



December 1, 2012

Greetings,

Attached is the application packet to be considered as an **enclave site** for the 2012 STEP-UP Explore program. The definition of an enclave site is a site that identifies and recruits their own youth, develops their own work sites, and provides its participants with additional supports as needed. For more information, see "Criteria for Enclave Programs" on page 3. If your program is selected, the City of Minneapolis Employment and Training Program (METP) will provide the wages for eligible participants.

Participants that you plan to serve in your program **MUST** complete the STEP-UP Explore application *and* meet STEP-UP **age, eligibility, and residency** guidelines (see page 4). The STEP-UP Explore youth application form will be provided to you if your program is selected. Note that the general STEP-UP youth application deadline is February 3, 2012. However, enclave programs will have until May 16, 2012 to have their youth complete the application.

The dates for STEP-UP 2012 are June 18 – August 17. All programs must agree to work within these dates, but are not required to operate the full 9 weeks.

**The enclave application is due at METP no later than 4:00 PM, Friday, February 10, 2012. All applicants will be notified of their selection status by March 16, 2012.**

If you have questions regarding this application, please contact me at 612-673-5041 or [tammy.dickinson@ci.minneapolismn.gov](mailto:tammy.dickinson@ci.minneapolismn.gov).

Sincerely,

Tammy Dickinson  
STEP-UP Director  
Minneapolis Employment and Training Program  
105 5<sup>th</sup> Ave S, Ste 200  
Minneapolis, MN 55401  
Tammy.dickinson@ci.minneapolismn.gov  
612-673-5041



## **General Information**

The Minneapolis Employment and Training Program (METP) is a division of Minneapolis Community Planning and Economic Development, a department of the City of Minneapolis. METP administers the STEP-UP program and contracts with community-based partners including AchieveMpls and the Minnesota Workforce Centers to operate components of the program.

METP is seeking enclave or school programs with a commitment to quality programming to provide work experience for Minneapolis youth, ages 14-21, during the summer of 2012. Selected programs will be responsible for identifying, training and supervising STEP-UP youth, and will be required to attend supervisor trainings and maintain required documentation. Wages for the eligible youth working at your organization will be provided by METP. Any additional support costs of the project are expected to be provided by the enclave or school program.

When necessary, selected applicants will be expected to provide reasonable accommodations to youth with disabilities.

## **Criteria for Enclave Programs**

Programs must meet **at least one** following criteria to be considered for enclave designation within STEP-UP:

- A. Program serves a special population that would likely not be accommodated by the mainstream STEP-UP program. Examples of special populations:
  1. Youth with disabilities or special needs that require intensive job coaching or additional supervision/support to be successful at work.
  2. Youth with cultural or language needs beyond what can be accommodated at a mainstream STEP-UP work site.
  
- B. Program is a long-term training (or part of a school or education program) that incorporates a summer work experience. Program provides work site development and supervision of participants. Program may, but is not required, to serve a special population. Examples:
  1. Youth enrolled in Upward Bound or programs that have multiple year development training required.
  2. Youth attending a school and involved in a program or training that includes a summer work experience.
  
- C. Program is a specialized training that requires youth with a specific career interest or skill set. Examples:
  1. Arts, healthcare, or green industry programs that require students to have a level of interest beyond what is usually found in the typical STEP-UP participant.

## Youth Participant Eligibility

All youth applicants served in the enclave program must:

- Be age 14-21 on June 1, 2012
- Live in the City of Minneapolis
- Meet income guidelines or at-risk guidelines.
  - Generally youth that meet free or reduced lunch guidelines are eligible. Other funds allow STEP-UP to serve youth living in families with slightly higher incomes. For example, a youth living in a family of 4 that has an annual income of \$64,000 would meet eligibility guidelines.
  - Youth with disabilities, English language learners, pregnant or parenting teens, and foster children also meet STEP-UP guidelines independent of family income.

## Timeline

Application available.....December 1, 2011  
Completed applications due at METP.....February 10, 2012  
Agency notification.....March 16, 2012

## Directions

**One original and three copies** of each application is **due by 4:00 PM, February 10, 2012** to:

Tammy Dickinson  
CPED/METP  
105 Fifth Avenue South, Suite 200  
Minneapolis, MN 55401

If you hand-deliver your application, please leave it with the CPED receptionist on the 2<sup>nd</sup> floor.  
**All applications received after the due date may not be considered. Faxed applications will not be accepted.**

## Checklist:

- Complete and attach the Agency Information Sheet to the front of your proposal.
- Complete and return the (signed) two-page Worksite Agreement.
- Complete and return the Travel Document
- Complete and return the Background Check form.
- Submit a valid Certificate of Liability Insurance\*.
- Complete the Internship Description for Section C.

\*If your agency is selected, you will be required to name the City of Minneapolis as an additional insured on your Certificate of Liability Insurance policy and provide a copy of your policy to METP.

**Application narrative should not exceed four (5) one-sided, word-processed pages. Font size should not be less than ten (10) points. Applications not providing sufficient detail or not following the order of this outline may not be considered.**

**Evaluation Criteria:**

Applications will be evaluated according to the following:

<u>Response to Question:</u>	<u>Total Possible Points</u>
I. Program description and goals	10
II. Staff qualifications and training	10
III. Quality of design of learning-rich job	20
IV. Quality of academic enrichment or specialized training	10
V. Enhancements and follow-up services	5
VI. Recognition of achievement and parental / family involvement	5
<b>Total Points</b>	<b>60</b>

**Application Questions** (responses should not exceed 5 pages total):

**I. Program description and goals. (10 points)**

- A. What is the mission or purpose of your program?
- B. Please describe the characteristics of the special population of participants that you plan to serve and how you are connected with these students during the rest of the year.
- C. Describe the goals for the participants in your program.
- D. Describe the process you will use to identify and select the youth in your summer program. Include a timeline of your identification and selection process. **Note that all youth applications must be submitted to METP no later than May 16, 2012.**

**II. Staff qualification and training. (10 points)**

- A. Who at your program will be responsible for the selection, training, and monitoring of staff that will work with the summer youth work activity? How long has he/she worked for your program and what is his/her experience working with youth?
- B. Who will supervise the participants in your program at each worksite? What are their qualifications to do so?
- C. How will you train the worksite supervisors to meet the requirements of the STEP-UP Program?

**III. Quality design of learning rich work. (20 points)**

- A. Explain why it is important for your program to develop your own worksites rather than have your youth placed at one of the sites developed by the STEP-UP Program.
- B. What criteria will you use to develop each worksite and how will you ensure that each of the worksites follow the requirements of the STEP-UP Program?
- C. Describe what makes your worksites learning-rich jobs rather than a typical summer jobs. (see attachments - *“Developing Learning-Rich Work”* and *“What Makes Learning-Rich Work Different”*).

#### **IV. Quality of academic enrichment or specialized training. (10 points)**

- A. What type of academic enrichment or specialized training will you provide to your participants during the STEP-UP Program?
- B. Do your students receive school credit for this enrichment? If so, how many credits?

#### **V. Enhancements and Follow-up Services. (5 points)**

- A. Does your program offer any enhancements during the program or follow-up services after the program ends? If so, describe them.

*Note: If any of the enhancement activities you are proposing involve off-site field trips, they must be:*

- 1) *Described in this narrative*
- 2) *Included in your Job Description AND on the Travel Document.*

*METP will review these types of activities before giving final approval.*

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

#### **VI. Recognition of achievement and parental/family involvement. (5 points)**

- A. How will your program recognize achievement in work maturity, skills development and enrichment activities?
- B. What will the 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 program involve the parents and families of your students?

## Worksite Agreement (Page 1)

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 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. 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, WITHOUT PRIOR APPROVAL (see section V, part A of the application questions), 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.

**MENTORING:** If your agency is selected for this enhancement, to participate and cooperate fully in all activities of the mentorship 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.

## Worksite Agreement (Page 2)

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 METP within 24 hours of any accident or injury.

**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		
<b>NAME OF AGENCY</b>	<i>(e.g., Pinewood Neighborhood Organization)</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 internship description(s) and Addendum(s) at the worksite.		

METP COMPLETES THIS SECTION		
_____ METP STEP-UP Director Signature	_____ (612) 673 - 5041 Phone	_____ Date

**Return this form with your Application**

**STEP-UP Travel Document**

*You must complete and return this document AND attach your Certificate of Liability Insurance with your application even if no youth travel will occur.*

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.

\_\_\_ Our agency utilizes non-agency, privately owned, operated and insured transportation to transport STEP-UP workers.

\_\_\_ Our agency utilizes agency owned vehicles for the above named youth travel needs.

*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 summer program in 2010.*

\_\_\_\_\_  
**Signature of Agency Contact Person** **Date**

\_\_\_\_\_  
**Signature of METP Contact Person** **Date**

**Return this form with your application**

## STEP-UP Background Check Form

### Staff Background Checks

The City of Minneapolis has asked the STEP-UP Program to ensure that agency staff that supervise STEP-UP youth have had a criminal background check. This effort is intended to ensure that agencies put forth their best faith effort to protect the safety and well-being of the STEP-UP youth.

Please check the statement that is accurate for your organization, have the agency director sign the form, and return it with the rest of your proposal.

- Our agency conducts a criminal background check on staff that supervise STEP-UP youth.
  
- Our agency does not conduct criminal background checks on staff that supervise youth. Our agency agrees to defend, indemnify and hold the City of Minneapolis and its officers and employees harmless against all lawsuits and claims and to accept liability for said lawsuits and claims attributed to the acts and omissions of our staff.

Agency Name: \_\_\_\_\_

Agency Director Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Return this form with your application**

## 2012 Internship Description Form

Agency: \_\_\_\_\_ Phone: \_\_\_\_\_

Name of Work Site (if different than agency): \_\_\_\_\_

Address of Work Site: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Work Site Supervisor Name: \_\_\_\_\_

Languages, other than English, spoken by supervisory staff: \_\_\_\_\_

Dates of job: \_\_\_ June 18 to Aug 17 **OR** \_\_\_ Other: \_\_\_\_\_ thru \_\_\_\_\_ (max of 9 weeks)

**Note: The dates of your work experience MUST fall between June 18 - August 17.**

Number of hours per day: \_\_\_\_\_ From \_\_\_\_\_ AM to \_\_\_\_\_ PM

Number of days per week: \_\_\_\_\_ Days youth may be scheduled: \_M \_T \_W \_TH \_F \_Sa \_Su

Specific skills desired (i.e. bilingual, computer, etc): \_\_\_\_\_

Bus line(s) nearest to your site: \_\_\_\_\_

Youth Job Title: \_\_\_\_\_ Number of Positions \_\_\_\_\_

Purpose of job: \_\_\_\_\_

**Type of Job (choose the best fit):**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Office/clerical                | <input type="checkbox"/> Landscaping/parks maintenance | <input type="checkbox"/> Cleaning       |
| <input type="checkbox"/> Building Maintenance/custodial | <input type="checkbox"/> Recreation/camps/playgrounds  | <input type="checkbox"/> Health Service |
| <input type="checkbox"/> Child care/daycare             | <input type="checkbox"/> Classroom Aide/assistant      |   |
| <input type="checkbox"/> Food Service                   | <input type="checkbox"/> Other, please describe _____  |   |

Duties and responsibilities	% Time
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 they work:	

## **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 Child Labor Age and Work Restrictions**
- F. Sample 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 handouts that may help you in developing your internship(s):**

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

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

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

<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 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,
<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

## Summary of Child Labor Restrictions

[Child](#) labor was prevalent in the U.S. until labor reform began in the mid-1800s. In 1836 the first state child labor [law](#) passed in Massachusetts. In 1938 minimum child [employment](#) ages and hours of work were established by federal law with the Fair Labor Standards Act. Each state must comply with federal child labor law and may have state child labor [laws](#) as well. Minnesota's Child Labor Act specifies state laws regarding children and work.

### Age Restrictions

#### **Minimum Age**

- The minimum age to work, with the exception of a newspaper carrier, in agriculture with parental consent, as an actor or model or as a youth athletic referee, is 14.

#### **Proof of Age**

- Child workers must provide proof of age in the form of a copy of a birth certificate, driver's license or permit, an age certificate from [school](#) or a completed I-9, which is the federal work authorization document.

#### **Restrictions on Minors Under 16**

- Children under 16 are restricted from working before 7 a.m. or after 9 p.m. except newspaper carriers. They may not work more than 40 hours per week or more than eight hours in a 24-hour period. They may not work on school days without an employment certificate from the school they attend. (Federal law is more restrictive and applies to employers with sales of \$500,000 or more: children under 16 cannot work later than 7 p.m., three hours a day and 18 hours per week.)

#### **Hour Restrictions on 16- and 17-Year-Olds**

- Children 16 and 17 years of age are restricted from working after 11 p.m. on a night before school and before 5 a.m. on school days.

### Type of Work Restrictions

#### **Restrictions on Types of Work for Children Under 18**

- Children under the age of 18 may not serve or handle liquor or work where liquor is served unless they are 16 and working as a busser, dishwasher, hostess or providing musical entertainment in a restaurant. They may not work around hazardous materials or fireworks or in hazardous occupations such as logging, saw mills, mines, welding or construction, or higher than 12 feet above ground. Children under 18 may not work in an operational capacity on boats, buses, cabs, limos or trains. They may not work with or around heavy industrial machinery, such as forklifts, meat grinders, woodworking machinery, amusement park or carnival rides. Children under 18 may not work in aerial or acrobatic acts, as a lifeguard except under constant adult supervision and with [certification](#) or in any occupation that is hazardous to health and life.

#### **Restrictions on Types of Work for Children Under 16**

- Children under the age of 16 are restricted from working with machinery (including lawn mowers, weed whips, drills, etc.) , in agriculture, in transportation, in operations including warehouses and processing plants and from lifting or carrying patients or working in walk-in freezers or coolers. Children under 16 may not use ovens or microwaves on the job. Exceptions are 17-year-old high school graduates and children working in a parent-owned business under constant parental supervision.

**2012 Internship Description Form**

Agency: ABC Non-Profit Phone: 612-555-5555

Name of Work Site (if different than agency): ABC Daycare Center

Address of Work Site: 1234 Lowry Ave NE

Contact Person: Jane Director Phone: 612-555-5556

Work Site Supervisor Name: John Supervisor

Languages spoken by supervisory staff other than English: Hmong

Dates of job: X June 18 to Aug 17 **OR** \_\_\_ Other: \_\_\_ thru \_\_\_ (max of 9 weeks)

Number of hours per day: 6 From 9 AM to 3 PM

Number of days per week: 4 Days youth may be scheduled: XM XT XW XTH

Specific skills desired (i.e. bilingual, computer, etc): Interest in childcare, able to speak Hmong a plus

Bus line(s) nearest to your site: 21, 23

Youth Job Title: Receptionist Number of Positions Available 2

Purpose of job: Assist child care center with clerical tasks

**Type of Job (choose the best fit):**

- X Office/clerical**                       Libraries/museums                       Landscaping/parks maintenance  
 Building Maintenance/custodial       Recreation/camps/playgrounds       Cleaning  
 Child care/daycare                       Classroom Aide/assistant               Health Service  
 Food Service                               Other, please describe \_\_\_\_\_

<b>Duties and responsibilities</b>	<b>% Time</b>
Maintain flow of communications in reception area a. answer phones in a friendly manner b. take accurate messages or direct callers to voicemail c. refer parents and visitors to appropriate personnel	50%
Word processing and record maintenance a. ask guest to sign in and out b. complete daily visitor logs c. compile weekly visitor logs d. complete word processing assignments e. complete filing tasks	35%
Skill development and agency interaction a. plan, implement and evaluate a project (TBD) b. learn agency functions and mission c. participate in weekly agency or team meetings d. understand employer expectations	15%
<i>In this job, youth workers will be required to plan and evaluate the following:</i> Youth worker will plan, implement, and evaluate a weekly schedule to plan and monitor work flow. Advanced youth will identify and complete a more rigorous project identified and agreed upon with youth and supervisor input.	
<i>In this job, youth workers will be required to learn the following about the place they work:</i> Youth workers will know the programs we offer and understand the mission or our organization.	