November 21, 2007

Dear Non-Profit Agency Director:

Thank you for your interest in the City of Minneapolis' STEP-UP Program for 14-15 year olds. Formerly known as the Younger Youth STEP-UP Program, recently, the City of Minneapolis Employment and Training Programs made the decision to align its older youth and younger youth STEP-UP programs, creating "STEP-UP for 14-15 year olds" and "STEP-UP for 16-21 year olds".

This name change does not change the important aspects of each program, rather blends some aspects of each program to offer a balanced ladder of summer employment opportunity for Minneapolis youths.

The purpose of the STEP-UP Program is to provide low-income youth with opportunities for career exploration and skill development. Most of the youth participants are 14 or 15 years old, some are recent immigrants to the U.S., and the STEP-UP Program is often their first job. As you plan your response to this RFP, please keep in mind that these are not just "free workers". If your agency is selected as a summer worksite, youth should have the opportunity to practice work skills and to acquire and apply basic academic skills in the context of doing real work.

An original and four copies of your proposal will be due at the METP office no later than 4:00 PM on Friday, January 4, 2008. Award letters will be mailed out by February 18th.

METP will answer questions relating to the development of STEP-UP for 14 & 15 year olds proposals at a Community Information Session on December 14th. Agencies that are new to the STEP-UP Program are especially encouraged to attend. The session will be held in Conference Room 1 of the North WorkForce Center at 1200 Plymouth Avenue North from 9:00 AM to 10:00 AM. Please email me at www.anne.fischer@ci.minneapolis.mn.us before December 7th to RSVP your attendance.

Sincerely,

Anne Fischer,
STEP-UP Program Coordinator
Minneapolis Employment and Training Program

2008 STEP-UP PROGRAM For 14 & 15 Year Olds RFP

For your use in planning only – do not return with proposal

FREQUENTLY ASKED QUESTIONS

Q: What is STEP-UP for 14-15 year olds?

STEP-UP is an employment and training program for economically disadvantaged and at-risk youth, ages 14-15, who reside in the City of Minneapolis. Youth participants complete one-day work readiness training in the spring and work 30 hours per week for 9 weeks at local non-profit agencies during the summer. The program is in operation from mid-June until mid-August and is funded through federal, state and local sources which are administered by the Minneapolis Employment and Training Program (METP), a part of the City of Minneapolis Department of Community Planning and Economic Development. STEP-UP has other components besides work readiness and employment; they consist of an educational component called C.L.A.S.S., a mentorship program called Business Partners, as well as an environmental camp experience opportunity at YouthCARE's Camp Sunrise.

Q: What is the purpose of the program?

To provide training in developmentally appropriate employability skills to youth who sometimes lack a strong connection to a formal organization or program. Youth are taught good work habits, earn wages and gain experience while providing valuable services to the community.

Q. Who is DEED and what role do they play in STEP-UP for 14-15 year olds?

The City of Minneapolis contracts with the Minnesota Department of Employment and Economic Development (DEED) to provide intake, outreach and day-to-day coordination of STEP-UP. Applications are accepted by DEED staff via the Achieve! Career and College Centers and at both the North and South Workforce Centers. DEED staff reviews the applications to determine basic eligibility. Eligible youth are contacted to schedule a job placement interview at one of the Summer Jobs Offices (Workforce Centers). In the late spring, METP and DEED staff provides mandatory training for all agency supervisors and work readiness training for the youth. During the summer, DEED staff processes the payroll and provides job coaches to help insure youth success while on the job and to assist the worksite supervisor as needed. METP conducts site visits to ensure worksite compliance with program rules and regulations.

Q: Who provides the jobs?

Jobs are provided by local non-profit agencies that apply, through a competitive Request for Proposal process held each year in late November, for the youth workers whose wages are subsidized by federal, state and local funds. Each organization or agency is asked to design a learning rich job experience that will help youth develop the skills necessary to succeed in the workplace.

Q. Do the local non-profit agencies get to choose the youth who will fill the job position(s)?

No, they are required to fill the subsidized STEP-UP positions with the particular youth who, through the intake process, chooses their place of work. Keep in mind that the reason the program exists is to provide the youth participant with opportunities for career exploration and skills development and it is not specifically intended to benefit the non-profit agency, although many agencies do in fact benefit from the activities performed by the youth. Participants are 14 or 15 years old, some are recent immigrants to the U. S. and often STEP-UP is their first job. It is the agency's responsibility to provide the structure and supervision necessary to help facilitate the youth worker's entry into the world of work. Some youth need extra assistance to achieve success. The agency must be committed and prepared to work with the youth at wherever he or she is in the youth's development process.

Q. What is C.L.A.S.S.?

C.L.A.S.S. stands for Center for Learning Academic and Survival Skills. METP contracts with Loring Nicollet Bethlehem Community Centers (LNBCC) to operate C.L.A.S.S. Certified teachers are hired to work with youth workers for 6 hours, one day per week, at a learning center or in some cases, at their worksite. C.L.A.S.S. is an important element of the youth's training experience in STEP-UP and provides opportunity for youth to practice reading, math, decision making, listening, responsibility and sociability and to earn high school credit. C.L.A.S.S. instructors:

- facilitate the integration of work and learning by conveying real work applications of the academic disciplines the youth are studying.
- work to counteract the erosion of basic educational skills associated with school vacations and strives to increase the level of educational skills, particularly in reading and math

Minneapolis Employment and Training Program

2008 STEP-UP PROGRAM For 14 & 15 Year Olds RFP

Please complete this *Agency Information Sheet* and attach to the front of your proposal.

Agency Name			
Agency Address			
Zip		**Agency's Phone**	**( )**
Director		**Director's Phone**	**( )**
STEP-UP Program Contact Person (Person who will coordinate the STEP-UP Program for your agency if selected)		**Contact Person's Phone:** **Fax:**	**( )** **( )**
STEP-UP Program Contact Person's email address		**Name of person completing this proposal**	
Total number of youth requested	_____	**What language(s) does your youth supervisory staff speak other than English?**	
Number of hours youth will work at your agency	_____**30 maximum** **OR** _____ **(if less)** **#**		
Number of weeks (Check one)	_____**9 weeks** from June 16 to August 15, 2008 _____**Other, please indicate number of weeks & dates below:** _____ weeks from _____ to _____, 2008 # (date) (date)		
Checklist for materials to return with your proposal	_____ **Agency Information Sheet (this page)** _____ **Proposal (up to 4 pages)** _____ **Worksite Agreement (signed)** (One per agency which can cover multiple worksites	_____ **Business Partners Form** _____ **Job Description(s)** _____ **Job Description Travel Document** _____ **Certificate of Liability Insurance** (if applicable)	

General Directions

Proposal Deadline:

One original and four copies of each proposal submitted will be **due no later than 4:00 PM on Friday, January 4, 2008 to:**

Anne Fischer
CPED/METP
105 Fifth Avenue South, Suite 200
Minneapolis, MN 55401

(If you hand-deliver your proposal, please leave it with the receptionist on the 2nd floor).
All proposals received after 4:00 PM on January 4th will be placed on a waiting list.
Faxed proposals will not be accepted.

Important additional information:

- **Payroll checks will be mailed.** Every worksite will be responsible for updating youths address before the STEP-UP Program for 14 & 15 year olds end in order to distribute all payroll checks to youth workers on time.

Evaluation Criteria:

Proposals will be evaluated according to the following:

Response to Question:	Total Possible Points
I. Details and quality of design of learning-rich job	25
II. Complete and clear youth Job Description	25
III. Staff qualifications and training	20
IV. Value of enhancements	10
V. Recognition of achievement and parental / family involvement	+ 10
	90

*In addition to your response, up to 10 points will be added by METP for agencies who participated last year. The specific number of points added will be equal to the numeric score the agency received on last year's monitor evaluation.

2008 STEP-UP PROGRAM For 14 & 15 Year Olds RFP

For your use in planning only – do not return with proposal

Proposal Contents:

- Please complete and send the Agency Information Sheet on top of your proposal.
- Complete and return (but do not attach) the two-page Worksite Agreement.
- Complete and return the Business Partners form.
- Proposals should not exceed four (4) one-sided; word-processed pages.
- Complete a two-page Job Description for question II.
- Font size should not be less than ten (10) points.
- Proposals not providing sufficient detail or not following the order of this outline will be rejected.

RFP Questions:

I. Work activity details and quality of design of learning-rich job. (25 points)

A. Please furnish a summary of the specific work activity you will create for the summer youth workers. Describe how the work activity will involve youth in the development, planning, implementation and evaluation of your project *(see attachment A, "Designing a Learning-Rich Summer Youth Worksite"; and attachment B, "Developing Learning-Rich Work").*

B. Describe what makes your work activity a learning-rich job for youth workers rather than a typical summer job *(see attachment C, "What Makes Learning-Rich Work Different").*

C. Please explain the impact to youth in our community if your work activity was not funded in 2008.

II. Complete an intelligible youth job description. (25 points)

Please complete both pages of the two page Job Description form.

You may complete and print your **Job Description online** at:
http://www.ci.minneapolis.mn.us/metp/docs/stepupjobdescription
(Or if you prefer, you can type your Job Description using the attached form).

Using either the online Job Description form or the attached Job Description form:

- Complete one Job Description for each different type of job, as well as, one for each different worksite location (if there will be more than one). You may make copies of the form. *(see attachment D, "SCANS/Foundation Skills" and attachment F, "Example Job Description")*

- All Job Descriptions must meet the more restrictive child labor laws that apply to 14 and 15 year olds. Some prohibited activities include using power driven machinery such as lawn mowers or weed whips; baking; cooking; using ladders or substitutes; and loading/unloading trucks. *(See attachment E, "Summary of 14 & 15 Year Old Child Labor Restrictions").*

- Youth may be scheduled to work up to 30 hours per week, which will include the 6 hours that the youth may be assigned to attend C.L.A.S.S. at an off-site location. You should include a one or a half hour unpaid lunch period in the total hours for each workday.

- All worksites must be located within the City of Minneapolis or adjacent locale and must be easily accessed by public transportation.

III. Staffing qualifications and training. (20 points)

A. Who at your agency will serve as the STEP-UP Program Contact Person and who will be responsible for the selection, training and monitoring of staff that will work with the STEP-UP Program youth at your agency? How long has s/he worked for your agency and what is his/her experience working with youth?

B. **You will be required to have 1 STEP-UP Program trained supervisor for every 5 youth positions requested**. Please list your current staff who will be working directly with the youth workers and describe their experience in working with youth.

C. Please detail how your agency will train and monitor any new staff hired to supervise youth.

IV. Value of Enhancements. (10 points)

A. What educational enhancements will your agency be able to provide in order to augment the summer youth experience? These activities should build on the work experience and could include exposure to career exploration, post-secondary educational opportunities, leadership development, adult mentoring, and/or guidance and counseling about drug or alcohol abuse. (For example, the activities might include a job shadowing experience with an adult co-worker or attending a team leadership training).

*****Please note that <u>if any of the enhancement activities that you are proposing involve off-site field trips, they must be described here and included in your Job Description</u>. METP will review these types of activities and make sure they are allowable under Worker's Compensation before giving you final approval.**

B. What is your ability to provide accommodations to youth with disabilities?

V. Recognition of achievement and parental/family involvement. (10 points)

A. How will your agency recognize achievement in work maturity, skills development and enrichment activities?

B. What will STEP-UP Program workers be able to include in a portfolio to demonstrate that they have achieved a specific competency (i.e. certificates of achievement, award, letters of reference, journals, and/or job logs)?

C. How will your agency involve the parents and families of STEP-UP Program workers at your worksite?

Minneapolis Employment and Training Program

2008 STEP-UP PROGRAM For 14 & 15 Year Olds RFP

Worksite Agreement

This agreement is entered into by the City of Minneapolis via Minneapolis Employment and Training Program (METP) and the agency listed on the second page of this agreement (which is herein referred to as the STEP-UP PROGRAM WORKSITE) to provide summer youth employment and training services.

The intent and purpose of the STEP-UP Program is to provide safe, meaningful, and adequately supervised work experience, career exploration, and skill building activity as described on the job description form(s), for economically disadvantaged youth without discrimination because of race, color, creed, religion, political affiliation, disability, marital status, sexual orientation, or beliefs. All worksites must adhere to the rules and regulations governing youth employment including the following:

- Americans with Disabilities Act
- Right-to-Know Act;
- MN Data Practices Act;
- EEO Affirmative Action Policy;
- Both state and federal child labor laws and the MN Child Labor Standards Act; and
- No STEP-UP PROGRAM WORKSITE shall allow youth workers to provide services or engage in political or religious activity as part of the work assigned.

In order to assure that the purpose of the work assignment is fulfilled, the responsibilities of the STEP-UP PROGRAM WORKSITE are as follows:

SUPERVISION: To provide that all supervisors, who directly supervise STEP-UP Program youth, receive orientation as to their duties and responsibilities to the program and youth workers. Worksite supervisors shall be of such age and experience as to fully meet the needs of the youth workers and the youth workers to Supervisor ratio shall not exceed 5:1. To assure that a substitute supervisor will be available when the regular supervisor is absent and that this substitute is also provided with sufficient orientation to assure compliance with program requirements. To provide that all youth participants are oriented as outlined in the supervisor's manual prior to the start of their job.

TIME, ATTENDANCE, AND COMPENSATION: To be accountable for time and attendance of youth workers; maintaining sign-in sheets in a form that provides for individual daily sign-in; and bringing, within the payroll deadlines, completed timesheet/payment requests to specific locations assigned to the worksite. To provide written evaluation of the youth worker's performance with each timesheet and at other times as required. Youth workers shall only be paid for hours worked (i.e., no pay for lunch breaks, holidays, or unworked hours). METP; via Tree Trust's payroll, shall pay youth workers' wages as established by the United States Department of Labor. STEP-UP PROGRAM WORKSITES shall be responsible for all payroll costs for any hours worked beyond the maximum of 30 hours per week. In the case where youth workers are selected for off-site educational academic enrichment activities, the maximum hours that can be worked at the worksite shall be 24 hours. To provide METP staff, in writing, any reasons for youth worker termination as well as notification of deficiency in the youth worker's performance.

THE CITY (METP) DOES NOT AUTHORIZE YOUTH PARTICIPATION IN THE FOLLOWING:

(1) OFF-SITE TRAVEL WITHOUT PROOF OF ADEQUATE INSURANCE COVERAGE; OR

(2) ANY ACTIVITIES THAT OCCUR OR TAKE PLACE AFTER WORK HOURS

(3) FURTHERMORE, FAILURE TO ADHERE TO NUMBERS 1 AND 2 ABOVE, PLACES ALL RISK SOLELY ON THE AGENCY.

BUSINESS PARTNERS: If your agency is selected for this enhancement, to participate and cooperate fully in all activities of the Business Partners Program.

WORK ASSIGNMENTS: To adhere to all memorandum procedural revisions, rules, and regulations governing the METP STEP-UP PROGRAM. To assure sufficient equipment and/or materials to carry out all work assignments. To assure that sufficient work is available to occupy the participants during the regularly scheduled work hours. To provide contingency work plans during inclement weather if the worksite normally has workers doing out-of-doors work. **Every worksite must have a signed copy of this agreement and approved job description(s) at the worksite.** Tree Trust shall provide worker's compensation insurance for youth workers.

Minneapolis Employment and Training Program

2008 STEP-UP PROGRAM For 14 & 15 Year Olds RFP

Worksite Agreement

The STEP-UP WORKSITE accepts responsibility for teaching safety precautions and procedures, reporting all accidents and injuries, ensuring all injured employees receive required medical attention and for completing necessary injury report forms and submitting them to Tree Trust within 24 hours of any accident or injury.

ACADEMIC ENRICHMENT/Center for Learning Academic and Survival Skills (C.L.A.S.S.): To cooperate with the educational academic enrichment component and encourage youth workers to attend all scheduled educational activities. **A youth worker shall not be permitted to work during the time they are assigned to attend C.L.A.S.S**. Selected STEP-UP PROGRAM WORKSITES will be involved in academic enrichment activities at the worksite and will be expected to cooperate fully. Failure to cooperate in academic enrichment activity will necessitate the termination of the youth workers at their STEP-UP PROGRAM WORKSITE.

MAINTENANCE OF EFFORT: No youth can be placed at a worksite where:

- A participant will displace current employees (including partial displacement such as a reduction in the hours of non-overtime work, wages, or employment benefits);
- An individual is in layoff status from the same or similar job;
- The employer has terminated a regular employee or otherwise reduced its workforce with the intention of replacing paid employees with subsidized participants;
- A participant will in any way infringe upon the promotional opportunities of currently employed individuals; or
- Existing labor contracts are impaired unless the labor organization concurs.

No STEP-UP PROGRAM WORKSITE shall hire a youth worker at their worksite if a member of the youth worker's immediate family is employed in an administrative capacity (including supervisor) or an Officer of the Board of that agency. Immediate family means wife, husband, mother, father, sister, or brother.

It is further accepted that failure to fulfill obligations of this agreement is just cause to terminate this agreement. METP will seek appropriate placement of youth workers with another agency.

All promotional materials developed by worksite organizations must include acknowledgment to the City of Minneapolis and the Minneapolis Employment and Training Program for funding of youth worker wages.

AGENCY COMPLETES THIS SECTION	
NAME OF AGENCY	***(e.g., Neighborhood Clean-Up Program)***
If you have more than one worksite, list the names of the worksites that are covered by this agreement (should match worksites from Job Description)	***(e.g., Blaisdell, Metro West and Camden)***

_____ _____

Director of Agency Signature Phone Date

Every worksite must have a signed copy of this worksite agreement and approved job description(s) and Addendum(s) at the worksite.

METP COMPLETES THIS SECTION

_____ (612) 673 - 6221_____

METP STEP-UP Program Coordinator Signature Phone Date

Minneapolis Employment and Training Program

2008 STEP-UP PROGRAM For 14 & 15 Year Olds RFP

STEP-UP Job Description Travel Document

You must complete and return this document with your proposal even if no youth travel will occur.
If travel will occur, you must attach your Certificate of Liability Insurance with your proposal (if applicable).

Agency_____
Address_____
Phone_____

PART ONE

STEP-UP Worker's Job Title(s) at my agency:
1)_____
2)_____
3)_____
4)_____

IF NO TRAVEL WILL OCCUR, PLEASE SKIP TO PART TWO

STEP-UP travel necessary and associated with working under these job title(s):
1)_____
2)_____
3)_____
4)_____

Mode of transportation used for travel necessary and associated with these job title(s):
1)_____
2)_____
3)_____
4)_____

Detail any other travel that will or may occur during the STEP-UP worker's experience at your agency AND the mode of transportation utilized for this travel.

_____
_____
_____

PART TWO

Check All That Apply

___STEP UP workers are not involved in any travel while working under supervision at my agency (*Certificate of Liability Insurance is not needed)*
___Our agency utilizes non-agency, privately owned, operated and insured transportation to transport STEP UP workers. *(Certificate of Liability Insurance is not needed)*
___Our agency utilizes agency owned vehicles for the above named youth travel needs. *(Certificate of Liability Insurance IS needed)*

It is agreed that necessary travel and mode of transportation noted on this form will be the only STEP UP participant travel that will occur for the STEP-UP for 14-15 Year-old summer program in 2008.

_____
Signature of Agency Contact Person **Date**

_____
Signature of METP Contact Person **Date**

Minneapolis Employment and Training Program

2008 STEP-UP PROGRAM For 14 & 15 Year Olds RFP

Business Partners Mentorship Program 2008

This summer, some of the young people involved in the *STEP-UP Program* will have the opportunity to be connected to an adult mentor in the *Business Partners Program.* Through *Business Partners*, professional adults provide encouragement and support to help young people succeed in the workplace.

There are many ways to participate if your agency is selected:

- 8 week one-to-one matching with a Business Partner including face-to-face meetings and weekly phone or email contact.
- One time Shadow Day at the Business Partner's work site.
- One time Career Day where Business Partner's go to the youth worker's site to discuss various careers.

Former participants have had these things to say about the program:

"The mentors give insight on working at a business."
"They are nice to talk with, friendly and helpful."
"It will be worth the hard work for me to go to college or vocational school."

2007 participants include:

Agency	Business Partner
Asian Media Access	Cross Telecommunications
Center for Asian & Pacific Islanders	Boston Scientific
Children's Dental Services	AAUW at 3M Center
HAMAA	Target Corporation
Kaleidoscope	City of Minneapolis
Loring Nicollet-Bethlehem Community Center	Faegre & Benson
MIGIZI Communications	General Mills
Midtown Community Restorative Justice	Best Buy/Hennepin County
Minneapolis Public Libraries	RBC Dain Rausher/Wells Fargo
North Side Child Development Center	University of Phoenix
PCYC	University of Phoenix
Sabathani Community Center	General Mills
Youth Care/Camp Sunrise	Xcel Energy
YWCA-Downtown	Target Corporation

Please complete the form on the next page for the 2008 Business Partners program and return it with your proposal.

Minneapolis Employment and Training Program

2008 STEP-UP PROGRAM For 14 & 15 Year Olds RFP

Business Partners Form

Your Agency Name_____ **Contact Person**_____

Phone (_____) _____-_____

❑ **Yes!** Our Agency is interested in participating

❑ **No**, our Agency is not interested in participating because_____
_____

If **Yes!** Please check the boxes below to indicate your level of participation.

Check as many boxes as are applicable to your Agency.

❑ One time Shadow Day at the Business Partner's work site.
❑ One time Career Day where Business Partner's go to the youth worker's site to discuss various careers.
❑ 8 week one-to-one matching with a Business Partner including face-to-face meetings and weekly phone or email contact.

***** VERY IMPORTANT *****

For 8-week participation, WORK SITE SUPERVISORS will need to meet the following criteria as part of the selection process:

- **The ability to establish reliable and regular access to telephone or e-mail for youth worker and mentor communication.**
- **Set up a method of tracking connections between mentor and mentee.**
- **Time to communicate with the company coordinator regularly and help plan logistical needs for face-to-face meetings.**
- **The commitment to follow up with pairs who are having difficulty making connections.**

We will contact you in March if your response to this RFP is selected to participate in the Business Partners Program. You will also be contacted for an interview as part of the selection process. Due to capacity issues, not all youth or agencies will be chosen to participate in the Business Partners Program.

1. Has your agency participated in the program in the past? Yes No
2. Will your summer youth have phone access? Yes No
3. Will your summer youth have email access? Yes No
4. Will the supervisor of your summer youth work seasonally, or year round? _____
   If seasonally, please give the approximate employment start date: ____/_____/_____
5. Our agency works with board members and volunteers who may also be interested in serving as Business Partners. Yes No
   If yes, please list board members and volunteer contact information:
   _____
   _____
   _____
   _____

(Please return this page with your proposal)

Thank you for your interest!

2008 JOB DESCRIPTION

City of Minneapolis STEP-UP Program For 14 & 15 Year Olds

Agency:	# of positions available:
Phone:	# of weeks: 9☐ or other
Name Of Worksite (If Different Than Agency):	Work schedule: # hours/week___ from_____ AM☐ PM☐ to _____ AM☐ PM☐
Address:	Days of week: m☐ t☐ w☐ t☐ f☐ s☐ s☐ Are these hours flexible? yes ☐ no ☐
Contact Person (For Job Interview):	Specific qualifications desired (i.e. bi-lingual):
Contact Person Phone:	Bus line(s) nearest your site:
Supervisor Name:	Languages spoken by supervisory staff Other than English:
Job Title:	**Purpose:**

Responsibilities and duties to accomplish these	Related SCANS skills	% time

METP USE ONLY	WORKERS COMP CODE	AREA 20/N (or) 30/S

Please fill out both sides

2008 JOB DESCRIPTION

City of Minneapolis STEP-UP Program For 14 & 15 Year Olds

Job Title:	**Agency:**

REQUIREMENTS:

1. Be between 14 and 21 years old
2. Be willing to learn how work skills and school skills are related
3. Be willing to practice skills in the following areas:
   a. basic reading, math, and communication (listening and speaking)
   b. creative thinking, decision making, problem solving, reasoning, and learning
   c. responsibility, self-management, honesty, and integrity

In this job, most youth workers will be required to be involved in learning activities at this worksite and/or at an activities center, to follow the policies and procedures of the place where they work, and to complete all other tasks as may be assigned.

TYPE OF JOB PERFORMED (choose one/best fit**):**

- ☐ Office, clerical
- ☐ Building maintenance, custodial, repair
- ☐ Recreation, camps, playgrounds
- ☐ Grounds, landscaping, conservation
- ☐ Classroom aide
- ☐ Day care
- ☐ Health service
- ☐ Libraries, museums, labs
- ☐ Food service
- ☐ Construction work
- ☐ Other(please specify _____)

In this job, youth workers will be required to plan and evaluate the following:

In this job, youth workers will be required to learn the following about the place where they work:

Please fill out both sides

ATTACHMENTS

A. Designing a Learning-Rich Summer Youth Worksite

B. Developing Learning-Rich Work

C. What Makes Learning-Rich Work Different

D. SCANS Foundation Skills

E. Summary of 14 & 15 Year Old Child Labor Restrictions

F. Example of Job Description

Designing a Learning-Rich Summer Youth Worksite

As you develop your job description, keep in mind that the majority of summer youth workers will be ages 14 and 15 years old. For most of these youth, STEP-UP Program may provide the first opportunity for combining work and learning. This type of experience is necessary to ease the youth's transition from school to workplace.

In 1991 the Secretary's Commission on Achieving Necessary Skills **(SCANS**) appointed by the Secretary of Labor defined a set of skills that are needed for solid job performance in both today's and tomorrow's job market. The commission consulted with experts, employers, workers and supervisors to identify five competencies (or skills that are necessary for workplace success) and three foundations (or skills and qualities that underlie the competencies). These SCANS skills are an integral part of the STEP-UP Program. As you develop the youth job(s) and respond to this RFP, you are asked to incorporate the SCANS Foundation Skills into the creation of your learning-rich work activity.

A learning-rich worksite provides young people with an opportunity and structure to develop the behaviors, knowledge and skills necessary for success in employment and to understand the connections between work and learning. The job you develop should enable youth to gain exposure to the working world and its requirements. This work experience should help youth acquire the personal attributes, knowledge and skills needed to obtain a job and advance in employment.

Work-based learning is an instructional strategy that contributes to academic learning. Using this approach, participants plan, implement, complete and evaluate a valuable work experience. In this approach, learning, content, and process are totally integrated. Well conceived, learning-rich work includes competencies, basic skills, academic content, specific vocational and occupational skills, work maturity skills, life skills, and citizenship skills.

The challenge for your organization is to develop learning-rich work activities that provide an opportunity for youth to build and demonstrate the SCANS Foundation Skills. Planning makes the difference between "make work" and learning-rich tasks. **Attached are several colored handouts that should help you in developing your youth job(s):**

- Developing Learning-Rich Work(see attachment B)
- What Makes Learning-Rich Work Different(see attachment C)
- SCANS/Foundation Skills(see attachment D)

These handouts should *not* be returned with your proposal.

Youth learn by doing. Work-based learning activities require that the youth is able to research, plan, and implement the essential aspects of the job.

Developing Learning-Rich Work

The following questions which, when answered, will serve as an outline of activities for the program planner getting started with a work-based learning project:

1. Which youth are to be served in the program?

2. What outcomes will be sought from this project?

3. Who are the key adults who will be involved and what will be their roles?

4. How will the young people be involved in the development, planning, implementing and evaluating of the project?

5. How will this project get developed?
   a. Who will be involved?
   b. What gets done during the development phase?

6. How does a project work plan get developed?
   a. Who is involved in this phase?
   b. What gets done during this phase?

7. How does the work plan get implemented?
   a. Who is involved in this phase?
   b. What gets done during this phase?

8. How does a work project get evaluated?
   a. Who is involved in this phase?
   b. What gets done during this phase?
   c. How are participants' learning gains evaluated?
   d. How are project implementation and completion to be evaluated?

What Makes Learning-Rich Work Different

Learning-Rich Work	Typical Summer Job
Tasks identified up front and 6 to 8 weeks is enough to see projects through to completion.	Short term of summer employment means little can be accomplished.
Workers' strengths are identified and exercised to the benefit of both worker and employee.	Workers are all treated the same and minimal skill levels are assumed.
Tasks are complex, giving workers opportunities to develop workplace know-how skills.	Jobs are simplified to minimize needed training.
Youth worker is self-directed. Worker and supervisor agree on goals and worker plans a strategy to meet these goals. Supervisor coach's youth through this process.	Employer directs the youth worker and tells him/her how to meet goals.
Worker appreciates the importance of assignments because she/he designs the process to reach the result.	Worker performs simple, isolated tasks, with little or no vision of the system or the end result.
Summer workers are integrated into the organization, but they are not constrained by allegiances, preconceptions, and commitment to the status quo. Youth workers can provide a fresh perspective and be agents of change.	Summer workers do not know the procedures and people within the organization, so they cannot do much.
There is a clear link between SCANS competencies and work tasks. Youth workers have multiple opportunities to practice and develop transferable skills.	Little progress is made in increasing basic skills and developing SCANS competencies.
Summer workers provide valuable products and services that would not otherwise be available.	Summer workers take up valuable supervisor time.
Youth workers feel valued as part of the organization. They take pride in their work and what they can do.	Youth worker typically unvalued and views the work he or she is performing as unimportant to the organization.
Worker develops portfolio, providing evidence of work skills. This is reviewed by school personnel, and academic credit is awarded for learning.	Employer provides a reference at the end of summer, attesting to worker's employability.

SCANS* Foundation Skills

Basic Skills	Thinking Skills	Personal Qualities
Reads, writes, performs arithmetic and mathematical operations, listens and speaks well.	Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason	Displays responsibility, self-esteem, sociability, self-management, integrity and honesty,
A. Reading Locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules	**A. Creative Thinking** Generates new ideas**.**	**A. Responsibility** Exerts a high level of effort and perseveres towards goal attainment.
B. Writing Communicates thoughts, ideas, information and messages in writing. Creates documents such as letters, directions, manuals reports, graphs and flow charts.	**B. Decision Making** Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses the best alternative.	**B. Self-esteem** Believes in own self-worth and maintains a positive view of self.
C. Arithmetic/Math Performs basic computation and approaches to practical problems by choosing appropriately from a variety of mathematical techniques**.**	**C. Problem Solving** Recognizes problems and devises and implements plan of actions.	**C. Sociability** Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
D. Listening Receives, attends to, interprets and responds to verbal messages and other cues	**D. Seeing things in the mind's eye** Organizes and processes symbols, pictures, graphs, objects and other information.	**D. Self-management** Assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
E. Speaking Organizes ideas and communicates orally.	**E. Knowing how to learn** Uses efficient learning techniques to acquire and apply new knowledge and skills.	**E. Integrity/Honesty** Chooses ethical courses of action.
	F. Reasoning Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.	

*Secretary's Commission on Achieving Necessary Skills

Summary of 14 & 15 Year Old Child Labor Restrictions

14 and 15 years old (majority of STEP-UP Program youth in 2008)
During summer vacation: • Not before 7 AM • Not after 9 PM • No more than 8 hours per day • Not more than 40 hours per week
No driving a motor vehicle or being an outside helper on one
No work performed on construction sites
No use of ladders, scaffolds or their substitutes
No baking (any use of ovens) or cooking.
No unloading or loading goods to and from trucks and conveyors
No use of **any** power-driven machinery, including floor scrubbers, and polishers, lawn mowers, trimmers and golf carts except OK TO USE: vacuum cleaners, dishwashers, toasters, coffee grinders, popcorn poppers and milkshake blenders
No use of power-driven meat slicers, meat grinders, paper balers, cardboard compactors, bakery equipment including mixers, chain saws, woodworking equipment, circular saws, and other machines prohibited by youth employment hazardous occupation orders.
No lifting, carrying or personally caring for patients in hospitals or nursing homes
No welding of any kind
No work in freezers or meat coolers
No work in connection with warehousing and storage except office or clerical
No work in processing occupations or work in rooms where goods are manufactured
No use of laundry, dry cleaning and rug cleaning equipment or any work in workrooms where commercial laundering and dry cleaning takes place
Clean up work and grounds maintenance OK but not maintenance or repair of a building or its equipment.

EXAMPLE **2008 JOB DESCRIPTION** **EXAMPLE**

City of Minneapolis STEP-UP Program For 14 &15 Year Olds

Agency: ABC Self Help	# of positions available: 2
Phone: 612.555.9513	# of weeks: 9☒ or other
Name Of Worksite (If Different Than Agency): (Same)	Work schedule: # hours/week30 from9:00 AM☒ PM☐ to 3:30 AM☐ PM☒ Days of week: m☒ t☒ w☒ t☒ f☒ s☐ s☐ Are these hours flexible? yes ☒ no ☐
Address: 9513 South Ave. Minneapolis, MN 55406	
Contact Person (For Job Interview): Fred Uknow	Specific qualifications desired (i.e. bi-lingual): None
Contact Person Phone: 612.555.9512	Bus line(s) nearest your site: 7
Supervisor Name: Suzy Summer	Languages spoken by supervisory staff Other than English: Spanish
Job Title: Receptionist	**Purpose:** This position is responsible for maintaining a professional reception area.

Responsibilities and duties to accomplish these	Related SCANS skills	% time
Maintain flow of communications in reception area a. answer phones is a friendly manner b. take accurate messages c. refer visitors to appropriate programs or personnel	listening, reading, writing, responsibility, sociability, speaking	50%
Maintain orderly reception area a. direct program participants to rooms b. keep area in orderly condition c. maintain a smooth flow of traffic in the area	listening, sociability, problem solving, self management	10%
Maintain records a. ask guests tp sign in and out b. complete daily use records c. compile weekly records d. complete word processing assignments	speaking, sociabilitiy, reading, writing, math, self management	15%
Participate in skills development activities and agency functions a. explore careers b. plan, implement and evaluate a project c. become familiar with agency jobs and program missions d. participate in agency meetings e. become familiar with employer expectations	creative thinking, decision making, knowing how to learn, reasoning, speaking, responsibility, sociability, listening	25%

METP USE ONLY	WORKERS COMP CODE	AREA 20/N (or) 30/S

Please fill out both sides

EXAMPLE **2008 JOB DESCRIPTION** **EXAMPLE**

City of Minneapolis STEP-UP Program For 14 &15 Year Olds

Job Title: Receptionist	**Agency:** ABC Self Help

REQUIREMENTS:

1. Be between 14 and 21 years old
2. Be willing to learn how work skills and school skills are related
3. Be willing to practice skills in the following areas:
   a. basic reading, math, and communication (listening and speaking)
   c. creative thinking, decision making, problem solving, reasoning, and learning
   c. responsibility, self-management, honesty, and integrity

In this job, most youth workers will be required to be involved in learning activities at this worksite and/or at an activities center, to follow the policies and procedures of the place where they work, and to complete all other tasks as may be assigned.

TYPE OF JOB PERFORMED (choose one/best fit**):**

- ☒ Office, clerical
- ☐ Building maintenance, custodial, repair
- ☐ Recreation, camps, playgrounds
- ☐ Grounds, landscaping, conservation
- ☐ Classroom aide
- ☐ Day care
- ☐ Health service
- ☐ Libraries, museums, labs
- ☐ Food service
- ☐ Construction work
- ☐ Other(please specify _____)

In this job, youth workers will be required to plan and evaluate the following: Design a project to provide information on call flow to the agency to include calls per hour, percent of calls for particular service, and recommend staffing times based on this information. Youth worker will plan this project, collect the data, evaluate the data and the project design and write a report to the Office Manager. The Office Manager will provide support for the youth worker in this project.

In this job, youth workers will be required to learn the following about the place where they work: The youth worker will become familiar with the services of our two programs, the responsibilities of program directors, and the structure of our agency. (To accomplish this, he/she will review program descriptions, interview program directors, attend staff meetings, and attend at least one meeting of the Board of Directors.)

Please fill out both sides