

Pittsburgh Summer Youth Employment Program  
Policies and Procedures

2010

## Welcome to the Pittsburgh Summer Youth Employment Program

Participating youth have now been assigned to programs and your program will be provided a list of eligible youth. The following is general guide to operation policies for managing and reporting activity this summer.

### Core Activity Period:

The Core Activity period is July 6<sup>th</sup> through August 13<sup>th</sup>, 2010, during which work experience is to take place. JumpStart Success Work Readiness Activity (stipend activity) may begin prior to the Core Period, provided it is scheduled with YouthWorks, Inc. the provider of the JumpStart Success Curriculum.

### Pittsburgh Summer Youth Employment Program Support Staff

Your Pittsburgh Summer Youth Employment Program assigned staff will be

\_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Program Field Service Staff** are available to assist with the placement of youth in each program to help with problem resolution. Program Staff will also assist contractor staff with policies and procedures and the scheduling and delivery of required paperwork.

**Field Service Staff** will also be periodically **Monitoring** Pittsburgh Summer Youth Employment Program sites for compliance to Federal, State and local standards. Visits to worksites will usually be scheduled in advance, but may on occasion be unannounced.

### Before Your Program Begins:

An individual folder must be kept and maintained on each youth participating in your program. Periodically, our staff will be visiting your site and reviewing your files. Each file should be divided into three sections:

1. **ELIGIBILITY** and Identifying Information (Provided by City of Pittsburgh)
  - a. A copy of Grievance Form – include original in application packet
  - b. Work Permit (ages 14 – 17 inclusive)
  - c. The original W4 and I-9
  - d. A copy of Grievance Form – include original in application packet
  - e. Work Permit (ages 14 – 17 inclusive)
  - f. Start Authorization Form
  - g. A copy of the Start Verification Form
  
2. **ASSESSMENT** Information, which includes:
  - a. JumpStart Scores for pre and post tests, provided by YouthWorks, Inc.)
  - b. Initial, Mid point and Final Progress Report
  - c. Individual Assessment Form (must contain information at minimum, regarding educational goals, work/career goals, test scores. The Initial Assessment Form may also contain information regarding human and social service needs.
  
3. **PROGRAM ACTIVITY**
  - a. Time Sheets - \*Must be signed in ink
  - b. Youth Progress Reports (Pre-program, 3<sup>rd</sup> Week and Final (end of last day)

- c. Worksite Agreement - Please ensure that there is a worksite agreement for all external worksites and one for the (Contractor).
- d. Detailed Case Notes where applicable
- e. Weekly Roster Forms

## **Assessment of Work Readiness Skills**

The attainment of work readiness skills is the only measure of program success established by the U.S. Department of Labor and the Commonwealth of Pennsylvania's Department of Labor and Industry. Work readiness skill attainment will be measured in two ways.

### **1. Assessment Through JumpStart Success Curriculum for Work Readiness and Career Education**

Contractors must participate in **JumpStart Success** training which will be provided by YouthWorks. JumpStart is a 16 hour program for youth to identify and explore careers that match their interests, learn about workplace etiquette and culture, conduct a job search, develop a resume and practice for job interviews. Contractors have the option begin and/or complete JumpStart prior to the program start date or incorporate it into the program. This will be negotiated between the Contractor representative and YouthWorks, Inc.

The JumpStart Curriculum is delivered by the Contractor (Program) and the Contractor Staff. However, Contractors must have at least one staff person to be certified by YouthWorks, Inc. YouthWorks, Inc. will train the contractor staff on delivery of the JumpStart curriculum.

All youth will be pre-tested (prior to the JumpStart Training) and post-tested upon completion of the JumpStart Training. The scores on pre-tests will be measured against the post tests to determine to what degree work readiness skills have been attained through an academic approach to work readiness.

### **2. Practical Application of Work Readiness Skills**

All youth will be measured for attainment of work readiness skills by analyzing the initial and last Progress Reports, an indication of work readiness attainment through practical application. The progress reports are to be completed by the Worksite Supervisor. A score of 36 indicates the youth has attained the work readiness standard.

## **Operational Requirements Prior To Start**

1. In the Work Place and in every Worksite the following must be posted in an area readily accessible to all youth: An abstract of the Copy of the Child Labor Laws, , Equal Employment Opportunities, Equal Pay Law, Minimum Wage, Pennsylvania Human Relations Act, Unemployment Compensation Poster, Youth Hours of Work, Workplace Injury Reporting
2. Distribute Clear guidelines for workplace behavior as defined by you're the host institution or the external worksite:
  - Dress code
  - Instructions for completing time sheets
  - Appropriate vocabulary for your work place
  - Start and finish times, lunch breaks
  - Attendance and tardiness policies

- Sickness reporting policy
- Request for time off policy
- Location of time sheets

3. Provide a **Job Description** or workplace expectations to clearly define what is expected of the youth.
  - Daily program schedule to illustrate how the program will proceed and progress.
  - Job Description with expectations for performance.
  - Samples of the initial, mid-term and final evaluations to illustrate how evaluations will be performed so that the youth have goals to work toward.
4. Provide Payroll procedures
  - explain where and when the youth will get a paycheck.
  - Explain Wages and withholdings, taxes
  - Payroll periods
  - Pay checks after the end of the program, if applicable.

## Paperwork and Reporting

During Program Operations, the following forms will be required to be submitted in accordance with following schedule:

<b>Document/Form</b>	<b>Purpose</b>	<b>Submission Deadline</b>
Grievance and the Statement of Receipt of Applicant/Participant Rights Form.	This is an acknowledgement of grievance rights.	Prior to first Participant's first day of Work at Work Site. Copies are to maintain in participant file with originals transmitted to City.
Time and Attendance Forms	Documents Time and attendance and is used to verify reimbursement for wages	Participants must sign in, sign out for lunch, Sign in on return from lunch and sign out. Time sheets are kept with contractor and must be made available to monitors or submitted with invoices if requested.
Employment Certificates (Work Permits)	Documentation issued by Pittsburgh Public Schools as validation of maximum possible work hours and conditions for Minors	Must be issued and in possession by Contractor and Employer (if different from Contractor) on, or prior to, first day of work. Fine for Employer for violation of requirement is up to \$5000 per day per occurrence.
Worksite Agreement	Understanding of expectations between worksite host and Contractor	Prior to first Participant's first day of Work at Work Site
Act 33/34 clearances	Child Abuse history check and State Police Criminal background check for Supervisors of youth under 18 years of age. Applies to supervisor of record	Prior to first Participant's first day of Work at Work Site
Progress Report	Report of Participant quality of work activity and serves as the assessment of work readiness skills gained from practical experience	Prior to First Day of Work, at mid point (3 <sup>rd</sup> week) and after end of program (6 <sup>th</sup> week)
Initial Service Strategy (ISS)	Outlines goals related to employment, education, pre and post test scores at minimum. May include social/human service needs.	Must be completed by mid-point of program and submitted to City Signed by Supervisor and Participant
Participant Start Authorization	Authorization to Start a Participant.	Provided by City staff
Participant Start Verification	Notification that a new participant(s) has started paid activity (JumpStart stipend activity or Work Experience Wage activity).	of the week that the participant began paid activity
Roster Verification	Verifies the existing roster	No later than Friday at 12:00 PM Weekly
Emergency Procedure and Emergency Contact Lists	Kept on file with Contractor	Prior to Start of Program
Participant Survey	Indicates participant satisfaction with program (must be collected blindly and submitted directly to City)	Before last day of program

## **2009 Pittsburgh Summer Youth Employment Program Notes**

The Pittsburgh Partnership will supply the eligibility documentation required for each folder. However, eligibility documentation may still be collected for some participants to varying degrees. The sheer volume of material collected to determine eligibility in a relatively short time The Point of Contact assigned to your program will be contacting your program staff about participants for who additional information may still be required.. Final payment or reimbursement to the contracted organization is contingent upon supplying any eligibility documents when required.

Time and attendance must be maintained on the Pittsburgh Partnership Time and Attendance Forms. Youth must sign in and sign out each day (participants may not complete starting time, ending time and Lunch in/out times in advance or all at one time). Time sheets must be maintained in contractor or participant files and submitted for inspection when required by City staff during monitoring visits or as verification for reimbursement of costs associated with wages. Incorrect time sheets may be the basis for disallowed costs. There are separate time sheets for JumpStart activity (stipend activity) and Work Experience activity (wage activity).

All youth will be required to complete an I-9 form. The Contractor is responsible ensure that the I-9 is in place and in the participant file.

Required documents must be posted in a location visible to all participants. Required Postings are on line and can be downloaded at the [pittsburghpartnership.org](http://pittsburghpartnership.org)

All youth must sign and return and Grievance and the Statement of Receipt of Applicant/Participant Rights Form.

All youth under the age of 17 must have a Work permit, and the work permit must be in the participant folder.

A worksite agreement for all external worksites. A copy of the Worksite agreement must be maintained at the worksite and on file with the contractor. There must also be a worksite agreement for the contractor when participants are supervised by Contractor staff.

All supervisors of record in all worksites, external, or internal, must have filed the Act 33/34 clearances for supervision of youth under the age of eighteen.

The Pittsburgh Partnership Progress Report Form should be completed prior to the first day of work and then at least by the end of the first month and the end of the program. Contractors may maintain more frequent reports if desired. The Progress Report is used as an assessment of work readiness skills gained through practical experience. This is the second part of the work readiness assessment.

Monitoring will occur at least once and possibly weekly, or as needed. The Field Service Staff assigned to the organization will schedule monitoring but may arrive unannounced on occasion.

## On the Last Day You Must Distribute and collect

1. The **end-of-employment survey** designed to assess whether expectations were met, effectiveness of the program, etc. This survey should be completed on the last day.
2. **The Pittsburgh Summer Youth Employment Program Final Evaluation.**

Keep in Mind as the Summer Progresses:

## CareerLink Registration

Youth must be registered on the Commonwealth of Pennsylvania' CWDS (Commonwealth Workforce development System). To the extent possible, it is preferred that Contractors and Program staff enroll each youth on CWDS. Difficulties with enrolling youth on CWDS, or should assistance with the website, or capacity as a function of time constraints with enrollment should be reported to the program Field Service staff contact. Assistance with actual enrollment may be available under a case by case basis.

Careerlinkpittsburgh.com is the local website for the Pittsburgh Allegheny County CareerLink system. Follow the link for "Job Seekers" at the top of the main page and click the link on the left hand side for the link to the enrollment guide. The enrollment guide is at [http://www.careerlinkpittsburgh.com/job\\_seekers/navigating.html](http://www.careerlinkpittsburgh.com/job_seekers/navigating.html) and also at the end of this manual.

## Contact Information

Program Supervisor:	Jim Brenner <a href="mailto:jbrenner@pghcareerlink.org">jbrenner@pghcareerlink.org</a>	412-552-7035
Angela Mialky,	Team Leader Summer Field Service Staff <a href="mailto:amialky@pghcareerlink.org">amialky@pghcareerlink.org</a>	412-552-7129
Jonathan Dawood,	Field Service Staff <a href="mailto:jdawood@pghcareerlink.org">jdawood@pghcareerlink.org</a>	412-552-7127
Jeremiah Dulaney,	Field Service Staff <a href="mailto:jdulaney@pghcareerlink.org">jdulaney@pghcareerlink.org</a>	412-552-7143

All Forms, Required Postings and Notices and Resource Materials are available for Contracted Youth Service Providers at: [www.pittsburghpartnership.org](http://www.pittsburghpartnership.org)

## **Operational Procedures**

### **A. Participant Injuries/Emergency Contacts**

The Program Operator must maintain a Participant Roster and Emergency Contact Form. One copy of this form must be maintained at a central location and one copy must be maintained at the work/training site.

All work related accidents and illnesses must be reported to the City's Program Administrator. In the event of a work-related accident or illness, the program Operator must complete an Accident/Illness Form. A copy of this form is located on page 16.

In the event of a medical emergency, the Program Operator must contact the Field Service Staff and the Pittsburgh Partnership PSYEP Office. All work related accidents/illnesses resulting in a participant receiving in-patient hospital care must be reported by telephone and then in writing to the Program Administrator no later than the day following the event.

Please Note: Participants are NOT covered under the City's accident or Workers Compensation procedures. Any claims or questions regarding workers compensation should be directed to the Program Operator's insurance carrier and follow the Program Operator's accident or claims procedure.

### **B. Supervision**

Youth Employment and Training Program participants are not to be left unsupervised for extended periods of time. Some projects might necessitate the youth work unsupervised for very brief periods of time such as when the supervisor must move around a worksite where youth are not together. Supervisors are permitted to supervise a maximum of twelve participants.

Youth Employment and Training Program supervisors and alternate supervisors must attend supervisory training provided by either the Program Operator or Pittsburgh Summer Youth Employment Program.

### **C. Fire Safety**

Emergency evacuation routes and procedures must be posted throughout indoor worksites. Exits must be clearly marked. On the first day of work, site supervisors should review emergency procedures and evacuation routes with participants.

### **D. Restrooms/Access to Clean Water**

Participants must have access to clean, working restroom or Port-A-Johns on site. Fresh water for drinking and washing must also be provided on site. Participants are not permitted to use private homes during work hours.

### **E. First Aid Kits**

All work/training sites are required to have ready and quick access to an on-site first aid kit that has, at a minimum, the following contents recommended by the American Red Cross.

Gauze pads and rolled gauze, assorted sizes Activated charcoal  
Antiseptic ointment  
Syrup of Ipecac  
Triangular bandages  
Blanket  
Scissors and tweezers  
Small flashlight and extra batteries Hand cleaner  
Band-aids, assorted sizes Disposable gloves  
Plastic bags  
Cold pack  
Adhesive tape

Supplies should be restocked after each use.

## **F. Vehicle Safety**

All youth enrolled in the program and who have transportation provided by the Program Operator and/or the Worksite, before, during and after work, must be transported in a secure, enclosed vehicle. This applies to transporting youth to and from worksites, around worksites, and during the lunch period. Under no circumstances is a participant to be transported in the back of open pick-up trucks.

## **Optional Suggested Troubleshooting Techniques and Situations**

A creative work environment, particularly a youth-centered one, is filled with possibilities and surprises. Sometimes those surprises take the form of problems that require solutions outside of your own experience.

When a problem, issue or question arises that you need help solving or answering, please do not hesitate to use the resources provided by the Pittsburgh Summer Youth Employment Program staff and this resource book. Seeking help early on will keep the problem from growing out of control. Remember, problems and trouble areas are common (and expected) occurrences in youth-serving programs. **NO ONE EXPECTS YOU TO HAVE ALL THE ANSWERS:**

This section is designed to provide suggestions and specific resources for helping you to trouble shoot and problem solve successfully. Part 1 identifies common problem areas that have arisen in past Pittsburgh Summer Youth Employment Program settings and offers a hotline phone number for pursuing assistance. Part 2 identifies common problem scenarios in youth-serving programs and offers techniques for solving them. Part 3 outlines the principles of conflict resolution and management and points to further reading on the subject.

### **A. Summer Youth Employment Program Common Problem Areas**

#### **1. Behavioral:**

- workplace problems (showing up on time, using proper language, etc.)
- personality problems (disruptive, argumentative, withdrawn, etc.)

#### **2. Payroll/Transportation:**

- how to solve bus problems
- how to solve payroll problems (if your program is using the city's payroll system to pay the apprentice artists)

#### **3. Injuries:**

- How to respond

#### **4. Additional Supportive Services:**

- A Pittsburgh Summer Youth Employment Program participant seeks your help in solving a family problem; where do you direct him/her?
- A Pittsburgh Summer Youth Employment Program participant wants to get his/her GED; where does he/she go?
- A Pittsburgh Summer Youth Employment Program participant wants to seek other employment opportunities during the school year; who does he/she call?

**SOLUTION:** Contact the Pittsburgh Partnership at (412) 412-552-71439

### **B. Common Problem Examples**

#### **1. PROBLEM #1 - After the Honeymoon:**

Young people often put their best foot forward the first two weeks of a program, and all seems well. By the third or fourth week, however, they get bored or tired of the regimen and lose interest in the program.

### **SOLUTION:**

- Give additional responsibilities or rewards as an incentive to keep improving and trying.
- Offer regular, appropriate praise.

## **2. PROBLEM #2 - Breaking the System:**

Young people can be as interested in breaking the rules of your work place as they are in learning about and adhering to them.

### **SOLUTION:**

- Never criticize openly. Always offer criticism privately. Don't avoid or ignore a participant who is actively breaking or ignoring the rules of your workplace, however.
- Inquire into the reason for the student's behavior. Listen to his/her response.
- Explain your position and the reasoning behind your rules. Ask the student for help in solving the problem or arriving at a compromise.

## **3. PROBLEM #3 - Mom to the Rescue:**

Young people between the ages of 14 and 18 automatically come with a parent(s) or guardian. Issues and concerns between you and the child will necessarily, then, extend to the parent.

### **SOLUTION:**

- Document in writing and with your supervisor all student meetings, confrontations, or other problem incidences AS SOON AS THEY OCCUR.
- Be willing to meet with parents to discuss these events. Parents want assurance that you have treated their child's problem confidentially and respectfully. They also expect to be given the opportunity to discuss the problem with you.
- Be consistent and fair.

## **C. Conflict Management and Resolution**

Conflict itself is not the problem. Conflict is woven into the fundamental fabric of nature. The sea and the land meet in violent conflict and make waves together. The plow turns the meadow and wheat springs forth ... Conflict is the spice that seasons our most intimate relationships.

- Brian Muldoon, *The Heart of Conflict*

### **1. The Nature of Conflict**

Anyone who has ever had a mother, a father, a sister or a brother knows about conflict. Anyone who has ever tried to work collaboratively, in an office, in a dance studio, in a community service organization, knows about conflict. And anyone who spends time with children, either as a parent or as a teacher/mentor, really knows about conflict.

Conflict is a fundamental characteristic of human interaction and is not innately either bad or good, it just is. Unfortunately, when conflict turns abusive and/or violent, the tension that is so fundamental to human communication moves from

the realm of the positive (the potential for growth and deepened self-awareness) to the reality of the negative (the inevitability of destructive behaviors).

## **2. Conflict Management and Conflict Resolution**

The practices of conflict management and conflict resolution are, of course, as old as civilization. Peace treaties, business contracts, and pre-nuptial agreements are all examples of legalistic conflict management. Compromises on the playground ("OK, you can keep the blue marble if I get to keep the cat's eye") and within a relationship ("I'll accept that you're a slob if you accept that I don't like watching sports") are all examples of interpersonal conflict resolution.

In recent years, the need for building skills for conflict management and resolution in youth-serving environments has become paramount as violent and abusive outcomes have become more prevalent in schools, on the streets, and in the home.

As a supervisor, you will confront various levels<sup>1</sup> of conflict in your program. Learning to recognize and direct the conflict toward a satisfactory outcome is an important conflict management skill. Encouraging your students to develop their own abilities to resolve conflict is part of the conflict management process.

## **3. Principles of Conflict Resolution <sup>1</sup>**

- Separate people from the problem: Every problem involves both substantive issues and relationship issues. By separating these issues, individuals come to see themselves as working side by side, attacking the problem, not each other.
- Focus on interests, not positions: Understanding the difference between positions and interests is crucial to problem solving. Interests, not positions, define the problem. Positions are something that individuals decide they want; interests are the underlying motivations behind the positions they take.

<sup>1</sup> Adapted from Conflict Resolution Education, p. 10

- Invent options for mutual gain: Disputants focus on identifying options for resolving the conflict without the pressure of reaching a decision. A brainstorming process is used to invent a wide range of options that advance shared interests and creatively reconcile differing interests. The key ground rule to brainstorming is to postpone criticism and evaluation of the ideas being generated. To broaden their options, those in a dispute think about the problem in different ways and build upon the ideas presented.
- Use objective criteria: Using objective criteria ensures that the agreement reflects some fair standard instead of the arbitrary will of either side. Using objective criteria means that neither party needs to give in to the other; rather, they can defer to a fair solution. Objective criteria are determined by disputants based on fair standards and fair procedures.

#### **4. A Solution in Good Listening**

Findings from conflict resolution research support the idea that conflict resolution training increases skills in listening, largely because of the fundamental relationship between being able and willing to listen to another point of view and being able to make compromises and to build consensus.

Interestingly, findings from research into "best teaching practices" also support the idea that good listening skills are key criteria for becoming a successful teacher.

##### **Good Listening Means:**

- Starting from a place of compassion for the other(s).
- Listening to understand; that is, being willing to stop and look at the issue from the other person's point of view, however different from yours it may be.
- Speaking to be understood; that is, being willing to alter your communication style in order to facilitate someone else's ability to more effectively "hear" what you have to say.
- Refraining from emotionally charged statements and using neutral, less emotional terms.

#### **5. A Caution:**

Good conflict management and resolution skills cannot be learned in a day. They must be learned through practice and through an active learning process, including ongoing discussions, readings, and other activities that will encourage skill growth.

# CAREERLINK ENROLLMENT

## Welcome to PA CareerLink!

This guide will provide you with step-by-step instructions on how to enroll in the new Commonwealth Workforce Development System.

**Main Page:** [www.cwds.state.pa.us](http://www.cwds.state.pa.us)

- Click on the link labeled, New User?

**Opens New Page: "User Enrollment"**

- Check INDIVIDUAL SEEKING SERVICES
- Click CONTINUE

**Opens New Page: "Individual Identifying Information"**

- Enter all of your personal information.
  - If you do not know your social security number, enter "0000" for the last four digits.
- Click CONTINUE

**Opens New Page: "Create Individual Basic Information"**

- Enter the rest of your personal information.
  - You only have to put the information indicated by a red \*
- Click SAVE AND CONTINUE

**Opens New Page: "Create User Account"**

- Your Keystone ID will be your new username (6-10 both letters & numbers).
- Your password must be a minimum of 7 characters long (and cannot include any part of your name in it).
  - It must be three of these four requirements (example: Buick2004):
    - Capital letters
    - Lowercase letters
    - Numbers
    - Symbols (@#\$&\*)
- Choose a security question and answer that you know you will remember!
- Make sure you write all of this information down for your records.
- Click SAVE AND CONTINUE

**Opens New Page: "New Participant Confirmation"**

- This number is your new Participant ID Number.
- Make sure you keep this for your records!
- Now enter your Keystone ID and Password.
- Click LOGIN.

**Opens New Page: "View Civil Rights Statement"**

- Read the Civil Rights Statement.
- Check the box next to "I have read and understood the above statement."
- Click SAVE AND CONTINUE.

### **Opens New Page: "Create Program Referral"**

- Click SKIP at the bottom of the page.

### **Opens New Page: "Participant Home Page"**

- This is your home page.
- You can create a work record, education record and much more.
- Look in the "Participant Profile" section on the left side of the page and click on each link to update your profile.
- Also, look at the "Quick Links" section to create a resume, and to create your job preferences to do a job search.