



November 23, 2005

Dear Non-Profit Agency Director:

Thank you for your interest in the City of Minneapolis' Summer Youth Employment and Training Program (SYETP).

**For more than 25 years METP has operated the SYETP. This year will be no exception. For those of you who are familiar with the SYETP you will notice one major change - the program name. Please be assured that the unique services provided to SYETP participants will not change. In order to offer a more recognizable employment and training ladder for Minneapolis youth, METP has decided to adopt the STEP-UP name currently used by another METP employment and training youth program. Beginning this program year (summer 2006), all youth involved in METP summer employment and training programs will be called STEP-UP participants. Younger youth will be able to take advantage of our subsidized employment and training programs (formerly SYETP) and older youth will be able progress to our unsubsidized employment and training program. Participants in both programs will be known as "STEP-UP youth". Both age groups, no matter if they have a little or a lot of job experience, will be stepping up to learn more about the workplace and career pathways. The City of Minneapolis intends to promote employment opportunities that provide a seamless transition for youth, no matter what their age. We believe the STEP-UP name will help us do this.**

**The Minneapolis Employment and Training Program (METP) will tentatively operate STEP-UP from mid-June to mid-August, 2006. This Request for Proposal (RFP) represents the only opportunity to request subsidized workers for the 2006 STEP-UP program.**

The purpose of STEP-UP 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 STEP-UP (formerly SYETP) is often their first job. As you plan your response to this RFP, please keep in mind that these are not just "free workers". Youth in your project 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 three copies of your proposal will be due at the METP office no later than 4:00 PM on Friday, January 6, 2006.** Award letters will be mailed out by February 17<sup>th</sup>.

METP will answer questions relating to the development of STEP-UP proposals at a Community Information Session on Wednesday, December 14, 2005. Agencies that have never participated in STEP-UP are especially encouraged to attend. The session will be held in Room 2 of the Crown Roller Mill at 105 Fifth Avenue South from 11:00 AM to noon. Please call Catherine Christian at 673-6230 to RSVP (before December 9th) if you plan to attend this session.

Sincerely,

Anne Fischer, Youth Program Coordinator  
Minneapolis Employment and Training Program

**2006 STEP-UP RFP**

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**Frequently Asked Questions**

**Q: What is STEP-UP?**

A: STEP-UP is an employment and training program for economically disadvantaged and at-risk youth, ages 14-21, who reside in the City of Minneapolis. Youth participants, who are mostly 14 and 15 years old, work 30 hours per week for 9 weeks at local non-profit agencies. Each summer this program operates from mid-June until mid-August. The program is funded through federal, state and local sources and is administered by the Minneapolis Employment and Training Program (METP) which is part of the City of Minneapolis Department of Community Planning and Economic Development.

**Q: What is the purpose of the program?**

A: To provide training in developmentally appropriate employability skills. 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?**

A. 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. In March, applications are accepted by DEED staff at many Minneapolis Public Schools and at both the North and South Workforce Centers. DEED staff conducts a brief interview with the youth when they turn in their application to determine basic eligibility. Beginning in mid to late April, the DEED Summer Jobs Offices open at the North and South Workforce Centers. Eligible youth are contacted by postcard to schedule a job referral interview appointment at one of the Summer Jobs Offices. In the late spring, METP and DEED staff provide mandatory training for all agency supervisors. During the summer, DEED staff processes the payroll and conduct site visits to ensure worksite compliance with program rules and regulations.

**Q: Who provides the jobs?**

A: Jobs are provided by local non-profit agencies that apply for the subsidized workers through a competitive Request for Proposal that is issued each year in late November. Each organization or agency is asked to design a work project that will help youth develop the skills necessary to succeed in the workplace.

**Q. If my agency is selected as a worksite, how are youth selected to fill my position(s)?**

A. The Summer Jobs Office staff conducts a job interview with each youth. They help to identify the youth's interests, skills and experience and together they develop a job plan. Based on this plan, the youth then reviews the Job Descriptions from the non-profit agencies and s/he selects a worksite. The youth is then directed to contact the agency that s/he has selected. The agency conducts an interview with the youth and after the interview, sends the referral card back to the Summer Jobs Office to let them know that the youth has followed through. This is an important step. If the Summer Jobs Office is not contacted within 2 weeks of referring the youth, they must assume that the youth is no longer interested and arrange for someone else to contact the agency. Please be aware that due to the high volume of youth who must be placed in STEP-UP every year, in a very short period of time, it is necessary for the staff to continue referring youth right up to the actual start date of the program.

**Q. Does my agency get to choose the youth who will fill our job position(s)?**

A. No, you are required to fill subsidized STEP-UP positions with the particular youth who, through our intake process, chooses your 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 employer, although many employers do in fact benefit from the activities performed by the youth. Most youth participants are 14 or 15 years old, some are recent immigrants to the U. S., and often STEP-UP experience is their first job. It is your agency's responsibility to provide, for the youth who chooses your worksite, the structure and supervision necessary to help facilitate your worker's entry into the world of work. Some youth need extra assistance to achieve success. Your agency must be prepared to work with the youth who chooses your site, wherever he or

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she is in his or her process of development. Make sure you are willing to make this commitment before applying.

**Q. My agency works with kids from our neighborhood during the school year and we would like to put these youth in our summer, subsidized positions, is that possible?**

A. STEP-UP seeks to assist youth who are most in need of and able to benefit from the services that we provide, therefore our focus is on the many youth who do not have strong connections with any formal organization. All subsidized positions are filled only by eligible youth who are referred to the agency by the DEED. However, if you work with youth who meet the eligibility requirements and these youth are interested in working at your agency, have them apply in March, at the very beginning of the process, and specifically ask for your agency at the job interview. If they apply very early and are eligible, they may be able to work at your site if your job is still open when it is their turn to choose. All jobs are filled on a first-come, first-served basis and the positions fill up very quickly.

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

A. 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 student workers for 6 hours, one day a 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 support of the worksite is required.

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 strive to increase the level of educational skills, particularly in reading and arithmetic/math.
- ◆ give high school credit to those students who are eligible, and who successfully complete the program.

**Q. What are my responsibilities if my agency is selected to be a STEP-UP worksite?**

A. Each agency is required to sign and meet the requirements outlined in a non-financial Worksite Agreement. Some of the major responsibilities include:

**Supervisor**

- ◆ Fill available positions only with youth who are referred by the DEED.
- ◆ All direct supervisors (and substitute supervisors) of STEP-UP workers must attend a mandatory training in late May or early June.
- ◆ Conduct a formal orientation with all youth workers prior to them beginning their jobs.
- ◆ Provide appropriate and adequate supervision of youth workers at all times with a ratio of no more than 1 supervisor for every 5 youth.
- ◆ Maintain a safe work environment, abide by all federal and state child labor laws and immediately report any injuries to METP.
- ◆ Maintain time and attendance records. Every other Friday, bring completed timesheets to DEED and pick up the youth's payroll checks for distribution at that time.
- ◆ Cooperate with mentoring and academic enrichment programs if youth are selected to be participants in either program.

**Contact Person**

- ◆ Attend mandatory training in late May or early June and ensure that all required supervisors also attend.
- ◆ May serve as direct supervisor of STEP-UP youth.
- ◆ If agency has multiple worksites, disseminate materials to and oversee coordination of all worksites.
- ◆ Work with monitor to act as troubleshooter if worksite is having difficulty.
- ◆ Provide emergency training if STEP-UP trained supervisor is replaced or leaves during summer.

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**Directions for designing a learning-rich project for summer youth:**

As you develop your project plan, 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 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 STEP-UP. As you plan your project and respond to this RFP, you are asked to incorporate the SCANS Foundation Skills into the creation of your learning-rich project.

A learning-rich project provides young people with an opportunity and structure to develop the behaviors, knowledge and skills necessary for success in employment and understand the connections between work and learning. Your project 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.

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

The challenge for your worksite is to develop learning-rich 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 project:**

- Developing Learning-Rich Projects
- What Makes Learning-Rich Work Different
- SCANS/Foundation Skills

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

Developing work-based, learning-rich activities requires that most learning activities take place in "real work" projects where the youth, facilitated by a supervisor, research, plan, implement and evaluate the essential aspects of the work project and its accompanying task. They learn by doing.



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**General Directions**

**Proposal Deadline:**

**One original and three copies** of each proposal submitted will be **due no later than 4:00 PM on Friday, January 6, 2006** to:

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

(If you bring in person, please leave with the receptionist on the 2<sup>nd</sup> floor).

**All proposals received after 4:00 PM on January 6th will placed on a waiting list. Faxed proposals will not be accepted.**

**Evaluation Criteria:**

Proposals will be evaluated according to the following:

<u>Response to Question:</u>	<u>Total Possible Points</u>
I. Project details and quality of design of learning-rich project	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 monitor's evaluation.

**Proposal Contents:**

Please complete and send the Agency Information Sheet on top of your proposal. Also complete and return (but do not attach) the two-page Worksite Agreement and the Business Partners form. Proposals should not exceed four (4) one-sided, word-processed pages plus a completed 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. Proposals should respond to the following questions:

**Question I. (25 points)**

- A.** Please furnish a summary of the specific project you will create for the summer youth workers. Describe how your project will involve youth in the development, planning, implementation and evaluation of your project (see "Developing Learning-Rich Projects" attachment).
- B.** Describe what makes your project a learning-rich job for youth workers rather than a typical summer job (see "What Makes Learning-Rich Work Different" attachment).
- C.** Please explain the impact to youth in our community if your project was not funded in 2006.

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**Question II. (25 points)**

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

**For the second year, you can complete and print your Job Description online at:**

<http://www.ci.minneapolis.mn.us/metp/docs/stepupJobDescription.pdf>

(Or if you prefer, you can type your Job Description using the attached form).

**Please be sure to use either the online Job Description form (or the attached form) as the Job Description form was slightly revised in 2005.**

- ◆ 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 “SCANS/Foundation Skills” and “Example Job Description” attachments)
- ◆ 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 “Summary of 14 & 15 Year Old Child Labor Restrictions” attachment).
- ◆ 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/half hour unpaid lunch period in the total hours for each work day.
- ◆ All worksites must be located within the City of Minneapolis or adjacent locale and must be easily accessed by public transportation.

**Question III. (20 points)**

- A. Who at your agency serve as STEP-UP Contact Person and will be responsible for the selection, training and monitoring of staff that will work with STEP-UP 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 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.

**Question IV. (10 points)**

What educational enhancements will your agency offer to summer youth workers? 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 field trip to a college to explore post-secondary options, a job shadowing experience with an adult worker or team leadership training).

- ◆ **Please note that if any of the enhancement activities that you are proposing involve off-site or out-of-town field trips, they must be described here and included your Job Description. METP will review these types of activities and make sure they are covered by our worker’s compensation policy before giving you final approval.**

**Question V. (10 points)**

- A. How will your agency recognize achievement in work maturity, skills development and enrichment activities?
- B. What will STEP-UP 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 workers in your project?

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**2006 WORKSITE AGREEMENT**

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

**The intent and purpose of STEP-UP 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 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 STEP-UP WORKSITE are as follows:**

**SUPERVISION:** To provide that all supervisors, who directly supervise STEP-UP 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/payment request 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 shall pay youth workers' wages as established by the United States Department of Labor. STEP-UP 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. To be responsible for distributing all payroll checks to youth workers. If your summer program staff will not be available to complete this task, for the last checks that come out after the program has ended, you will need to arrange for other year around staff to distribute these checks. Summer Youth payroll checks cannot be mailed.

**BUSINESS PARTNERS:** If your agency is selected for this enhancement, to participate and cooperate fully in all activities of the Business Partners Program. In addition, STEP-UP WORKSITE shall take responsibility to secure parental permission for after hour's activities, activities beyond the scope of regularly assigned job duties, or activities that require travel outside of Minneapolis.

**WORK ASSIGNMENTS:** To adhere to all memorandum procedural revisions, rules, and regulations governing the METP STEP-UP. 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. METP shall provide worker's compensation insurance for youth workers. STEP-UP WORKSITE accepts responsibility for teaching safety precautions and procedures, reporting all accidents and injuries, ensuring all injured employees

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receive required medical attention and completing necessary injury report forms 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 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 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 WORKSITE shall hire a youth worker at their worksite if a member of the youth worker's immediate family is employed in an administration 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	
<b>NAME OF AGENCY</b>	<i>(e.g., Neighborhood Clean-Up Program)</i>
<b>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)</b>	<i>(e.g., Blaisdell, Metro West and Camden)</i>
Director of Agency Signature _____	Phone _____
Date _____	
Every worksite must have a signed copy of this worksite agreement and approved job description(s) at the worksite.	

METP COMPLETES THIS SECTION	
METP STEP-UP Coordinator Signature _____	(612) 673- _____
Date _____	

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*Business Partners Mentorship Program 2006*

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."

2005 participants include:

<b>Business Partner</b>	<b>Agency</b>
AAUW at 3M Center	Goodwill/Easter Seals
African American Family Services	Plymouth Christian Youth Center
City of Minneapolis	Phillips Community TV
Club 3 Degrees	Institute for Agriculture and Trade Policy
Faegre & Benson	Loring Nicollet-Bethlehem Comm.
General Mills	Sabathani
General Mills	MIGIZI Communications
General Mills – Yoplait Group	Youth Care/Camp Sunrise
Hennepin County	Mixed Blood Theater
Wells Fargo	Phyllis Wheatley

**Please complete the form on the next page for the  
2006 Business Partners program and return it with your proposal.**

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## 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!

**JOB DESCRIPTION**  
City of Minneapolis STEP-UP

<b>Agency:</b>		# of positions available:	
<b>Phone:</b>		# of weeks: 9 <input type="checkbox"/> or other	
<b>Name Of Worksite (If Different Than Agency):</b>		<u>Work schedule:</u>	
<b>Address:</b>		# hours/week from AM <input type="checkbox"/> PM <input type="checkbox"/> to AM <input type="checkbox"/> PM <input type="checkbox"/>	
		Days of week: m <input type="checkbox"/> t <input type="checkbox"/> w <input type="checkbox"/> t <input type="checkbox"/> f <input type="checkbox"/> s <input type="checkbox"/> s <input type="checkbox"/>	
		Are these hours flexible? yes <input type="checkbox"/> no <input type="checkbox"/>	
<b>Contact Person (For Job Interview):</b>		Specific qualifications desired (i.e. bi-lingual):	
<b>Contact Person Phone:</b>		Bus line(s) nearest your site:	
<b>Supervisor Name:</b>		Languages spoken by supervisory staff other than English:	
<b>Job Title:</b>		<b>Purpose:</b>	
Responsibilities and duties to accomplish these		Related SCANS skills	% time

<b>METP USE ONLY</b>	WORKERS COMP CODE	AREA 20/N (or) 30/S	WORKSITE CODE
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Please fill out both sides

**JOB DESCRIPTION**  
City of Minneapolis STEP-UP

<b>Job Title:</b>	<b>Agency:</b>
<p><b>REQUIREMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Be between 14 and 21 years old</li> <li>2. Be willing to learn how work skills and school skills are related</li> <li>3. Be willing to practice skills in the following areas:             <ol style="list-style-type: none"> <li>a. basic reading, math, and communication (listening and speaking)</li> <li>b. creative thinking, decision making, problem solving, reasoning, and learning</li> <li>c. responsibility, self-management, honesty, and integrity</li> </ol> </li> </ol> <p><b>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.</b></p>	<p><b>TYPE OF JOB PERFORMED (choose one/best fit):</b></p> <p><input type="checkbox"/> Office, clerical</p> <p><input type="checkbox"/> Building maintenance, custodial, repair</p> <p><input type="checkbox"/> Recreation, camps, playgrounds</p> <p><input type="checkbox"/> Grounds, landscaping, conservation</p> <p><input type="checkbox"/> Classroom aide</p> <p><input type="checkbox"/> Day care</p> <p><input type="checkbox"/> Health service</p> <p><input type="checkbox"/> Libraries, museums, labs</p> <p><input type="checkbox"/> Food service</p> <p><input type="checkbox"/> Construction work</p> <p><input type="checkbox"/> Other(please specify _____ )</p>
<p><b>In this job, youth workers will be required to plan and evaluate the following:</b></p>   	
<p><b>In this job, youth workers will be required to learn the following about the place where they work:</b></p>      	

Please fill out both sides

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**ATTACHMENTS**

- ◆ **Developing Learning-Rich Projects**
- ◆ **What Makes Learning-Rich Work Different**
- ◆ **SCANS Foundation Skills**
- ◆ **Summary of 14 & 15 Year Old Child Labor Restrictions**
- ◆ **Example Job Description**

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**Developing Learning-Rich Projects**

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?

**2006 STEP-UP RFP**

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**What Makes Learning-Rich Work Different**

<b>Learning-Rich Work</b>	<b>Typical Summer Job</b>
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 coaches 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.

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**SCANS\* Foundation Skills**

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

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**Summary of 14 & 15 Year Old Child Labor Restrictions**

<p><b>14 and 15 years old</b> (most all STEP-UP youth in 2006)</p>
<p>During summer vacation:</p> <ul style="list-style-type: none"> <li>• Not before 7 AM</li> <li>• Not after 9 PM</li> <li>• No more than 8 hours per day</li> <li>• Not more than 40 hours per week</li> </ul>
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 <b>any</b> 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**

**JOB DESCRIPTION**  
City of Minneapolis STEP-UP

**EXAMPLE**

<b>Agency:</b> ABC Self Help		# of positions available: 2	
<b>Phone:</b> 612.555.9513		# of weeks: 9 <input checked="" type="checkbox"/> or other	
<b>Name Of Worksite (If Different Than Agency):</b> (Same)		<u>Work schedule:</u> # hours/week 30 from 9:00 AM <input checked="" type="checkbox"/> PM <input type="checkbox"/> to 3:30 AM <input type="checkbox"/> PM <input checked="" type="checkbox"/>	
<b>Address:</b> 9513 South Ave. Minneapolis, MN 55406		Days of week: m <input checked="" type="checkbox"/> t <input checked="" type="checkbox"/> w <input checked="" type="checkbox"/> t <input checked="" type="checkbox"/> f <input checked="" type="checkbox"/> s <input type="checkbox"/> s <input type="checkbox"/> Are these hours flexible? yes <input checked="" type="checkbox"/> no <input type="checkbox"/>	
<b>Contact Person (For Job Interview):</b> Fred Uknow		Specific qualifications desired (i.e. bi-lingual): None	
<b>Contact Person Phone:</b> 612.555.9512		Bus line(s) nearest your site: 7	
<b>Supervisor Name:</b> Suzy Summer		Languages spoken by supervisory staff other than English: Spanish	
<b>Job Title:</b> Receptionist		<b>Purpose:</b> 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 in 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 to sign in and out b. complete daily use records c. compile weekly records d. complete word processing assignments		speaking, sociability, 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%
<b>METP USE ONLY</b>	WORKERS COMP CODE	AREA 20/N (or) 30/S	WORKSITE CODE

Please fill out both sides

**EXAMPLE**

**JOB DESCRIPTION**  
City of Minneapolis STEP-UP

**EXAMPLE**

<b>Job Title:</b> Receptionist	<b>Agency:</b> ABC Self Help
<p><b>REQUIREMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Be between 14 and 21 years old</li> <li>2. Be willing to learn how work skills and school skills are related</li> <li>3. Be willing to practice skills in the following areas:             <ol style="list-style-type: none"> <li>a. basic reading, math, and communication (listening and speaking)</li> <li>b. creative thinking, decision making, problem solving, reasoning, and learning</li> <li>c. responsibility, self-management, honesty, and integrity</li> </ol> </li> </ol> <p><b>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.</b></p>	<p><b>TYPE OF JOB PERFORMED (choose one/best fit):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Office, clerical</li> <li><input type="checkbox"/> Building maintenance, custodial, repair</li> <li><input type="checkbox"/> Recreation, camps, playgrounds</li> <li><input type="checkbox"/> Grounds, landscaping, conservation</li> <li><input type="checkbox"/> Classroom aide</li> <li><input type="checkbox"/> Day care</li> <li><input type="checkbox"/> Health service</li> <li><input type="checkbox"/> Libraries, museums, labs</li> <li><input type="checkbox"/> Food service</li> <li><input type="checkbox"/> Construction work</li> <li><input type="checkbox"/> Other(please specify _____ )</li> </ul>
<p><b>In this job, youth workers will be required to plan and evaluate the following:</b> 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.</p>	
<p><b>In this job, youth workers will be required to learn the following about the place where they work:</b> 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.)</p>	

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