

Chapter 5

THE IMPACT OF EMPLOYMENT ON STUDENT ACHIEVEMENT

The Task Force on Student Achievement considered the relationship between employment and student achievement from two perspectives: New Jersey academic standards for career readiness, and employment while in school. This chapter also includes information on state and federal employment and job-training programs for in-school and out-of-school youth.

New Jersey Student Learning Standards

In May 2016, the State Board of Education adopted the New Jersey Student Learning Standards, which resulted from a study of the state’s Core Curriculum Content Standards, including the Common Core State Standards.

New Jersey has subscribed to standards-based education since 1996 when the State Board of Education adopted the initial Core Curriculum Content Standards. The standards are goals that express what students should know and be able to do by the time they graduate and at various stages through the elementary and secondary grade levels.

The New Jersey Student Learning Standards establish goals in nine content areas. Standard 9, “[21st Century Life and Careers](#),” includes 12 Career Ready Practices and describes the knowledge and skills students need to achieve career success and financial independence.

The New Jersey Learning Standards website describes the following components of the “21st Century Life and Careers” standard:

- **9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student’s college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation:** This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education:** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

“For students to be college and career ready they must have opportunities to understand career concepts and financial literacy,” states the NJDOE website. “This includes helping

students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.”

The 12 Career Ready Practices

According to the NJDOE website, the 12 Career Ready Practices outline the skills that all individuals need to be adaptable, reflective, and proactive in life and careers. They have been linked to increased college, career, and life success.

New Jersey Department of Education, New Jersey Student Learning Standards, Standard 9: 21st Century Life and Careers, (Trenton, NJ). Accessed December 29, 2016 at <http://www.nj.gov/education/aps/cccs/career/>.

“Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study,” according to [Advance CTE](#), an organization that advocates policies and practices that sustain high-quality career technical education programs.

Advance CTE, Common Career Technical Core: The Career Ready Practices, (Silver Spring, MD). Accessed December 29, 2016 at <https://careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf>.

Junior Achievement of New Jersey

Support for financial literacy is available to school districts through Junior Achievement of New Jersey (JANJ). The organization’s free JA Finance Park® program is designed to help students meet state standards in Personal Financial Literacy (Standard 9.1), required for graduation.

The JANJ website describes the JA Finance Park® program as a “two-pronged approach to financial literacy education for middle and high school students that begins with several weeks of classroom lessons, centered on money management, wise consumerism and career exploration.” Additionally, JANJ offers a virtual Finance Park program that “allows students to participate in an online budgeting simulation, without ever having to leave school.”

Junior Achievement of New Jersey, Programs-JA Finance Park®, (Edison, NJ). Accessed March 19, 2017 at http://janj.org/programs/ja_finance_park.

Employment while in School

The U.S. Bureau of Labor Statistics reports that, in October 2014, 22.3% of adolescents attending high school participated in the workforce, with 18.2% of high school students actually holding full- or part-time jobs.

U.S. Department of Labor, Bureau of Labor Statistics, College Enrollment and Work Activity of 2014 High School Graduates, (Washington, DC, April 2015), accessed December 29, 2016 at http://www.bls.gov/news.release/archives/hsgec_04162015.pdf.

Several studies have examined the relationship between employment and academic achievement for both high school and college students.

- A 2009 study, published by the U.S. Bureau of Labor Statistics, found a “small negative effect of paid work on student achievement.”

U.S. Department of Labor, Bureau of Labor Statistics, *Time to Work or Time to Play: The Effect of Student Employment on Homework, Housework, Screen Time, and Sleep*, by Charlene Marie Kalenkoski and Sabrina Wulff Pabilonia, Working Paper 423, (Washington, DC, March 2009), accessed December 29, 2016 at <http://www.bls.gov/ore/pdf/ec090010.pdf>.

- Earlier research showed that, although student employment may have some positive effects on students’ future earnings by providing work experience, there was a negative relationship between working while in high school and a student’s academic achievement. For example, Ruhm (1995, 1997) and Tyler (2003) found that student employment has a negative effect on both the number of years of schooling that students complete and their 12th grade math achievement.

Christopher J. Ruhm. “The Extent and Consequences of High School Employment.” *Journal of Labor Research* 16, no. 3, (Summer 1995): 293-303, accessed December 29, 2016 at https://libres.uncg.edu/ir/uncg/f/C_Ruhm_Extent_1995.pdf.

John H. Tyler. “Using State Child Labor Laws to Identify the Effect of School-Year Work on High School Achievement.” *Journal of Labor Economics* 21, no. 2 (April 2003): 353-380.

- A 1999 report found that extensive school year employment had a large, statistically significant negative impact on the academic performance of racial minorities.

Gerald S. Oettinger. “Does high school employment affect high school academic performance?” *Industrial and Labor Relations Review* 53, (October 1999): 136-151.

In a 2001 article, John H. Holloway, project director for the Educational Testing Service, cited research on the impact, positive and negative, of students working while enrolled in school. Following are excerpts from the article:

The National Research Council and Institute of Medicine (1998) studied the effects of after-school jobs on adolescents. The researchers first examined the value of the kinds of after-school jobs that most students held. Most jobs, they found, were disconnected from what students learned in school, did not systematically teach the job skills necessary for advancement, and provided little meaningful interaction with adult supervisors.

The study showed that the number of hours that 10th graders worked increased the number of absences from school, especially among those students who worked more than 30 hours a week. In addition, working more than 30 hours a week during high school was associated with lower levels of future educational attainment.

The report also found, however, some benefits from after-school work. For instance, students who balanced school and work by limiting their work hours gained valuable time-management skills that permitted them to work when they went to college.

Kusum Singh (1998) found that part-time work affected both standardized test scores and grades. The number of hours that students worked had a significant negative effect on

their standardized achievement levels: Students were likely to have lower achievement scores than their peers if they worked longer hours during the school year. In other words, the greater the number of hours that students worked, the greater the negative effects on standardized measures of achievement.

John J. Holloway. "Research Link: Part-Time Work and Student Achievement." *Educational Leadership*, 58, no. 7 (April 2001): 83-84. © 2001 by Association for Supervision and Curriculum Development, Alexandria, VA. Reproduced with permission. Accessed December 29, 2016 at http://www.ascd.org/publications/educational_leadership/apr01/vol58/num07/Part-Time_Work_and_Student_Achievement.aspx.

National Research Council and Institute of Medicine, Committee on the Health and Safety Implications of Child Labor. *Protecting youth at work: Health, safety, and development of working children and adolescents in the United States* [Online]. (1998).

Kasum Singh. "Part-time employment in high school and its effect on academic achievement." *Journal of Educational Research*, 91, no. 3 (1998): 131–139.

State and Federal Programs

In considering the impact of employment on student achievement, the Task Force reviewed government youth employment and occupational training programs.

Title 1-B Youth Program

The federally funded Title I-B Youth Program provides employment training services to disadvantaged youth. It focuses on longer-term academic and occupational learning and provides long-term comprehensive service strategies for career advancement and life-long learning.

According to the Department of Labor and Workforce Development, in a recent program year, the Title I-B Youth Program met or exceeded its goals for job placement, educational attainment and building participants’ literacy and mathematics skills.

Common Measure	Program Year 2013 Goal	Program Year 2013 Actual	% of Goal Achieved	Program Year 2013 Results
Youth Placement	66.8%	66.5%	99.6%	Met
Degree Attainment	75.0%	73.5%	98.0%	Met
Literacy/Numeracy	56.2%	64.3%	114.4%	Exceeded

New Jersey Department of Labor and Workforce Development, *New Jersey Workforce Investment Annual Report 2013-2014*, (Trenton, NJ, November 2014). Accessed December 29, 2016 at https://www.doleta.gov/Performance/Results/AnnualReports/PY2013/NJ-PY13_WIA_AnnualReport.pdf.

The Youth Program’s services have been available to in-school and out-of-school youth who fall within one or more of the following categories: (1) deficient in basic literacy skills; (2) school dropout; (3) homeless, runaway or foster child; (4) pregnant or parenting; (5) offender; or (6) individual (including a youth with a disability) who requires additional assistance to complete an educational program or to secure and hold employment. Males age 18 and over must be registered with the Selective Service to participate.

The chart below illustrates the youth population served by the program during fiscal years 2013-2014 and 2014-2015.

Title I-B Youth Program: Participants			Sources:
	2013-14	2014-15	
Ages 14-18	3,115	3,579	New Jersey Department of Labor and Workforce Development, <i>New Jersey Workforce Investment Annual Report 2013-2014</i> , (Trenton, NJ, November 2014). Accessed December 29, 2016 at https://www.doleta.gov/Performance/Results/AnnualReports/PY2013/NJ-PY13_WIA_AnnualReport.pdf . New Jersey Department of Labor and Workforce Development and State Employment and Training Commission, <i>Combined State Plan for the Workforce Innovation and Opportunity Act 2016</i> , (Trenton, NJ: April 2016). Accessed December 29, 2016 at http://lwd.state.nj.us/labor/wioa/documents/resources/njcombinedstateplanforwioa2016.pdf .
Ages 19-21	997	1,177	
Total Served	4,112	4,756	
Exited	2,311	2,100	
In-School Youth	2,493	2,724	
Exited	1,461	1,118	
Out-of-School Youth	1,619	2,032	
Exited	850	982	

The program had been funded under the Workforce Investment Act of 1998. With enactment of the successor law, the Workforce Innovation and Opportunity Act (WIOA), in July 2014, its finances were consolidated with those of other job-training programs into a single stream.

The U.S. Department of Labor’s website describes the WIOA as “landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.” New regulations to implement the act went into effect in the fall of 2016.

U.S. Department of Labor, Employment and Training Administration, *The Workforce Innovation and Opportunity Act*. Accessed December 29, 2016 at <https://www.doleta.gov/wioa/>.

According to the New Jersey Department of Labor and Workforce Development, the WIOA “is clearly aligned with the strategic direction New Jersey has taken. WIOA offers an opportunity for [the department] to build upon many of its innovative and successful efforts to date.”

New Jersey Department of Labor and Workforce Development, *New Jersey Workforce Investment Annual Report 2013-2014*, (Trenton, NJ, November 2014). Accessed December 29, 2016 at https://www.doleta.gov/Performance/Results/AnnualReports/PY2013/NJ-PY13_WIA_AnnualReport.pdf.

In response to the new federal law, the State of New Jersey in April 2016 submitted a “Combined State Plan for the Workforce Innovation and Opportunity Act” to the U.S. Department of Labor. The combined plan cites the WIOA’s extension of the Youth Program to age 24 from age 21. It also shifts the emphasis from in-school to out-of-school young adults. The State Employment and Training Commission defines “out-of-school youth” as “young people between the ages of 16-24, that do not have a high school diploma or, have a high school diploma and are deficient in basic skills, are not enrolled in school, and are disconnected from work and/or underemployed.”

New Jersey Department of Labor and Workforce Development and State Employment and Training Commission, *Combined State Plan for the Workforce Innovation and Opportunity Act 2016*, (Trenton, NJ: April 2016). Accessed December 29, 2016 at <http://lwd.state.nj.us/labor/wioa/documents/resources/njcombinedstateplanforwioa2016.pdf>.

Work-Study Programs

The U.S. Department of Labor will authorize a school-supervised, school-administered Work Study Program (WSP). According to the Department of Labor website, such programs are designed to help academically oriented high school students pursue their college diplomas. Participating students must be enrolled in a college preparatory curriculum and be identified by authoritative school personnel as being able to benefit from the WSP.

Students enrolled in an authorized Work Study Program:

- May work no more than 18 hours in any one week when school is in session, a portion of which may be during school hours, in accordance with the following formula that is based upon a continuous four-week cycle;
 - In three of the four weeks, are permitted to work during school hours only one day per week, and for no more than for eight hours on that day.
 - During the remaining week of the four-week cycle, are permitted to work during school hours on no more than two days, and for no more than for eight hours on each of those two days.
 - The employment of such minors would still be subject to the remaining time of day and number of hours standards contained Child Labor Regulation No. 3 (Employment of Minors Between 14 and 16 Years of Age).

U.S. Department of Labor, Wage and Hour Division, *Fact Sheet No. 2A*, (Washington, DC, revised 2010). Accessed December 29, 2016 at <https://www.dol.gov/whd/regs/compliance/whdfs2a.htm>.

U.S. Department of Labor, Wage and Hour Division, *Child Labor Final Rule No. 3, Nonagricultural Employment 14- and 15-Year Olds*. Accessed December 29, 2016 at <https://www.dol.gov/whd/cl/SidebySideReg3FinalRule.htm>.

Work Experience and Career Exploration Program (WECEP)

WECEP provides carefully planned work experiences and career exploration for 14- and 15-year-old youths. The program is designed to reorient and motivate youth toward education and to prepare them for the world of work.

State departments of education may operate WECEPs with the approval of the Administrator of the U. S. Department of Labor's Wage and Hour Division for a two-year period. Students enrolled in an authorized WECEP:

- May work during school hours.
- May work up to 3 hours on a school day and as many as 23 hours in a school week.
- May work in some occupations that would otherwise be prohibited when granted a variance issued by the Administrator. However, they may not work in manufacturing, mining or any of the 17 hazardous occupations.

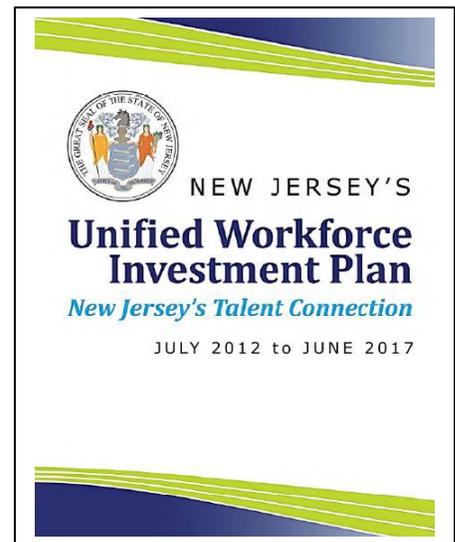
U.S. Department of Labor, Wage and Hour Division, *Fact Sheet No. 2A, Work Experience and Career Exploration Program*, (Washington, DC, revised 2010). Accessed December 29, 2016 at <https://www.dol.gov/whd/regs/compliance/whdfs2a.htm>.

District Oversight

Members of the NJSBA Task Force also report that school districts, such as East Orange, Long Branch, Passaic County Technical, Clifton, Passaic Valley and Paterson, offer Work Investment Act youth programs, including after-school and summer work experience. For each district, progress target data, required under the former federal education law (No Child Left Behind), was reviewed to determine the effectiveness of these programs in relation to standards for language arts literacy, mathematics and career readiness.

New Jersey Unified Workforce Investment Plan

The New Jersey Unified Workforce Investment Plan, approved by the U.S. Department of Labor in December 2012, outlines the state's vision for ensuring that every youth has the opportunity to develop and achieve career goals through education and workforce training. The plan encompasses the youth most in need, such as those who are out of school, homeless, or in foster care or aging out of foster care. Other youth in need include offenders, children of incarcerated parents, migrant and seasonal farmworker youth, and those with disabilities, as well as other youth at risk.



“New Jersey has developed a comprehensive strategy that will connect secondary education, community organizations’ workforce development programs and other stakeholders to assist youth to successfully navigate the labor market and to obtain the skills they need for employment,” states the plan. “New Jersey’s Shared Vision for Youth includes strategies to focus on Career awareness, pilot innovative programs, such as pre-apprenticeship programs that create pathways to employment.”

“The state is continuing its long-term commitment of providing a comprehensive and holistic vision of youth in combination with offering customer-focused programs and services for those difficult-to-serve youth. A first priority is to ensure that local Youth Investment Councils (YIC) are designing competitive proposals for funding that incorporate successful performance-based practices to assist youth transition into work activities and employment opportunities. YICs are tasked with connecting the needs of youth in each local area with the proven practices and models that include employment outlooks for specific career areas.”

Under the plan, priority programming at the state and local levels focuses on the youth most in need (i.e., those aging out of foster care, those involved in the juvenile justice system, youth with disabilities, or those who are pregnant or parenting). Assisting these populations through streamlined access to services is an important strategy. It is accomplished through memoranda of understanding to integrate programs and services across various state agencies.

“Interdepartmental initiatives and joint funding by two or more state agencies, such as the Department of Labor and Workforce Development (LWD) and the Juvenile Justice Commission or the LWD and the Department of Children and Families, enhance the provision of services to youth with special needs,” states the plan. “These initiatives have been recognized as effective models in providing services and are shared with potential community partners as a way of increasing successful outcomes by building upon existing programs.”

According to the plan, New Jersey has demonstrated its commitment to the federal Employment and Training Administration’s strategic vision for youth by taking a proactive role in assembling a team of representatives from state and community-based organizations, the Job Corps and the Division of Vocational Rehabilitation Services. The goal of the interagency working group, called the “Jersey Fresh Team,” is to develop innovative approaches, enhance the quality of services delivered, and improve efficiencies and outcomes for youth.

“It is engaged in long-term strategic planning that will identify gaps in services and barriers for youth and develop strategies to address the issues identified and coordinate efforts,” states the plan.

State of New Jersey, State Employment and Training Commission, *New Jersey’s Unified Workforce Investment Plan*, (Trenton, NJ, approved by U.S. Department of Labor, December 2012). Accessed December 29, 2016 at <http://www.njsetc.net/njsetc/planning/unified/documents/NJ%20Unified%20Workforce%20Investment%20Plan%2012-2017.pdf>.

U.S. Department of Labor Findings

In 2003, the federal Department of Labor, Office of the Inspector General, conducted an audit of DOL grants to the states which, in turn, make sub-grants to communities to implement youth programs. The Inspector General’s office found that:

- The Work Investment Act youth programs focused predominantly on in-school, younger youth, ages 14 through 16.
- Younger youth were enrolled equally in employment-related, educational and work-readiness activities, whereas older youth were more frequently enrolled in employment-related activities.
- Almost half the youth exited the program within one year.

Skill attainment was the overwhelming accomplishment (91 percent) for younger youth, while entering employment (57 percent) was the predominant outcome recorded for older youth.

The following table provides the distribution of total time in the program for younger youth from registration to exit.

Work Investment Act Youth Programs						
LENGTH OF TIME YOUNGER YOUTH SPENT IN THE PROGRAM						
Time in Program	Exited		Not Exited		Total	
	#	%	#	%	#	%
1-30 days	6	1.7			6	1.7
31-90 days	84	23.4			84	23.4
3-6 months	28	7.8			28	7.8
7-12 months	48	13.4			48	13.4
13-24 months	44	12.3	120	33.4	164	45.7
Over 24 months			29	8.1	29	8.1
Totals	210	58.5	149	41.5	359	100.0

U.S. Department of Labor, Office of the Inspector General, *Workforce Investment Act: Evaluation of Youth Program Enrollments, Services, and Recorded Outcomes*, Report No. 06-03-006-03-390, (Washington, DC, September 2003): 12. Accessed March 19, 2017 at <http://www.oig.dol.gov/public/reports/oa/2003/06-03-006-03-390.pdf>.

The data above show that almost half (166 of 359) of the younger youth exited the program within a year:

- 25 percent (90) exited within 90 days,
- 33 percent (118) exited within 6 months, and
- 46 percent (166) exited within 12 months.

“This high exit rate may point to the emphasis on summer employment instead of sustained services year round,” states the Office of the Inspector General.

U.S. Department of Labor, Office of the Inspector General, *Workforce Investment Act: Evaluation of Youth Program Enrollments, Services, and Recorded Outcomes*, Report No. 06-03-006-03-390, (Washington, DC, September 2003). Accessed December 29, 2016, <http://www.oig.dol.gov/public/reports/oa/2003/06-03-006-03-390.pdf>.

Competition for Careers

Recent data from the U.S. Census Bureau show that “Millennials,” those born between 1981 and 1997, are the nation’s largest living generation, surpassing members of the post-World War II “Baby Boom.” Generation X, consisting of those born between 1965 and 1980 will surpass the Baby Boomers by 2028. An article published by Pew Research Center analyses the data:

Millennials, whom we define as those ages 18-34 in 2015, now number 75.4 million, surpassing the 74.9 million Baby Boomers (ages 51-69). And Generation X (ages 35-50 in 2015) is projected to pass the Boomers in population by 2028.

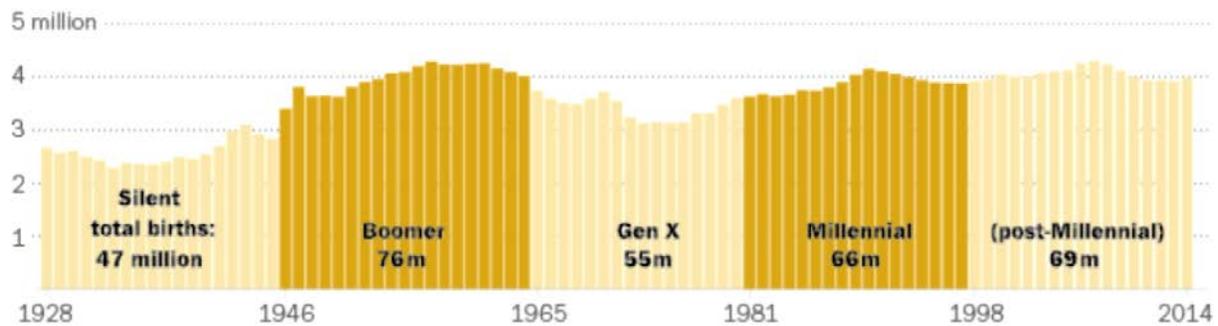
The Millennial generation continues to grow as young immigrants expand its ranks. Boomers – whose generation was defined by the boom in U.S. births following World

War II – are older and their numbers shrinking as the number of deaths among them exceeds the number of older immigrants arriving in the country.

Richard Fry. “Millennials overtake Baby Boomers as America’s largest generation.” Pew Research Center. (Washington, DC, April 2016). Accessed December 29, 2016 at <http://www.pewresearch.org/fact-tank/2016/04/25/millennials-overtake-baby-boomers/>.

Births Underlying Each Generation

Number of U.S. births by year and generation



Source: U.S. Dept. of Health and Human Services National Center for Health Statistics

PEW RESEARCH CENTER (From "Millennials overtake Baby Boomers as America's largest generation," April 25, 2016)

This demographic change will impact education, preparation for careers and the job market.

“Like Boomers before them, Millennials have already had an enormous impact on the nation’s public schools,” states a publication by New Strategist Press, a market research firm. “Now the generation is inflating the entry-level workforce and is about to enter the housing market—perhaps helping to stabilize declining housing values.”

- The Millennial generation has diversified the youth market. Asians, Blacks, and Hispanics account for a large share of Millennials—affecting everything from fashion to politics.
- The first generation to be raised on cell phones and the Internet, Millennials are always connected.
- Millennials must compete against their many peers for colleges, jobs, and houses. This competitive crush shapes the attitudes and lifestyles of Millennials and is one of the factors that distinguish them from Generation X.
- [By 2006,] Generation X [became] the best-educated generation, 32 percent of its members having completed college. This compare[d] with a slightly smaller 30 percent of Baby Boomers who are college graduates.

“The Millennial Generation: Another Baby Boom” in *American Generations, Sixth Edition*. (East Patchogue, NY: New Strategist Press, LLC.

The Impact of Employment on Student Achievement: Conclusions

Based on its review of the research and data referenced in this chapter, the Task Force on Student Achievement believes that government employment programs for disadvantaged youth must focus equally on career readiness and educational advancement.

It believes that such programs should avoid creating situations in which disadvantaged youth are being prepared to accept jobs with lower wages than those available to their counterparts who are exploring college opportunities.

Additionally, job growth statistics reported in August 2016 and cited in Chapter 6 of this report underscore the importance of post-secondary education and training. College graduates have benefited the most from job growth during the recovery, while less-educated Americans are being pushed into lower-paying, lower-skilled jobs.

Picchi, Aimee, "5 middle-class careers that are growing, and 5 that are shrinking," *CBS Money Watch*, August 5, 2016. Accessed January 10, 2017 at <http://www.cbsnews.com/media/which-middle-class-careers-are-changing-the-most/>.

The Task Force is also concerned that pressure to produce income may encourage disadvantaged youth to seek more working hours while in school. This may ultimately distract students from their education, resulting in lower test scores, lower self-esteem, and reduced expectations.

Some researchers have disputed the negative impact of a student's employment while in school on his or her academic achievement.

U.S. Department of Labor, Bureau of Labor Statistics, *Time to Work or Time to Play: The Effect of Student Employment on Homework, Housework, Screen Time, and Sleep*, by Charlene Marie Kalenkoski and Sabrina Wulff Pabilonia, Working Paper 423, (Washington, DC, March 2009), accessed December 29, 2016 at <http://www.bls.gov/ore/pdf/ec090010.pdf>.

Earlier studies conduct from 1995 through 2003, showed that extensive employment while in school had a negative impact on the number of years of school completed, mathematics skills, the academic achievement of racial minorities, and school attendance. There has also been evidence that most after-school employment is disconnected from what students learned in school and does not systematically teach the job skills necessary for advancement.

Ruhm, Christopher J. "The Extent and Consequences of High School Employment." *Journal of Labor Research* 16, no. 3, (Summer 1995): 293-303, accessed December 29, 2016 at https://libres.uncg.edu/ir/uncg/f/C_Ruhm_Extent_1995.pdf.

John H. Tyler. "Using State Child Labor Laws to Identify the Effect of School-Year Work on High School Achievement." *Journal of Labor Economics* 21, no. 2 (April 2003): 353-380.

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National Research Council and Institute of Medicine, Committee on the Health and Safety Implications of Child Labor. *Protecting youth at work: Health, safety, and development of working children and adolescents in the United States* [Online]. (1998).

RECOMMENDATIONS

Chapter 5 – The Impact of Employment on Student Achievement

FOR JOB TRAINING/EMPLOYMENT PROGRAMS

34. Make regular school attendance the priority when providing assistance through the federal Workforce Innovation and Opportunity Act (WIOA) to students subject to New Jersey’s compulsory attendance laws ([N.J.S.A. 18A:38-25](#)). Efforts should focus on ensuring both attendance and tardy-to-school challenges.
35. Allocate WIOA funding to support public education’s need to meet 21st Century Life and Careers through career exploration, including labor market information, and educational requirements. Such efforts should be provided in lieu of work experience during the school year.

FOR THE STATE AND FEDERAL GOVERNMENT

36. Support the development of alternative, evidence-based programs and other activities that enhance the choices available to disadvantaged youth. These programs should encourage disadvantaged youth to reenter and complete secondary education, enroll in post-secondary education and advanced training, progress through career pathways, and enter into unsubsidized employment that leads to economic self-sufficiency.

FOR LOCAL SCHOOL DISTRICTS AND TRAINING/EMPLOYMENT PROGRAMS

37. Enable all youth to participate fully in academic, co-curricular and athletic programs, with the goal of fostering a more robust cohort of students who seek continuous academic achievement that promotes college and career readiness.

FOR LOCAL SCHOOL DISTRICTS, TRAINING/EMPLOYMENT PROGRAMS AND FAMILIES

38. Limit leisure-time employment of high school students to no more than two hours per day, 15 hours per week during the school year. At the same time, encourage employment opportunities, during the school year and summer, that enable students to practice skills learned in the classroom.