

Topic:	Student Employment												
Description:	<p>Secondary Students: 72,000 enrolled in FCPS grades 7-12. Mason District Middle Schools include 6th grade (Glasgow, Poe, Holmes)</p> <p>Summary of options:</p> <table border="1"> <thead> <tr> <th></th> <th>High School</th> <th>Middle School</th> <th>Elementary School</th> </tr> </thead> <tbody> <tr> <td>Better Option</td> <td>C, D, E</td> <td></td> <td></td> </tr> <tr> <td>Worse Option</td> <td>A, B</td> <td></td> <td></td> </tr> </tbody> </table> <p>Based on student employment, Option C, D or E</p>		High School	Middle School	Elementary School	Better Option	C, D, E			Worse Option	A, B		
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Potential Impacts:	<ol style="list-style-type: none"> 1. Later start times have no impact on the number of hours worked or the ability to shift work schedules (Minnesota Start Time Study). In focus groups, some urban students reported a negative impact on the number of hours worked, amount of income earned and the types of jobs available. (Kubow, P.K., Wahlstrom, K.L., & Bemis, A.E. (1999). "Starting time and school life: Reflections from educators and students" Phi Delta Kappan, 80 (5), 366-371.) 2. Sleep gain for working students 												
Transition Requirements:	Student employment schedules will need to shift with the changes in bell schedules.												
Majority & Minority Opinions:	<p>Majority opinion: Changes in start times will not impact student employment because employers will accommodate bell changes with shifts in work schedules.</p> <p>Minority opinion: Restricted after-school employment opportunities could disproportionately impact low-income families.</p>												
Other comments:	Data from 2004-2005 parent and student surveys at JEB Stuart High School, one of the most diverse in the county with a high percentage of low-income students, shows that under current bell schedules, working students average fewer hours of sleep on school nights than non- working students. Students working 20 or more hours per week average 37 minutes less sleep per school night than non-working students according to Adam Winsler, Ph.D., co-author of the study.												

Other Models:	<p>Excerpt from Minnesota Start Time Study:</p> <p>Employers Report (N=15)</p> <p>The overall impression that the employers, managers and human resource workers gave was that there would be little or no impact from a later school dismissal time. Four employers stated there would be an impact in the after-school work shifts, but when asked if a one hour later start time would have an impact, three said that one hour would not make much of an impact, that they "could deal with it" or that they are "flexible." Most of the employers said that their high school employees either do not start right after school or that they could "adjust the day workers" shifts to accommodate a later arrival of the students.</p> <p>Fairfax County: The 1998 Task Force interviewed local employers and concluded that later start and end times would not interfere with student work opportunities. They found that employers generally use student workers on weekends and evenings, schedules that would not conflict with later end times. (see pp 26-28)</p> <p><i>Excerpt:</i> (1998 Task Force Report, pp 27-28): In a poll of fifteen Fairfax businesses employing high school students, they were unanimous in stating that the later start time would not impact student work hours and that they would continue to hire students.</p> <p>The following employers were contacted: 1. Baskin Robbins Ice Cream 2. Bath and Body 3. Blockbuster Video 4. Burger King 5. Friendly's 6. Giant Food Stores 7. K-Mart (Burke) 8. Kohls 9. Multiplex Movie 10. Penney's (Fair Oaks) 11. Safeway 12. Subway 13. Taco Bell 14. Target (Burke) 15. TCBY</p> <p>Also, most parents report that their children do not work out of need, but rather to pay for gas money, CDs, cigarettes and other niceties that the parents might not otherwise pay for. Dr. Carskadon substantiated this fact in her presentation to the Task Force when she stated that most students don't work to save for college or to supplement family income, they work to buy personal consumables. Also, students work at jobs that are usually unskilled, entry level positions.</p> <p>Fairfax County: Data from 2004-2005 parent and student surveys at JEB Stuart High School, one of the most diverse in the county, indicate that later school schedules will have little impact on student jobs, parent work schedules or child care arrangements.</p>

- Of the 23 percent of Stuart students who work, the **average start time for work on a school day was 4:22 pm, more than two hours after the current school end time**. Students now start work as late as 9 pm on school days (with a later morning start time presumably being easier on students working so late in the evening).
- In the Stuart parent survey, **nearly 90 percent said that a later school day would not conflict with a job held by their student**. Most of the remainder said it would be easy for their students to change work hours to accommodate a later schedule.

Rhode Island Study: A cross-sectional survey of 1,528 female and 1,566 male public high school students in suburban and rural Rhode Island suggests that sleep behaviors may also be related to employment (Carskadon, Mancuso, & Rosekind, 1989). (The ethnic composition of the participants was not detailed in the study report.) In this study, adolescents who worked 20 or more hours per week (high-work students) tended to sleep less and to get to bed later on both weekdays and weekends than did adolescents who worked less than 20 hours or not at all (Carskadon, et al., 1989). The high-work students were also more likely to report being late to school because of oversleeping, and more often fell asleep during the day at school or while doing homework. High-work students also tended to consume more coffee and tea.

In general, researchers tend to consider adolescent sleep deprivation the result of a clash between an increased need for sleep and the variety of time constraints imposed by employment, activities, homework, social involvement, and early school start times (Dahl, 1998; Wolfson & Carskadon, 1998).

Carskadon, M.A., Mancuso, J. & Rosekind, M.R. (1989) Impact of Part-time Employment on Adolescent Sleep Patterns. Sleep Research 18, 114.

Additional CAREI Study Review:

"Participation in all after-school activities has remained the same, and those students who go to after-school jobs did not shorten the number of hours they work. In fact, students found they are less tired at their jobs than they were when they had to get up so much earlier. All in all, the shift to a later starting time has been a good decision. The "growing pains" for making the change are now all but disappeared, and the students, parents, teachers do not want to go back to anything earlier."

	"School Start Time and Teen Sleep," Kyla L Wahlstrom, High School Magazine. Reston: May 2000. Vol. 7, Iss 9; p 40
Conclusions:	A review of potential impacts within Fairfax County and from the other jurisdictions indicates that changes in start times have not had an impact on student employment. Current early bell schedules may be causing added hardship for high-work students (20 or more hrs/wk) who average 37 minutes LESS sleep per school night than students who aren't employed. Additional study is recommended to assess potential employment impacts for Fairfax County students.