.com/linkedslice/default.asp?Action=TOC&RS=GVT1.0&VR=2.0&SP=CCR-1000>

California Department of Education (CDE). An important source of information and forms for Work Experience Education Coordinators. www.cde.ca.gov

California Education Code (EC). The California Education Code contains many rules relating to the operation of a WEE Program. The California Education Code is also the legal basis for the development of the sections of the California code of Regulations, Title 5. Most California codes can be found at <http://www.leginfo.ca.gov/calaw.html>.

California State Plan for Perkins Vocational and Applied Technology Act 1991-1994. A major thrust of the plan is to implement *The Thinking Curriculum*. Work Experience Education has the opportunity to participate with the academic and career-

vocational subject areas in the placement and supervision of students in work based learning experiences, both non-paid and paid.

The California High School Investment training includes *Toward a Thinking Curriculum: An Overview*:

“Since 1945, the global economic core has shifted from industry and manufacturing to technology and service. Not minerals and metals, but knowledge and information are the economy’s strategic resources. This dramatic change means that increasingly, employers will expect their workers to be better thinkers and problem solvers. Even the most routine and simple jobs will require higher order thinking skills. Workers will be expected to think abstractly, critically, and creatively and to organize information, and to work cooperatively with others.

For the United States to compete successfully in this new global market, curriculum must be adjusted to reflect the demands of the knowledge-work economy. The thinking and meaning-centered curriculum incorporates the needed adjustments and has the fundamental goals of enabling students to become independent thinkers, discovers, and inventors. It is a curriculum for all students, not just the educational elite. Five major themes pervade the thinking and meaning-centered curriculum:

- Construction of Meaning
- Elaboration Beyond Content
- Self-Regulations of Learning
- Connection to Existing Knowledge
- Interaction Within a Personally Meaningful Learning Environment”

Coordinated Compliance Monitoring Review (CCR). On a cycle established by the CDE, districts receiving Carl D. Perkins education funds are scheduled for a CCR, which is conducted by CDE personnel, approximately one-third of the state’s LEAs are monitored each year. The most common type of CCR is conducted with a district/school site; less common are Consolidated Program Cooperative CCR, County Office CCR, SELPA school site, and Migrant Education Region CCR. The goals of the CCR process can be summarized as decreased multiple compliance monitoring visits by the California Department of Education (CDE) and reduce duplications of monitoring in the LEA.

The school district should take responsibility for conducting a self-review prior to the scheduled CDE compliance review. A self-review allows the school to correct noncompliance problems prior to review and for the school staff and community to gain a better understanding of the program and program requirements.

WEE Programs are included as part of the CCR process through the designation of “Career/Technical Education.”

No Child Left Behind Act. The *No Child Left Behind Act of 2001 (No Child Left Behind)* is an education reform designed to improve student achievement and change the culture of America's schools.

With passage of *No Child Left Behind*, Congress reauthorized the Elementary and Secondary Education Act (*ESEA*)--the principal federal law affecting education from kindergarten through high school. In amending *ESEA*, the new law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States. It is built on four pillars: accountability for results, an emphasis on doing what works based on scientific research, expanded parental options, and expanded local control and flexibility.

Secondary District Plan for Work Experience Education (WEE). In order for a school district or LEA to offer a valid WEE Program and grant credit for the successful completion of WEE Program requirements, the district must comply with the California Education Code and the California Code of Regulations, Title 5, § 10070, which states, "Secondary school districts conducting Work Experience Education shall develop a plan in a form described by the California Department of Education in accordance with the standards described in this article." Charter schools who offer WEE Programs and are not part of a school district must file their own District Plan.

The district plan serves many purposes and does the following:

- Provides the basis for developing district philosophies, goals, and objectives relating to WEE.
- Describes the organizational structure for the operation of WEE in the district, including the job descriptions of personnel with lists of roles and duties for each position.
- Describes the methods and procedures the district will use to maintain compliance with the various laws, rules, and regulations affecting WEE.
- Provides a basis for the development and establishment of district standards that may exceed or be in addition to any state standards.
- Serves as a guide for the evaluation of WEE.
- Provides visibility for the WEE Program to the district governing board, other district personnel and the general public, especially during the plan approval process.

In order to develop a district plan, certain planning activities should take place prior to the actual writing or revision of a WEE district plan. The following questions can be used as a guide for planning:

- How can the students' needs for WEE be determined?
- How does WEE fit into the existing philosophy of the district?
- What are the attitudes of community employers, and to what extent will training facilities be made available for the program?
- What are other community providers of youth employment services doing?

- What will the WEE Program cost? How can those costs be met?
- What are the needs of the students, especially those who are disadvantaged, handicapped, or limited English speakers?
- Will administration support be available?
- How does the faculty view the WEE Program?
- What public or private vocational training is available to district students other than that offered by the district?
- How do the community and parents/legal guardians regard part-time work for high school students?
- How many students, who might be qualified for WEE, have work permits on file?

The development and writing of the district plan should involve more than just one individual. Persons who might participate in the development and writing of a district plan should include:

- Academy and School-to Career coordinators.
- District level curriculum specialist(s).
- School site administrator(s), curriculum vice principal preferred.
- Practicing or proposed WEE coordinator(s).
- Existing and/or potential employers of WEE students.
- Parents/legal guardians who have shown an interest in Career/Vocational Education or who have been active in developing school standards.

In order to have a district plan approved, the Secondary District Plan for Work Experience Education (WEE) states the district plan must be adopted by the local governing board, filed, and approved with the California Department of Education.

Prior to adoption by the local governing board, the completed district plan should be submitted for review to the persons and/or committee, which the district designated as part of the approval process. Those persons should participate in the presentation to the governing board.

The approved district plan must be submitted to the Work Experience Education Office and the California Department of Education (CDE). The plan will be reviewed by CDE staff to determine if the plan meets all criteria and can be approved, or if additional and/or revised information is necessary. If revisions are required, the CDE staff will contact the district to describe and discuss the requisite amendments. The terms of approval for a district plan is determined by the CDE.

CAUTION: Before writing a district plan for WEE, contact the appropriate representative of the California Department of Education to determine the most current revision plan is being used. This can be done by visiting the CDE or CAWEE web sites.

The Secretary's Commission on Achieving Necessary Skills – SCANS. The federal SCANS report explores the questions: How do we prepare for the future? How do we manage change? How do we achieve security? The central task of SCANS is to define

the know-how that our students and workers need for workplace success. Employers were asked about their work force requirements and schools were asked if those requirements were incorporated into the curriculum.

Workplace know-how, as detailed in the SCANS report, is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance.

Skills competencies are what a person must know in order to be effective in five facets of any workplace:

- Resources: allocating time, money, materials, space, and staff.
- Interpersonal Skills: working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
- Information: acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
- Systems: understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.
- Technology: selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

Underlying these skills competencies are the skills foundation made up of the following components:

- Basic skills: reading, writing, arithmetic and mathematics, speaking and listening.
- Thinking skills: thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
- Personal Qualities: individual responsibility, self-esteem, sociability, self-management, and integrity.

The SCANS report and process were developed to: define a common core of skills so schools can improve and become more accountable, support the efforts of teachers and schools to help students see relationships between what they study and its applications in real-world contacts, and define core proficiencies for workers who want to go back to school to upgrade their skills.

Work Based Learning Guide, California Department of Education, 1998. This handbook was developed to provide educators with an overview of the many work-based learning programs available to California's teachers, students, businesses, and labor. Terminology commonly used is defined and legal issues of work-based learning activities and programs are discussed and described.

Work Experience Education Program and Curriculum Standards. The California Department of Education (CDE) and the Career-Vocational Education Division have

directed every subject area to have program and curriculum standards. The WEE Program and curriculum standards were developed by the CDE, Work Site Learning Project, in cooperation with the California Association of Work Experience Educators and an ad hoc advisory committee.

The use of the Work Experience Education Program and Curriculum Standards, can help develop and maintain quality and consistency among the WEE Programs offered throughout the state. The document should also be one of the resources used in developing, planning, and evaluating WEE Programs and may be available through the Work Experience Education office of the California Department of Education.

Chapter IV

Program Implementation and Management

This chapter presents the requirements necessary for the legal operation of a quality Work Experience Education Program (WEE). The development, implementation, compliance item and quality criterion for the management of a WEE Program are described in this chapter using the “Assurances” required in the Secondary District Plan for WEE.

The basic, legal requirements governing WEE Programs can be found in the Coordinated Compliance Monitoring Review (CCR) and the Secondary District Plan for Work Experience Education (WEE). Both of these documents are based on education laws and regulations as found in EC § 46144 through 46147, 46300 and 51760 through 51778 and 5 CCR § 10070 through 10075. *The Secondary District Plan for Work Experience Education (WEE)* reflects the legal requirements for the development and approval of a WEE Program by the California Department of Education (CDE).

A secondary District Plan for WEE must be approved by the local school board, filed and approved by CDE. Charter schools, not directly under the authority of a school district, must file their own Secondary District Plan. The time line for writing a Secondary District Plan is included in the Timeline in Chapter III.

The Compliance Review and Evaluation Process for WEE is described in more detail in Chapter V.

Secondary District Plan. See Appendix of this guide or visit the CAWEE website at www.cawee.org for the current copy of Secondary District Plan for Work Experience Education (WEE) Application. All Work Experience Programs must meet the following assurances.

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 5 CCR §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, 5 CCR § 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 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 credential” may be for: special education, single-subject, multi-subjects, designated subjects, Pupil Personnel Services, administrative, etc. The 5 CCR § 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. (5 CCR § 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 section 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 180 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..."

- **Independent Study:** Independent study students who have approved independent study contracts with the school are required to attend school for one hour per week. (5 CCR § 11700-11702)

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) & 5 CCR § 10073)

Compliance Item. Law states, “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, 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

Students with Special Needs: The related classroom instruction component of WEE needs to be adjusted for students with special needs. Special education teachers and/or support services personnel should be able to direct the coordinator towards appropriate teaching materials or give directions as to revising existing material to appropriate teaching levels for student success.

The special education program should also have instructional classroom aides who are often available to assist with mainstreamed students. Aides could work with the coordinator adapting materials and/or spending time in the classroom during related classroom instruction.

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.

Resources. There are excellent resources for the WEE coordinator in preparing the WEE related classroom instruction curriculum. A few of those available are:

- California Department of Education web page at www.cde.ca.gov
- CA Planning Guide 2003-2005 www.Californiacareers.info

- CAWEE web page at www.cawee.org
- Teen Health and Safety on the Job. Labor Occupation Health Program U.C. Berkeley (510) 642-5507
- Work-Based Learning Guide, California Department of Education, 1998
- Work Experience Education Nuts and Bolts Toolkit, co-sponsored by California Department of Education and California Association of Work Experience Educators
- Work Experience Education Program and Curriculum Standards located at www.cawee.org
- Workforce Career Development Model, California Department of Education
- Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors, California Department of Education

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. (5 CCR §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, Career Technical.

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) & 5 CCR §10072)

Compliance Item. The 5 CCR § 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 Career Technical 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.

Other Work Site Considerations. There are other factors, not mandated by law, to be considered in the selection of work stations. In evaluating possible work stations, the WEE coordinator should ask the following questions:

- Are the wages comparable to those paid for similar occupations in the community?
- Are the work sites conveniently located for the students and the WEE coordinator?
- What are the employer's reputations in the community?
- Will the jobs provide sufficient hours for training?
- Will the jobs provide training in all appropriate phases of the occupations rather than in routine activities only?
- Are the tasks within the scope of the student's abilities but, at the same time, difficult enough to provide learning situations?
- Will local union regulations and practices affect WEE students?
- Employer Cooperation: Employer's enthusiasm for the WEE Program are good measures of the cooperation to be expected. By far, the great majority of employers prefer to employ students who are enrolled in WEE by reason of the supportive related classroom instruction and work site supervision of the students by the WEE coordinator.
- On occasion, employers of WEE students do not adhere to child labor laws and/or education code provisions. In such situations, the WEE coordinator should attempt to educate the employers and the students as to the appropriate regulations and notify the student's parents/legal guardians. If employers ignore requests to comply with code provisions, students' work permits should be revoked with official notices to the employers and parents/legal guardians. Further, official notices of code violations should be sent to school site administrators, student's counselors, and regional offices of the State Labor Commissioner and U.S. Department of Labor.

Unemployment. 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 may 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. (5 CCR §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, no 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.

Students with Special Needs. In 1990 Public Law 101-476, *The Individuals with Disabilities Education Act*, added transition services to the student's Individual Education Plan.

"The term 'transition services' means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation."

"The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction,

community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.”

The IEP includes “a statement of the needed transition services for students no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting,” and “in the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives.”

One of the major components for the successful job placement of students with special needs is the selection of work stations with supportive, understanding supervisors. Supervisors need to be aware that students will need some special training and one-on-one time with supervisors. In this situation, there will be extensive communications with the WEE coordinator, and there needs to be very specific, ongoing job and behavior performance evaluations.

Students with special needs might also be required to complete forms and time cards in excess of those usually expected of other employees (especially true for Department of Rehabilitation clients). Another aspect of placing students with special needs is the possibility that “job coaches” might accompany students for the time it would take the student to become proficient at job tasks. Where job coaches are present, aside from employers’ cooperation, the possibilities of space constraints need to be addressed.

The WEE coordinator should quickly identify the agencies, which will assist in job placement and support services: State Department of Rehabilitation, Workability programs, sheltered workshops, Goodwill Industries, Salvation Army, and employers historically supportive of students with special needs.

There are also community groups which are interested in providing services and/or supporting the employment of students with special needs. The coordinator and other school personnel should contact agencies such as Easter Seal Society, Soroptimists, Rotary, Elks, Lions, Kiwanis, and local trusts developed and directed to help needy students.

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) & 5 CCR §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. (5 CCR § 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 & 5 CCR §10072)

Assurance 10d. Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762, & 5 CCR §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 Career Technical WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program. (5 CCR §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 & 5 CCR § 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 & 5 CCR § 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) & 5 CCR § 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 personal 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 (5 CCR § 10070 and 10074)
- Individual training plan on each student.

Legal Requirements. Students enrolled in WEE must have formal training agreements on file. (5 CCR § 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.
 - Career Technical 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 Career Technical 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.

Issuance Process. There are two forms, which must be completed for the issuance of work permits: the CDE Form B1-1, *Request for Work permit and Statement of Intent to Employ A Minor* and the CDE Form B1-4, *Permit to Employ and Work.*

In completing a CDE Form B1-1, "Request for Work Permit. . .," the issuing authority is responsible for verifying that the minor is meeting the compulsory school attendance laws and that the birth date noted is verified through school records, birth certificate, or other specified legal documents (i.e. U.S. Immigration documents). All other information on the CDE Form B1-1 is the responsibility of the student, parent/legal guardian, and employer.

It is the employer's responsibility to note the Worker's Compensation Insurance Company; the employers' signature is taken to verify that information. All information requested on the CDE Form B1-1 must be completed before the form can be used as the basis for issuing a work permit.

The CDE Form B1-4, "Permit to Employ and Work," must be issued in adherence to the state and federal child labor laws. Local school district policies may further restrict and regulate the hours worked by minors. These regulations take precedence over the state and federal regulations only in the case when they are more restrictive, and therefore, more protective of the minor.

School districts vary in their process for issuing work permits. Some districts have a centralized issuing process in which all CDE Form B1-1 forms are sent to a central office where an appropriate work permit (CDE Form B1-4) is issued and returned to the school of origin. Other districts have a process wherein each secondary school is responsible for the issuance of work permits for students enrolled and meeting compulsory attendance laws at that school.

The official copies of the CDE Form B1-1 and the CDE Form B1-4 are usually maintained at the site where the work permits are issued (central office or school site). Nonetheless, it is advisable for the WEE coordinator to maintain copies of CDE Form B1-1 and CDE Form B1-4 for all students enrolled in WEE.

The following resources are recommended to anyone issuing work permits:

1. California Department of Education (www.cde.ca.gov)
 - *Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors 2009*
 - Labor Occupational Health Program (LOHP), University of California, Berkeley
2. Department of Industrial Relations www.dir.ca.gov Division of Labor Standards Enforcement (regional offices)
 - *California Child Labor Laws*
 - Laws Relating to Payment of Wages
 - *Uniforms: An Explanation of Industrial Welfare Commission Regulations*
 - Order No. MW-88, regulating the California minimum wage
 - Industrial Welfare Commission Orders
3. U.S. Department of Labor www.dol.gov

- Employment Standards Administration Wage and Hour Division (regional offices)

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 12 – Exploratory Work Experience Education. For each student enrolled in Exploratory WEE, a limit on the number of hours of observation will be established at each observation site. (5 CCR §10071(c))

Purpose. The purpose of Exploratory WEE is to assist students to ascertain their interest and suitability to various occupations. Exploratory WEE offers students the opportunity to observe a variety of occupations/businesses; there is no paid employment in Exploratory WEE. Students enrolled in Exploratory WEE job shadow different jobs during the course of the semester.

Note: WEE students may not do productive work during the time spent at the exploratory site. Students must not replace nor displace employees. Refer to the Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors, California Department of Education 2009 for more specific details on the Federal Labor Standards Act regulations.

Hours And Rotation. The number of hours and the rotation to differing job sites must be specified in the district plan. Training agreements for Exploratory WEE should stipulate the career areas in which students will gain firsthand knowledge by observing employees at work. Further, the number of hours to be devoted to that training site should follow the rotation schedule outlined in the district plan. Ideally, the length of the assignments will vary according to the students' aptitudes, the occupation being explored, the facilities of the observation station, and the job classification.

Education Code § 51769 states that, for the purpose of Worker's Compensation Insurance coverage by a school district, "job shadowing experience means a visit to a work place for the purpose of career exploration for no less than three hours and no more than 25 hours in one semester, intersession, or summer school session."

Note: Enrollment in Exploratory WEE Programs is open to students over 12 years of age Worker's Compensation Insurance must be provided by the school district.

Compliance item. Type of WEE is listed and limit on number of hour's student is allowed to observe at each site.

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

Note: WEE students may not do productive work during the time spent at the exploratory site. The students must not replace nor displace employees.

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.
- **Career Technical WEE** – Ten (10) semester credits for each semester with a maximum of forty (40) semester credits. (EC § 51760.3, § 51762.5(b) (f) & 5 CCR §1635)

Compliance Item. According to EC § 51760.3 and 51762.5 (b) (f) and 5 CCR § 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.

There are many opportunities for WEE coordinators and other appropriate staff to participate in professional development activities. The most accessible are local chapter meetings of the California Association of Work Experience Educators (CAWEE). WEE personnel can visit the CAWEE website www.cawee.org to learn about regional CAWEE meetings and state conferences. Other sources for WEE coordinators include, but are not limited to:

- California Department of Education
- School-to-Career: regional meetings/workshops
- California Career Educators Association workshops

The WEE coordinator should also have frequent informational meetings with other staff members and administrators in order to stay current on issues pertaining to the school site and school district. Such meetings also help to educate school personnel to the issues that the WEE coordinator addresses with working students and the community.

Assurance 15 – Clerical Services And Records. A provision is made for clerical services to assist the professional in meeting the goals and objectives of Work

Experience Education and to assure the accuracy, completeness, and quality of the records. The district shall maintain records, including the following Assurances:

Assurance 15a. Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation. (EC § 51762.5)

Assurance 15b. Work permit issued, if applicable. (EC § 49110) Note: Not required for Exploratory WEE.

Assurance 15c. Employer's report of student's hourly work record and performance on the job. (EC § 51762.5)

Assurance 15d. Report of employer consultations. (EC § 51762.5 & 5 CCR §10074)

Assurance 15e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5)

Assurance 15f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & 5 CCR §10071)

The operative word in the discussion of clerical support is "parity." The WEE coordinator should review the WEE Program to ascertain whether or not clerical assistance is being offered at the same level as it is to other secondary teachers.

An area where clerical support is essential is in the issuance of work permits. Although the issuing authority is responsible for approval of the work permit and assigning the hours approved for work, clerical support is essential for typing the permits and/or maintaining the work permit software files.

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, 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 (5 CCR § 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 16 – Summer School. Work Experience Education during the summer is conducted in the same time period as the rest of the approved summer school and conforms to all appropriate federal and state laws, California Labor Code, California Education Code and California Code of Regulations, Title 5 rules and regulations applicable to Work Experience Education.

Related Classroom Instruction. Providing related classroom instruction must follow the same guidelines regulating the related classroom instruction during the regular school year. It must be scheduled as the equivalent of one instructional period for each week of the summer session. In other words, a nine-week summer session would dictate the scheduling of nine related classroom instructional periods. These periods may be scheduled once during each week, seminars, etc. as long as they follow the Education Code, which stipulates that related classroom, instruction be scheduled intermittently throughout the summer session.

Worksite Visitations. Worksite visitations are required during the summer session. Rather than the two (2) visitations required during the fall and spring semesters, only one worksite visitation is required during summer session. (5 CCR §10074)

Compliance Item. Summer School WEE is conducted during the same time period as the approved summer school for the district. (5 CCR § 10070)
Individual student records for participants enrolled in summer school WEE are the same as the regular school year and include all of the following:

1. 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, employer, parent(s) and schools.
7. Nondiscrimination statement on every training agreement (Title VI).
8. Individual training plan for each student (5 CCR§ 10070 and 10074).

Quality Criterion. Students receive the same high quality instruction and monitoring by a qualified WEE coordinator that students enrolled in a WEE Program receive during the school year.

Assurance 17 – Civil Rights Act. Work Experience education covered by this plan shall be in compliance with Title VI and Title VII of the Civil Rights Act of 1964 and with Title 5 of the California Code of Regulations. (EC § 51762)

Compliance Item. The following nondiscrimination statement is on every Training Agreement (Title VI) signed by student, employer, parent and Work Experience coordinator: “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.

Quality Criterion. Training Agreement on file for each student showing parent/legal guardian, employer, and student have agreed to the nondiscrimination statement.

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.

Chapter V

Compliance Review and Evaluation

A process is in place for program compliance and evaluation of Work Experience Education Programs. Compliance refers to the legality of the program operation, irrespective of the program quality. Evaluation involves making qualitative judgments about how well the program's goals and objectives have been met.

Compliance Review. The history of the development and processes for coordinated compliance reviews (CCR) are found in Coordinated Compliance Monitoring Review Manual, Sacramento: California Department of Education. The WEE Programs are reviewed as part of the Career Technical Education section in the CCR document.

The Coordinated Compliance Monitoring Review was developed in the early 1980's in order to simplify, streamline, and coordinate the required monitoring of specially funded programs. On a cycle established by the CDE, districts receiving vocational education funds are scheduled for a CCR, which is conducted by CDE personnel.

The school district should take responsibility for conducting a self-review prior to the scheduled CDE review. A self-review allows the school to correct noncompliance problems prior to review and wants the school staff and community to gain a better understanding of the program and program requirements.

Evaluation Processes. An excellent approach to program evaluation is to conduct a self-study as described in the Quality Criteria for the High Schools: Planning, Implementing, Self Study, and Program Quality Review, Sacramento, California Department of Education. In addition, follow-up studies and program assessment tools can enhance WEE Program evaluation.

In Chapter IV, each of the assurances that are required in a district plan are described along with the compliance item and quality criteria for that assurance. One of the easiest ways to complete a compliance review is to create a folder for each assurance listed in Chapter IV and place the supporting documentation for that assurance in the folder.

Follow-Up Studies. The WEE coordinator should encourage the development and use of a three- and five-year follow-up study. A yearly survey may be used to determine where graduates are working; telephone or postcard inquiries can supply basic information. Graduates may be asked for comments and suggestions about the post-high school value of WEE and for specific recommendations for curriculum revisions. Follow-up data can provide invaluable management information for WEE coordinators and administrators.

Additional Resources. These are other methods of evaluation, which if used in conjunction with one of the above methods, can enhance the evaluation of WEE Programs. Suggestions for evaluation include:

- Immediately prior to the end of the semester, a questionnaire asking about the WEE Program may be distributed to WEE students.
- WEE coordinators from nearby districts may be invited to visit and review the program and to make recommendations for improvement of the program.
- Program personnel may make a request for a state WEE coordinator consultant to visit the local district and use the Program Quality Review document to assist in evaluating the WEE Program.

Chapter VI

Personnel

This chapter extends the discussion of the roles, responsibilities, and interrelationships of the various personnel involved in the operation of a WEE Program.

Work Experience Education Teacher-Coordinator. The WEE coordinator (WEE coordinator) has a unique role both within and outside the education community. Being a successful coordinator requires a person of imagination, personal confidence, patience, a willingness to assume responsibility, and the ability to communicate. The coordinator's role extends far beyond the classroom and involves personal contacts with people in the business, industry, professions, government, unions, media, and families of the community.

Newly assigned WEE coordinators should seek the guidance of more experienced coordinators while developing the WEE Program and learning the multifaceted aspects of the coordinator's position. The California Association of Work Experience Educators (CAWEE) is a state organization dedicated to assisting WEE coordinators. More information about their annual workshops and conferences and attending local chapter meetings can be found at their web site www.cawee.org.

Roles and Responsibilities. The legal requirements for the development and implementation of a WEE Program were outlined in Chapter IV, "Program Development, Implementation, and Management." The following list represents duties, which are expected of most coordinators. Additional and expanded duties not specified could be unique to individual districts:

- Participate in development of district WEE plans.
- Be knowledgeable of and comply with the appropriate sections of the California Education Code; the California Code of Regulations, Title 5; the Secondary *District Plan for Work Experience Education (WEE)*; the *Work Permit Handbook*, state and federal labor laws, and other related California Education Codes and documents.
- Approve students for enrollment in the Work Experience Education Program, in cooperation with counselors and coordinators.
- Maintain a file for each WEE student, including the student's training agreement, individual training plan, copy of work permit, timesheets, work station visitation reports, type of WEE Program the student is enrolled in and all other information pertinent to the activities of the student as outlined in the District Plan.
- Consult with faculty and counselors to ensure that school instruction, WEE instruction, and scheduling are coordinated.
- Meet with academic and career/technical education educators regarding the integrated curriculum.
- Work to provide opportunities for all students to participate in work site learning experiences.

- Develop written agreements, which identify the responsibilities of the students, employers, parents/legal guardians (for minors only) and the secondary school/district.
- Verify work permits for students enrolled in Work Experience Education.
- Prepare individual training plans, which outline the objectives that students are to accomplish at the work sites.
- Prepare and conduct work experience related classroom instruction that meets the minimum equivalent of one instructional period each week.
- For Exploratory Work Experience Education, develop plans, which specify and limit the number of hours at observations sites.
- Develop and maintain an adequate number of work stations for WEE students currently in the WEE Program and in preparation for subsequent semester enrollment.
- Visit work stations to evaluate student performance, speak with supervisors, and prepare work site visitations at least twice a semester and a minimum of one visitation during summer sessions.
- Set definite office hours for counseling WEE students.
- Issue work permits and assume responsibility for revoking work permits when students and/or employers fail to comply with work permit laws.
- Develop and maintain a liaison with community leaders and government officials.
- Work with counselors and staff in the selection of WEE students.
- Schedule periodic contacts with the business community to ensure that student WEE activities are educationally relevant to the world of employment.
- Evaluate the effectiveness of the WEE Program at the end of each semester.
- Utilize existing career-technical education advisory committee for program guidance and evaluation.
- Participate in the follow-up study for Career-Technical Education (or the total school curriculum) by inserting WEE questions in the yearly questionnaire.
- Contact businesses or potential employers to promote, maintain and increase the number of employment opportunities available in the Work Experience Education program.
- Assist in a program of ongoing public relations involving all media in order to provide information regarding the Work Experience Education program to students, parent/legal guardians, school staff, and the community at large.
- Comply with other requirements as specified by the local school district and local contract.

A sample job description of a WEE coordinator is also listed on the CAWEE website www.cawee.org.

Qualifications. A Work Experience Education coordinator shall:

- Possess a valid California secondary-level credential.
- Have two years of occupational experience outside the field of education (may be demonstrated by showing eight quarters of Social Security credit).

- Have knowledge of the educational purposes, standards, laws, rules, and regulations applicable to Work Experience Education.

Professional Development. To ensure the quality of the program, the WEE coordinator should be encouraged to participate in professional development activities. District and/or school wide meetings for WEE coordinators, support staff, administrators, employers, etc. are necessary to discuss program concerns and plans to ensure for the adequate administration of the program.

Of special importance are the meetings sponsored by the California Association of Work Experience Educators (CAWEE). This professional organization is represented by local area chapters, which provide professional development activities for WEE coordinators. The organization also provides for regional conferences. These association-sponsored conferences present workshops relative to current labor laws, the interpretation of regulations governing WEE Program, current resource materials, the development and revision of district plans, related classroom instruction curriculum and techniques, exemplary WEE Programs, pending WEE and education legislation business partnerships, and current work-related issues.

The ultimate goal of staff development is to prepare the WEE coordinator to develop programs of intervention utilizing a scheduled progression of certifiable goals in contrast to operating a program typified by routine tasks and crisis counseling.

Many districts utilize the expertise of the WEE coordinator to conduct workshops for local businesses on Labor Laws and Work Permits. Many local offices of the California Department of Labor and/or the Federal Labor Department will provide speakers.

District Level Administration

Superintendent. The support and commitment of the District Superintendent is essential for the Work Experience Education Program to succeed. He/she provides credibility and prestige to the program, promotes the WEE in the community, and gives final top-level approval for major programmatic decisions that have financial and educational impact. The District Superintendent signs and approves the District Plan, which is then submitted to the California Department of Education for approval.

District Administrative Liaison. The District Administrative Liaison is appointed by the Superintendent or the School Principal to act as the liaison between the Work Experience Education Coordinator and the district. He/she makes certain that State requirements are being met and that the program is operating as planned with appropriate support from the district. The liaison provides overall guidance and direction for the program and helps to set policies. He/she oversees curriculum development and is involved with selection and orientation of personnel. In large districts, he/she may handle work permit questions that come to the district office.

Districts with more than one high school usually find it expedient to provide district level supervision/coordination of the WEE Program. The amount of district level administration provided for WEE may vary from a part-time assignment of one district level administrator to several full-time positions. The organizational structure and the line and staff relationships between district administrator(s) and the WEE coordinator(s) will vary from district to district.

Where the WEE coordinator is assigned to one school site, the structure may dictate the coordinator be directly responsible to the site administrator. The district level administrator would work to ensure quality and uniformity in the district's WEE Programs through staff consultation, the provision and development of management and instructional materials, and the organization and implementation of staff development activities, etc.

In a district where the WEE coordinator is assigned to provide the WEE Program for more than one school, the coordinator may report directly to the district level administrator. There might not be a line relationship for reporting to the building administrator. The WEE coordinator should have office space, telephone, file cabinets, etc. at each school site at which related classroom instruction is provided. This structure provides for better coordination and uniformity within the WEE Program when more than one school is served by one WEE coordinator.

Keeping current on state and federal labor laws and maintaining working relationships with such diverse groups as employers, parents, coordinators, and students requires more time and special expertise in the larger districts. Larger districts may have a district coordinator to manage WEE on a district-wide basis.

Regardless of the organization structure, the nature of the WEE Program dictates the program be adequately supervised and coordinated.

Principal and/or Other School Administrators. The support and assistance of the School Principal is critical for a successful WEE Program. The principal and/or other school administrator(s) is also responsible for all aspects of site management, including assigning rooms for seminar, scheduling classes, providing WEE office and clerical assistance for the issuance of work permits.

Clerical Assistance For WEE. Clerical assistance is an integral component of a high quality WEE Program. *The Career-Vocational Education Quality Criterion for High Schools* states that an effective WEE Program should have "sufficient clerical support to effectively manage the program."

A program with a student: coordinator ration of 125 students to one full-time WEE coordinator needs to have clerical assistance in order to maintain the student records; the computation of work hours; records of employer evaluations and contacts; letters to employers; pamphlets relating to work permits, labor laws, and/or the WEE Program; agendas and notices for advisory committee meetings, etc. This record keeping is in

addition to the “normal” record keeping generated through the related classroom instruction.

The development of a district plan should include the consideration of available professional clerical assistance. If district administrators, through involvement in the development of the district plan, and the local governing body, through its support of the district plan, support the provision of professional clerical assistance, that commitment should be easier to implement.

It appears, as of this writing, that the present economic climate in the state and in the educational community would preclude, for many WEE Programs, the provision for paid clerical assistance. Alternate proposals can include the assignment of student aides to the WEE Program or paying WEE students, through district funds, minimum wage for clerical support.

The coordinator should also consider asking parents and the school business department for assistance in developing adequate clerical support for the WEE Program. The business community can often be a source of assistance to print special bulletins, set up for a pamphlet, type letters, etc. The WEE coordinator’s success in developing adequate clerical assistance will depend, for the most part, on the quality and quantity of local business contacts developed by the coordinator.

Chapter VII

Laws and Regulations for Employment of Minors

A major responsibility of the WEE coordinator is the knowledge of the laws and regulations relating to the employment of minors and WEE Programs. This chapter can be a valuable reference, which the WEE coordinator can use to assist both student and employer in acquiring an understanding for the relationships among the regulatory provisions. For more specific information relating to work permits and labor laws, the WEE coordinator shall refer to the California Department of Education's *Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors*, 2009 and the Department of Industrial Relation's *California Labor Laws*, 2000.

Issuance of Work Permit

Role of Work Experience Education Coordinator. Education Code, § 49110, states that it is the intent of the Legislature that those persons issuing work permits have a "working knowledge of California labor laws." The superintendent of any public school district may issue work permits or may authorize a certificated WEE coordinator, employee, or an educator who holds a Pupil Personnel Services credential to act as the issuing authority. It is most common that, when possible, the superintendent authorizes the WEE coordinator to act as the issuing authority.

The coordinator should act as a positive agent in helping both the student and the employer understand the provisions and purposes of the labor laws. While the coordinator's first consideration is protection of the student's safety and welfare, the coordinator also has a responsibility to be sensitive to the interests of the employer. More often than not, violations of the labor laws result from ignorance rather than intent. Thus, the WEE coordinator should inform and educate the employer regarding the legal regulations that are particularly applicable to that specific business.

When violations occur, the district may revoke a student's work permit (EC § 49164), cancel the training station and refuse to issue other work permits at the site unless assurance is given that future violations will not occur. The coordinator is legally responsible for notifying the local office of the Division of Labor Standards Enforcement within 48 hours of the known violations(s) (EC § 49180). When a wage dispute or nonpayment of wages occurs, the student must file a complaint with the same agency. Offices are listed in the "Government" section of the telephone directory, under "State," "Industrial Relations, Labor Standards Enforcement."

Forms and information about wages, discrimination/retaliation, bureau of field, and Child Labor can also be found at the California Division of Labor Standards Enforcement web site www.dir.ca.gov/dlse.

The WEE coordinator should have the most recent editions of the *Work Permit Handbook for California Public Schools* and the *California Labor Laws*. Additional

resources are available from the U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, and the State of California Department of Industrial Relations, Division of Labor Standards Enforcement. The California Resource Network for Young Worker Health and Safety has information about safety issues dealing with teenage workers. Typing the title of any of these departments on an internet search engine should bring up the home page for these agencies. Many of the brochures, forms, and laws may be printed directly from the internet.

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.

School Attendance. As described in the California Labor Laws Department of Industrial Relations Division of Labor Standards Child labor Pamphlet (download the complete pamphlet at www.dir.ca.gov/d/se.childlaborpamphlet). Minors aged six through fifteen years must attend school full-time, unless the minor is a high school graduate (EC § 49110), attends an approved alternative school (EC § 48224), is tutored (EC § 48224), is on an approved leave of absence (EC § 48232), has transferred from another state with less than 10 days left in the school year (EC § 48231), or has justifiable personal reasons requested by the parent and approved by the principal including, illness, court appearances, religious observances and retreats, funerals or employment conferences (EC § 48205). In rare circumstances, fourteen and fifteen year-olds enrolled in Work Experience Education may be granted a permit to work full-time during school hours (EC § 49130).

Sixteen and seventeen-year-olds, who have not graduated from high school or who have not received a certificate of proficiency may opt to attend part-time classes. Those who are regularly employed must attend continuation classes for at least four hours per week. Those not regularly employed must attend continuation classes for at least fifteen hours per week (EC § 48400 and 48402). No minor may legally drop out of school entirely.

Note: Schools may excuse the absences of a pupil who holds an entertainment work permit or who participates with a non-profit arts organization in a performance for a public school audience. For additional information, refer to the section entitled, "Excused School Absences," in Chapter 9 of the California Labor Laws, Department of Labor Standards Child Labor Pamphlet.

These Education Codes give school officials the authority to pull a minor's work permit if he/she is not attending school. Many school districts require a student to maintain a minimum grade point average and limit the number of trancies that a student may have. A student who has more than the minimum trancies or less than the minimum grade point average will have his/her work permit revoked. This policy should be outlined by the district and attached to every work permit application. This policy should also be included in the District Plan for Work Experience Education.

Processing Work Permits. Many school districts have developed computer programs to help with the issuing of work permits. Another alternative is a commercial computer programs such as QuickPermit™ for issuance of work permits. Programs such as QuickPermit™ can create a data base, which makes issuing work permits faster, allows for monitoring of students with work permits, and will generate letters to employers,

parents/legal guardians, and students on work permit related issues. Visit their web site at <http://www.TouchlineSoftware.com>.

High School Diploma. A minor who has a high school diploma or High School Proficiency Certificate is still partially subject to the child labor laws although a work permit is not required by law. Most essential is the fact that the minor may not work at a hazardous occupation (FLSA regulations). The limit on hours worked on a school day and the spread of hours, which may be worked no longer, apply. The minor must be paid the same wages as adults who are doing the same work. (LC § 1391.2)

Continuation High School / Alternative High School. The class schedule of a continuation or evening high school student might allow for work hours, which are different from those of students in the comprehensive high school. The continuation high school student, ages sixteen and seventeen not enrolled in a WEE Program, must be enrolled for fifteen hours of instruction each week and may work up to forty eight hours each week. Continuation students enrolled in a WEE Program must attend school for at least four hours per week.

Independent Study. Minors enrolled in an independent student program are limited to the same hours of employment as a student enrolled in a comprehensive high school. Students enrolled in a work experience education program as part of their Independent Study Program may work the same hours as a WEE student enrolled in a comprehensive high school WEE Program.

Suspended or Expelled Students. The law does not prohibit issuing a permit to an expelled minor. An expelled minor who does not attend school is in compliance with the law; therefore, issuance of a permit does not sanction a violation of compulsory school attendance laws. Whether issuing the permit is in the best interest of the minor is a matter of discretion for the school and should be carefully considered in the light of all factors.

A student suspended from school for a specific number of days may not work on those days unless a specific condition of the suspension states that the student may work on days when he/she does not attend school.

Home Schooling. According to an opinion issued by the office of the CDE Deputy General Counsel, home schooling, "is a species of a private school. That being the case, principals of home schools may issue work permits to their enrolled students. However, parents and guardians may not issue work permit to their own children. (EC § 49110)

Emancipated Minor. Emancipation is a legal process wherein the judicial system finds that the minor has the ability to be self supporting and to act in his/her own behalf. Emancipation does not release the minor from compulsory attendance laws nor does it exempt the minor from child labor laws.

As defined in the Civil Code, § 62, “Any person under the age of 18 years who comes within the following description is an emancipated minor:

- a) Who has entered into a valid marriage, whether or not such marriage was terminated by dissolution; or
- b) Who is on active duty with any of the armed forces of the United States of America; or
- c) Who has received a declaration of emancipation pursuant to Civic Code.

For the school, emancipation means that the student may take action for him/herself that would otherwise be restricted to the parent/legal guardians. A work permit is still required but the student may sign in place of the parent. Although the student may work, other regulations relating to the employment of minors still apply.

The emancipated minor is not exempt from any obligations, rules, or laws. The compulsory school attendance laws as specified in the Education Code do not recognize emancipation as a condition for exemption from those rules. The child labor laws, as specified in the Labor Code, do not refer to emancipated minors. The definition, purpose, and liability of emancipation are found only in the Civil Code as amended by statute in 1979.

Alien Student Employment. Any student enrolled in school and meeting the state compulsory attendance laws may be issued a work permit regardless of the parent/legal guardian’s legal immigration status. It is the responsibility of the employer to complete the “Employment Eligibility Verification (Form I-9).” Issuance of a work permit does not verify citizenship.

Immigrants are aliens who have been admitted for permanent residence to the United States of America and who have access to all privileges and rights of citizens. The only restriction is that they must comply with laws relating to alien registration, change of address, and annual reports.

Non-immigrant aliens are defined as persons admitted temporarily for specific purposes and periods of time. Except for non-immigrants who have been admitted specifically in order to work in this country, non-immigrant aliens are usually prohibited from employment in the United States. The exceptions to this rule are the students and exchange visitors who may work with specific written permission.

Legal Provisions and Requirements. The welfare of employed minors is regulated by federal and state labor laws, which serve as guidelines for local regulations. The provisions generally become progressively more restrictive from the federal to the local levels because they are often written to relate to specific needs or new developments. Some flexibility and interpretation is allowed locally for the “welfare of the minor.” However, federal and state laws are subject to strict interpretation and are applicable at the local level. When both federal and state laws apply, the higher standards and most restrictive regulations take precedence.

On the basis of consideration for a minor's welfare, a school official may revoke his/her work permit, remove a student from a job or from the WEE Program if either interferes with the student's schoolwork, health, or welfare. A parent conference and communication with the employer is strongly recommended before such a step is taken. A parent also has the legal right to restrict or revoke his/her child's work permit.

School districts also have the right to place their own restrictions on the issuance of work permits. Some school districts require students to maintain a minimum grade point average and have no more than a certain number of truanancies in a semester. Students should be made aware of these requirements before the work permit is issued.

Fair Labor Standards Act (FLSA). Under no circumstances can minors under eighteen years of age work in the following occupations considered hazardous by Federal FLSA:

1. Explosive
2. Motor vehicle driving/outside helper
3. Coal mining
4. Logging and sawmilling
5. Power-driven woodworking machines
6. Radiation exposure
7. Power-drive hoists/forklifts
8. Power-driven metal farming, punching and shearing machines
9. Other mining
10. Power driven meat slicing/processing machines and meat slaughtering
11. Power baking machines
12. Power-driven paper products/paper bailing machines
13. Manufacturing brick, tile products
14. Powers saws and shears
15. Wrecking, demolition
16. Roofing
17. Excavation

Worker's Compensation Insurance. In California, an employer is required by law to carry Worker's Compensation Insurance for employees in the event that they are injured during the course of their employment. Worker's Compensation Insurance covers the employer's full liability to employees for medical and hospital expenses and the liability for the employee's loss of income. (LC § 3351 & 3351.5)

Students enrolled in a general or Career Technical WEE Program must be covered by their employer's Worker's Compensation Insurance. The employer is asked to give the name of the carrier on the student's training agreement. Allowing a student to be enrolled in a WEE Program, without the employer stating the business has Worker's Compensation on their employees, is exposing the school district to a possible lawsuit if the student is injured while enrolled in the program.

The Work Permit Application provided in QuickPermit™ and shown in *The Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors, 2009* asks for the employer's signature as verification that the employee is covered by Worker's Compensation Insurance.

Students in an Exploratory WEE Program who do not receive wages are covered by the school district's insurance, unless the employer elects to provide coverage for that student. (EC § 51769)

Liability Insurance. All school districts are required to carry insurance against liability. EC § 35208 states, in part, that the governing board of a school district must insure against the following:

1. The liability, other than a liability which may be insured against under the provisions of Division 4 (commencing with § 3200) of the Labor Code, of the district for damages for death, injury to person, or damage or loss of property; and
2. The personal liability of the members of the board and of the officers and employees of the district for damages for death, injury to a person, or damage or loss of property caused by the negligent act or omission of the members, officer, or employee when acting within the scope of his office or employment.

Fair Labor Standards Act (FLSA). The FLSA affects employers who engage in interstate or foreign commerce or in the production of goods for such commerce. The FLSA also regulates businesses based on their gross yearly income. Child labor provisions of the FLSA regulate the age at which a minor may be employed, the hours of employment, and the occupations in which the minor may be employed. The regional office of the U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, should be contacted for further information and materials.

Vehicle Code (VC). Generally speaking, automobile insurance policies specifically exclude students from driving a motor vehicle during the course of employment. Vehicle Code § 12515, states that:

- a) "No person under the age of 18 years shall be employed . . . for the purpose of driving a motor vehicle on the highways.
- b) No person under the age of 21 years shall be employed . . . to drive a motor vehicle . . . that is engaged in interstate commerce . . . or intrastate transportation of hazardous materials."

Vehicle Code § 12515, 17706, and 17707 speak to the issue of the legality of a minor operating a motor vehicle and the liability for negligence as the result of a minor driving. The FLSA, §33e02b, defines the term "driver" as one who drives at any time in the course of employment. This regulation further states that minors sixteen and seventeen years of age may drive on private property except as specifically prohibited. These code sections are printed in their entirety in the *Work Permit Handbook for California Schools*:

Laws and Regulations Governing the Employment of Minors, 2009 and “The California Labor Laws for Minors,” booklet from the Department of Industrial Relations.

Employment of the Handicapped. The Rehabilitation Act, Title 5 (PL 93-122), prohibits discrimination in the employment of the handicapped in any federally funded or assisted contract or project. The Companion Law (AB 803) of the State of California regulates employment based on the same restrictions. The Education for the Handicapped Act (PL 94-142) requires that the handicapped have free access to all services offered by any school receiving federal funds. These services include job training, job placement, and career development.

Social Security Number. Federal regulations now require all persons born in this country to have a Social Security number. Further, the Employment Eligibility Verification (I-9) allows for the use of the Social Security card as one of the forms used to verify employment eligibility. However, the actual card itself is not required, only the number.

Misplaced or lost Social Security cards may be reissued through the local Social Security office. When an application is completed, the applicant should request a receipt, which may be used in lieu of the card until such time as the Social Security card is in the possession of the applicant.

Income Tax Withholding. Full-time students who are working are not automatically exempt from withholding tax regulations. Given the fluidity of the tax laws, the WEE coordinator should contact the local office of the Internal Revenue Service for resource materials, tax forms, and, if possible, a guest speaker to explain current tax regulations and lead the students in completing a W-4 form and state and federal income tax forms.

Chapter VIII

Workplace Learning and Connecting Activities

Field Trips. Field trips are an excellent way of exposing students to both the workplace and post secondary educational and training institutions. Site tours of participating businesses allow students to become familiar with the products of a company, learn about entry-level positions and the qualifications needed, and observe people working in jobs to which the students themselves may aspire. The most worthwhile field trips are those with a focus that enlarges the students' knowledge of the company's activities and of its employee policies. For many students, the field trips are their first opportunity to see a business environment. Without this experience, it is often difficult for students to envision themselves working in a different environment than the one they are currently working or observing.

Students should engage in a classroom activity, discussion and/or assignments prior to and after participating in a field trip. Planned student outcomes and linkages to career field and/or academic achievement should be highlighted.

Job Shadowing. Job shadowing enables students to observe employees at various work sites. Job shadowing experiences might be developed in order to:

- Provide students opportunities to observe real-work situations.
- Motivate students to expand their educational career goals.
- Help prepare students to become productive working members of society.
- Allow students to see the relationships between their educational experiences and occupational choice.

Job shadowing activities should be conducted under the supervision of the Work Experience Education coordinator. Effective job shadowing experiences should be connected to classroom experiences. As specified in EC § 51769, the job shadowing activity is optimally "a visit to a workplace for the purpose of career exploration for no less than three hours and no more than 25 hours in one semester, intersession, or summer school session."

Both of these activities would require a great deal of coordination between students' schedules, employers' schedules, and other teachers (if the activity needs to take place during the school day or if follow-up activities are scheduled). Much advanced planning is necessary if these activities are to be arranged.

Job shadowing activities are initially broad in scope and may narrow as the student defines a specific career focus. The greater the diversity of job shadowing placements, the more exposure students will have about different career options and scope of employment settings. When participating in a job shadowing experience, a student should dress appropriately, collect relevant information, reflect upon the experience,

report back using the designated format (oral report, written report, etc.), and a write a thank-you note, as appropriate, to the employer.

Guest Speakers. Many individuals in the private sector are interested in speaking with students in the classroom and sharing their own personal experiences with them. They can be a rich source of information for students regarding such matters as career selection, employment skills, and the importance of an education. Occasionally, parents of students, a resource not to be overlooked, are interested in volunteering as classroom speakers. The WEE coordinator can incorporate guest speakers as part of the related classroom instruction component of the WEE Program. Many employers are capable of making valuable presentations to groups of students.

Internship/Exploratory Work Experience Education/Academy. Students have the opportunity to learn about occupations and experience the workplace environment, in the context of these occupations through the internship program. In this learning setting, the student is engaged in multiple facets of the workplace environment including, but not limited to the following:

- Observing and validating personal occupational/career interests.
- Engage in the “real world of employment.”
- Gain an understanding of “real” jobs and understand job expectations.
- Participate in “hands on” educational training activities.
- Understand the job requirements for an occupational field.
- Demonstrate job skills for an occupational field.
- Application and integration of academics with the occupational field.
- Interact with co-workers, business and industry.

Many high school programs, such as Academies, are incorporating internships into their curriculum. These jobs should be meaningful, workplace learning experiences, ideally in the career field in which the Academy is based. At the very least, such jobs should be able to provide students with an interesting experience or specialized job training, which improves their employment skills. Internships are listed in two places in the California EC § 54692 states in order to be eligible to receive funding pursuant to this article, a district shall provide all of the following:

1. Assurance that each academy student will be provided with the following:
 - a. An internship or paid job related to the academy’s occupational field or work experience to improve employment skills, during the summer following the 11th grade.
 - b. A student that must attend summer school for purposes of completing graduation requirements is exempt from this paragraph.
 - c. Additional motivational activities with private sector involvement to encourage academic and occupational preparation.

California Code of Regulations Title 5 Article 4 Work Experience Education (EC §10070) states:

“Exploratory work experience education is nonpaid and has as its general purpose the vocational guidance of the students by affording them opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining their interest and suitability for the occupation they are exploring. Exploratory Work Experience Education includes a combination of job observations and related classroom instruction in Work Experience Education. The student may be required to perform, on a limited, periodic and sampling basis, nonpaid work activities while exploring the occupation.”

WEE coordinators are encouraged to use their expertise to work with High School Academies in setting up internships through Exploratory WEE Programs.

Chapter IX

Promotional Ideas

All educators, particularly WEE coordinators, need to keep the public, school administrators, and students aware of their programs. To retain and promote a WEE Program, good public relations are necessary and the coordinator should consider all methods for communication.

The WEE coordinator is probably the only school staff member who has the opportunity to participate in widespread, intensive community relations. Community surveys and the advisory committee can help to maintain good communication. Service clubs, the local chamber of commerce, the media, window displays, advisory committee meetings, and WEE brochures can inform the public. The WEE coordinator should take advantage of every opportunity to promote the WEE Program. Nothing can take the place of personal contacts in building good public relations.

The WEE Program should be explained and/or publicized in the news media, reports, and public meetings. The continued success of the program depends, to a great extent, on how much support can be generated for WEE activities. Without excellent public support, a WEE Program cannot survive. The public must be kept informed of the program's goals and objectives.

CAUTION: Permission from a minor's parent/legal guardian, as well as the student involved, should be obtained prior to including student names and/or photographs in any news release.

Local Media Activities

WEE coordinators need to be uniquely creative in presenting information about WEE Programs. Stories should be short but thorough, with pictures of students and employers. Local media are inundated with releases and requests from a myriad of local organizations. A release needs a "hook" in order to generate special interest and better ensure broadcasting or printing.

News Releases. News releases are an important way to generate stories and/or reports related to WEE. The news release, in and of itself, is not sufficient. It should be augmented by personal visits to all local media. Special articles, as well as regular monthly or weekly news releases, should be prepared and disseminated. The human interest aspects of any news release will increase its opportunity to be aired. Student names, faces, and remarks, accompanied by place of employment, add to this dimension.

Students could be invited to prepare reports and releases. Job locations, training, employers, and students should be emphasized (high community interest) while statistical information should be de-emphasized. Local media will be more likely to use a

news release if it is written specifically for their readers/viewers/listeners and if a sponsor is tied to the news item. The media may also be used in attempting to generate work station placements for students. Timely news releases could ensure that employers are aware that students are available for work not only during school holidays and school recesses, but also during the school year.

Radio. Radio announcements could be developed using as many of the WEE students as is practicable. Three-to-five minute scripts about work stations and employers are effective. The local radio station could be asked to broadcast the announcement “live” and then, through the use of tape, rerun later in the day. Radio-release-day should be scheduled twice each month.

Television/Video/Web Pages. WEE coordinators and students could write television scripts, which give brief descriptions of the WEE Program. The scripts could be performed by students, parents/legal guardians, employers, and/or advisory committee members. The scripts should briefly include about six work sites, with special emphasis on related classroom instruction, work site training, coordinator work site visitations, counseling, program evaluations by employers, etc. Your school or district’s web site can have a link to a WEE page developed by the WEE coordinator.

Students should be featured in all promotional materials. The WEE coordinator should not do all of the talking nor the development of the materials. The greater the student involvement the more likely the student will be interested in the materials.

Public Service Announcements. All local radio and television set aside some time for public service announcements (PSA) from nonprofit organizations. These PSA “spots” could be used to announce the availability of students for employment during holidays and school recesses or to announce the date of an advisory committee meeting to which the public is welcome.

School Activities

School Newspaper. The school newspaper could be a strong asset for the WEE Program. The newspaper staff could be encouraged to interview and photograph WEE students at their work stations and employers could be included in the interviews as well.

The WEE coordinator, working with the newspaper faculty advisor, could attempt to develop sponsorship of a special WEE issue. Advertising space could be offered as a trade off for sponsorship. Copies of such an issue could be mailed to WEE parent/legal guardians and community employers.

Parent Newsletters. WEE coordinators can use school newsletters sent out to parents to promote the WEE Program while also educating parents with articles about laws and work permits. Parent Newsletters are also a good way to remind students to renew their work permits each fall.

Web Sites. WEE Programs could have their own web page, be linked to the school web page, be accessed through the school district web site, or the STC consortium web page. This could be a source of information about careers, jobs, class assignments, upcoming events, etc. The California Association of Work Experience Educators can be located on the Internet through its web site at www.cawee.org.

Career Fair. In many schools, the career fair is organized by the career center technician. If such is the case, the WEE coordinator should work closely with the technician to guarantee a wide-ranging display of various businesses and career options. The coordinators might also have a display booth with materials explaining the WEE Program and its benefits to students and employers.

Job Board. An effective way to inform students about available jobs is through the use of a job board. Many community employers, because of contact with the WEE coordinator or student employees, will call the local high school when job openings become available.

The job board can also be used to publicize the WEE Program with information about some of the work stations at which WEE students are employed.

Reports to Board of Education / School Administration. One of the most important and effective places for WEE promotion is with those people who are responsible for program funding and who can help to keep the program an effective component of the school's curriculum.

One of the most effective tools for this type of presentation is a Power Point or video presentation. If the WEE coordinator is not adept at photography, students from a photography class or club may be asked to assist in developing the presentation.

It is imperative to take well-lighted, interesting action photographs or videos of the students at their work stations. Articulate voices should be selected to give the background information about the students and the work stations.

A well-planned, efficiently operated program can be presented in less than 30 minutes. When preparing a presentation, the coordinator should:

- Keep a list of parents, employers, and students who have been outspoken supporters of the WEE Program.
- Invite four or five students and the same number or parent/legal guardian and employers to give their impressions of WEE.
- Retain control of the presentation but let others tell about the program strengths.
- Summarize WEE accomplishments.
- Report the program costs and program results.
- Tell about successful WASC and CCR reviews.

- Describe personal participation in district career-technical education, membership and activities in CAWEE and any other professional development activities with local or state career-technical education committees/groups and partnership with local businesses.
- Mention assistance given to other school departments: career guidance, proving WEE materials, notification of guest speakers for possible sharing, etc.

Middle / Junior High School Orientation. As the value and quality of career-technical education programs is again being recognized, it is imperative that the WEE coordinator take a proactive posture in student scheduling and four-year high school planning.

It is customary for high school representatives to make presentations to middle/junior high school students and parent/legal guardian in the spring of the graduation year. High school counselors usually give an overview of high school requirements and assist in developing student schedules for the upcoming year. This is an excellent opportunity for the WEE coordinator to speak about the program and to distribute brochures about work permits and the WEE Program. Such proactive planning allows students to plan for WEE in their junior and senior year.

Students. The most valuable asset to the WEE Program will be enthusiastic students who want job training and instruction. These students will also be valuable assets to employers who will then support the WEE Program, provide work station instruction, and provide continuing sources for student employment. Students are quick to relate information to other students, teachers, counselors, parent/legal guardian, and employers. The WEE coordinator should involve students in developing a high quality WEE Program. In addition to the quality of the related classroom instruction, students can be invited to make presentations to various groups and local media, encouraged to take part in career center activities, have opportunities for one-on-one contact with the coordinator, etc. All these activities should ensure the best possible WEE image throughout the school and community.

WEE students can be recognized through special school programs such as Student of the Month, Student Honoree, scholarships, etc. Recognition of all named students could be scheduled at special functions.

School Personnel / Educators. An effective WEE Program requires the participation of the school staff. Counselors place an important role as they have the responsibility for scheduling, testing, and other activities that influence WEE. The career center technician also plays a vital role because he/she comes into contact with students when they are thinking about and exploring career options.

The coordinator should make a particular effort to obtain the counselors' confidence and support through regular reports regarding WEE students and invitations to accompany the coordinator on work station visitations. The counselors' role in supporting the WEE Program is very crucial and should be acknowledged: Give credit where credit is due.

Success with faculty and support staff members is ensured through on-going personal contacts. Examples include sharing guest speakers with other faculty members, keeping them up-to-date on the successes of students at their work stations, asking for teacher input before referring students to work stations, etc. Career-technical education teachers can be especially helpful in recommending students for work station placements and/or giving advice regarding the student's specific career strengths or weaknesses.

The WEE coordinator has an opportunity to be a leader in the integrated curriculum movement. The coordinator can be a valuable resource to academic and career-technical educators in obtaining appropriate placements for students who are ready for community experiences both paid and non-paid.

Field Trips / Job Shadowing. Increasing the community's knowledge and support of the WEE Program can be accomplished through greater visibility of the program's students. One such activity, which is of great value to the students and the program, is a field trip for a group of students to view a business site, which is of importance to the local community. This business site should have a scope of jobs, which would be of interest to many students.

Public relations with the community could be further enhanced if students make reports on activities (in WEE related instruction class, as WEE homework, or as part of an assignment in a core curriculum class) and copies of reports are sent to the employers involved.

In-service Activities. The WEE coordinator should take a leadership role in educating all school staff on child labor laws, including the work permit issuance process. In so doing, the WEE coordinator could also educate the school staff to the various components of the WEE Program, the extensive responsibilities of the WEE coordinator, student enrollment in the WEE Program, etc.

Electric Bulletin Board. A good way to publicize jobs for students and WEE success stories is to use the electronic bulletin board that many schools have. Messages should be concise and stimulate student interest.

Community Activities

School-to-Career Programs. Because of the WEE coordinator's extensive community involvement, he/she is the logical person to spearhead business partnerships by utilizing existing relationships in the community. WEE coordinators are experienced in communicating with employers and understand their concerns about bringing students into the workplace. The coordinator can help the student make this transition a successful one for both student and employer.

An outcome of this type of working relationship is that the employer feels some “ownership” of the school, becomes supportive of school programs, and as an extension, becomes available as a partner and/or a work station for students.

Service Organizations & Chambers of Commerce. The local service organizations have regularly scheduled meetings during which speakers are invited to make presentations. The WEE coordinator should contact programming chairpersons in order to make arrangements for students and employers to speak about the WEE Program. It is more than likely that WEE employers are members of the local service organizations and can act as facilitators and/or speakers.

The statewide chambers of commerce have rededicated themselves to involvement with the educational communities to assist in improving education for the employees and employers of the future. The WEE coordinator may be able to serve on a community affairs committee, which discusses the chamber’s role in local education.

Labor Law Workshops. The WEE coordinator along with the school district should take a role in educating local employers about Labor Laws and work permits for minors. Invite all employers who have work permits issued by the school district. The address database of all employers issued work permits is readily available if the school district uses the QuickPermit™ program to issue work permits (see Appendix for more information on QuickPermit™). The WEE coordinator can lead the workshop or invite representatives from the local U. S. Department of Labor, Wage and Hour Division and the California Division of Labor Standards to help conduct the workshop. Announcements about the workshop can also go out to the local chamber commerce, business clubs, and local newspapers.

Decals. The California Association of Work Experience Educators (CAWEE) prints decals with the Work Experience Education logo. These decals can also be photocopied and used to identify all printed material generated by the WEE Program. Decals can be given to employers who have participated on advisory committees and to all employers who have employed WEE students.

Advisory Committee. Reports to an advisory committee may be made during a lunch or breakfast meeting with the costs underwritten by a sponsor. Following the guidelines for reports to the local board of education, a fast-paced program should be organized with a total elapsed time of no more than one hour. If a breakfast meeting begins at 7:00 a.m., it should be completed by 8:30 a.m., at the latest. Committee members should be reminded of the meeting by letter, card, and/or phone call. If appropriate, a packet of materials for the committee members should be available.

Students, employers, and parent/legal guardian should be asked to participate. Remarks by administrators and educators should be kept to an absolute minimum. Advisory committee members should always understand that their opinions and recommendations are respected and appreciated.

Brochures. Two types of brochures are very useful in WEE Programs: a WEE brochure and a work permit brochure. WEE brochures should be developed for students, parent/legal guardian employers, and teachers. A basic brochure has highlights of the WEE Program, its basic requirements, enrollment information, and some photographs of work stations.

A work permit brochure should give highlights of applicable child labor laws, especially where the local district has policies, which are more restrictive than are the state and federal regulations. The telephone numbers of the regional state and federal departments of labor should also be included. These brochures can be included with the materials given to students as part of the related classroom instruction lesson on labor laws. The coordinator should always have a supply on hand for dissemination during work station visitations or at any opportunity when visiting a local business.

Employers. Remember, especially in small communities, that when a WEE coordinator is conducting business or socializing in the community, the employers still perceive that the coordinator represents the WEE Program. It is imperative that WEE coordinators always act in a professional manner. One negative experience with one employer can have far-reaching effects.

The coordinator needs to take advantage of every opportunity to present the WEE story to current and potential employers. The coordinator should make every attempt to develop both formal and informal relationships with employers. Employers should be given information on state, federal, and school district regulations and policies which might have an effect on business as well as information on procedures involved in student selection and work station placement in WEE.

Guest Speakers. Guest speakers can enrich the WEE curriculum, but they can also help to promote the program. The coordinator might be able to arrange for a guest speaker to address both the WEE class and another class. For example, a guest speaker could speak about the need for good written communication skills, a message appropriate for the WEE Program and for an English class.

These activities improve the visibility of the WEE Program within the school and, through the guest speaker, within the community.

Career-Vocational Training Opportunities. Many local businesses have been expressing an interest in conducting career-vocational training courses for schools. Because of the WEE coordinator's extensive community involvement it would be appropriate for the coordinator to take a leadership role in facilitating this type of community interest in the schools.

These courses can be for students, for school staff, and others. For instance, a local printing company which has extensive expertise with a certain computer and its publishing programs might offer classes to school staff at the school using the school's hardware. The same type of program could be developed for classes where a teacher,

although generally very competent, does not have the expertise with certain computer programs.

An outcome of this type of working relationship is that the employer feels some “ownership” of the school, becomes supportive of school programs, and as an extension, becomes an available work station for WEE students.

Adopt-A-School. The WEE coordinator is the logical educational professional to work with school site staffs and business personnel in developing and implementing an Adopt-A-School program. In many cases, the local Chamber of Commerce acts as a facilitator for such programs, and the WEE coordinator could be an effective liaison between the educational and business communities.

Partnership Academy. The Partnership Academy, which includes a Work Experience Program during 11th or 12th grade, is based on the following and is a:

- School-within-a-school program whose goal it is to motivate students who may otherwise not complete high school, to participate in activities, which will lead to their graduating with a high school diploma with their classmates.
- Career oriented program, which provides students with a major step towards a skill, which local employers utilize, with local employers directly involved.
- Partnership between a school district, local employers, and the California Department of Education.
- Voluntary program on the part of both students and parent/legal guardian.

The Work Experience Education is tailor-made for a Partnership Academy. Students in 11th or 12th grades can earn semester credits while pursuing their interest in an occupation, working at a paid position, and attending related classroom instruction.

Scholarships & Employer Appreciation Functions. The WEE coordinator could work with local businesses to develop a WEE scholarship. This award could be presented at an end of the year employer/student appreciation function. At the same time, employers could be given decal or certificates for WEE participation. This type of activity is ideal for media coverage and all local media should be notified prior to the event so that they might arrange their own coverage.

Many local chapters of CAWEE also fund scholarships for local WEE students. One way this is done is through raffles at the local chapter meetings. Each member brings a small prize, which is then raffled off through the sale of tickets.

Appendixes

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 a parent/guardian of a student enrolled in WEE, I:</p> <p><input type="checkbox"/> give permission for the student to be employed. <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 time sheets and provide student evaluations. <input type="checkbox"/> consult with the WEE coordinator regarding student's performance. <input type="checkbox"/> provide Worker's Compensation Insurance. <input type="checkbox"/> provides adequate adult supervision. <input type="checkbox"/> provide the probability of continuous employment. <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:</p> <p>(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. as necessary.</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: _____ Date: _____</p>	<p>Parent/Guardian Signature: _____ Date: _____</p>
<p>Employer Signature: _____ Date: _____</p>	<p>WEE Coordinator Signature: _____ Date: _____</p>

Employer Work Experience Evaluation Form
Please return this directly to student or WEE Coordinator

Student's Name: _____ Employer: _____
 Supervisor's Name: _____ Supervisor's Title: _____

Please check the box that best describes your assessment of the student's performance in the various aspects of Work Experience.

Courtesy	<input type="checkbox"/>	Very Polite & Well Mannered	<input type="checkbox"/>	Reasonably Polite	<input type="checkbox"/>	Impolite
Punctuality	<input type="checkbox"/>	Arrives on time	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Always Late
Cooperation	<input type="checkbox"/>	Creates a pleasing impression	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Difficult to work with
Reaction to Criticism	<input type="checkbox"/>	Reacts positively	<input type="checkbox"/>	Doesn't seem to care	<input type="checkbox"/>	Dislikes criticism
Neatness in work and appearance	<input type="checkbox"/>	Careful with work and appearance	<input type="checkbox"/>	Usually Neat & Clean	<input type="checkbox"/>	Careless at work & untidy
Perseverance	<input type="checkbox"/>	Persistent	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Give up easily
Work Attitude	<input type="checkbox"/>	Eager interest	<input type="checkbox"/>	Normal interest	<input type="checkbox"/>	Appears indifferent
Initiative	<input type="checkbox"/>	Seeks Additional work	<input type="checkbox"/>	Waits to be told what to do	<input type="checkbox"/>	Lacking
Ability to Communicate	<input type="checkbox"/>	Easily able to use language skills	<input type="checkbox"/>	Has some trouble articulating their thoughts	<input type="checkbox"/>	Lacking in their thoughts into words
Ability to Comprehend Instructions	<input type="checkbox"/>	Quick to understand	<input type="checkbox"/>	Reasonably good	<input type="checkbox"/>	Slow to comprehend
Capacity to develop	<input type="checkbox"/>	Promising	<input type="checkbox"/>	Average	<input type="checkbox"/>	Not very promising

Additional Comments if Applicable:

Supervisor's Name: _____

Supervisor's Signature: _____ Date: _____

Thank you for taking the time to complete this Evaluation Form.

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

DISTRICT LETTERHEAD

Date: March 22, 2009

FROM: Name, Superintendent
School/District/County Office of Education

SUBJECT: Authorization to Issue Work Permits

This letter is officially authorizing the following personnel to issue work permits according to Education Code § 49110:

Name	Title
Name	Title
Name	Title

All personnel listed above have a working knowledge of California labor laws and regulations as they relate to minors. If there are any questions pertaining to the issuance of work permits, please call () xxx-xxxx.

Sincerely,

Name, Superintendent