



Summer 2016

Worksite Supervisor's Handbook



Funding for the STEP program is provided by the Newport News Youth & Gang Violence Prevention Initiative

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Dear STEP Worksite Supervisor:

Welcome to the City of Newport News' Summer Training and Enrichment Program (STEP). As a Worksite Supervisor, you are in a unique position to provide meaningful supervision and training for the youth in our community. Your participation will enable young people the opportunity to develop positive work habits, attitudes, and job readiness skills.

The focus of STEP is to provide employer-based, subsidized, training experience for youth ages 16-24 that may lack the necessary job skills and experience to obtain unsubsidized employment. Our goal is to encourage youth to continue pursuing their educational goals while developing work readiness skills that will assist them to prepare for and obtain employment. Through STEP, students will have the opportunity to gain first-hand, real-world work experiences that assist them to prepare for better employment opportunities in the near future.

This handbook was prepared to help you understand the working relationship between you, your agency/business, the youth participant and STEP. Inside this manual you will find valuable information that will help answer many of your questions.

We value your cooperation in planning and hosting a STEP worksite. We are confident that this experience will be rewarding for you, your agency, and the participant.

Sincerely,



**Summer Training and Enrichment Program
City of Newport News**

SUMMER TRAINING AND ENRICHMENT PROGRAM

Worksite Supervisor's Handbook

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A. GENERAL INFORMATION

STEP is funded by the City of Newport News and is being implemented in a specific area of the city. The program is intended to provide meaningful training experience opportunities to eligible youth ages 16- 24, through a service delivery approach designed to meet the unique needs of the youth being served. This program will serve as a vital component in helping to prepare youth for the successful transition into the world-of-work and their academic careers.

Participating Worksite Agencies will provide valuable work training opportunities, and will be directly responsible for mentoring and supervising the youth's work performance during the period of participation.

B. ROLE OF THE WORKSITE SUPERVISOR

Worksite Supervisors will be regular employees of your business or organization, and will directly supervise STEP participants.

Participants will have a better chance to succeed if each Supervisor explains what is expected of the participant at the start of the assignment. In this regard, a participant orientation shall be provided to each participant by his/her Supervisor. At a minimum, the orientation should include the following:

1. Work Schedule and expectations (i.e. Hours of work, breaks, lunch, etc.)
2. Regulations of the agency, as they apply to the participant
3. Name and telephone number of person(s) to notify when the participant will be late or absent
4. Safety procedures and person(s) to whom accidents are to be reported
5. A clear explanation of exactly what duties and responsibilities will be expected from the participant, including an explanation of the criteria by which the participant's work attitudes and habits will be evaluated
6. Time sheet reporting system and procedures
7. Review of worksite cell phone policy.

In addition to participant orientation, Worksite Supervisors are responsible for:

1. Designating an immediate supervisor **and** alternate supervisor who shall be responsible for the job orientation and training of participants, performance evaluations of participants, time and attendance records for participants, and communication with the STEP Program staff;
2. Ensuring that immediate **and** alternate supervisors are fully aware of the responsibilities;
3. Maintaining a participant/supervisor ratio that does not exceed 5:1, unless another ratio is agreed upon and approved by the STEP;
4. Providing structured well supervised work activities, assigning quality tasks, ensuring these tasks are consistent with the worksite activity description, and guaranteeing that participants do not work in surroundings that are unsanitary or hazardous to their health. Any assignments other than those agreed upon by the STEP and the Worksite must be approved by the STEP Program;
5. Providing alternative work plans for participants during inclement weather or other periods of occasional interruptions to regular schedules;
6. Allowing pre-arranged release time for participants to attend any necessary training, counseling, and other programmatic functions;
7. Submitting timely and accurate time and attendance records as required;
8. Providing scheduled progress reports on each participant;
9. Permitting scheduled worksite inspections, monitoring visits, and fully cooperating with designated STEP staff;
10. Complying with all applicable Federal, State and Local employment laws, including Child Labor Laws;
12. Attempting to resolve **all** problems or conflicts with participants and supervisors **prior** to notifying the Program Administrators;
13. Communicating to the Job Coaches, any problems, conflicts or questions regarding the program, participants, or policies;
14. Contacting the Job Coaches relative to any disciplinary action with regard to participants that could result in suspension and/or recommendation for termination; and
15. Complying with the policies, procedures and Regulations as outlined or attached to the Agreement, including the Supervisor's Handbook or other appropriate literature.

C. ROLE OF THE STEP PROGRAM OPERATORS

The STEP Program Operators will be available at 2400 Washington Avenue (City Hall – City Manager’s Office). The Program Operators will be responsible for the following:

1. Coordinating with worksites to identify and recruit eligible applicants to fill training experience slots according to participant availability;
2. Matching eligible applicants with the available placements while seeking compatibility of interest with assignment and site location with convenience, when and where possible;
3. Monitoring worksites for compliance with the responsibilities outlined under the WORKSITE RESPONSIBILITIES contained herein;
4. Orienting participants to the program and refer participants to the Worksites;
5. Gathering and providing, in a timely and accurate manner, all reports, forms, payroll data, and other materials as required.
6. Mediating any problems on the job between the coach, participant and employer if not resolved by Lead Coach.
7. Supervision of Coaches

D. ROLE OF THE LEAD JOB COACH

Lead Job Coaches are individuals who serve as a supportive mentor and supervisor to STEP Coaches. Lead Job coaches will be responsible for:

1. Visit assigned work sites and confer with work site supervisors regarding the work performance of STEP participants.
2. Serve as the mediator between STEP participant and work site supervisor if a conflict arises.
3. Resolve any disputes between worksites and participants or participants and assigned coach.
4. Act on participant disciplinary issues including removal from program on recommendation of Job Coach and Worksite Supervisor.
5. Comply with all policies and procedures of the STEP Program.
6. Meet with assigned coaches and provide program updates
7. Monitor coach/participant relationships to help ensure success of participants.
8. Supervision of designated Job Coaches

E. ROLE OF THE JOB COACH

Job coaches/team leaders are individuals who serve as a supportive mentor and coach to STEP participants. Job coaches will be responsible for:

1. Meeting with participants regularly to provide support and guidance on any issues that may arise during participation in STEP.
2. Visiting the worksites to confer with the worksite supervisors on participants' performance and support needs.
3. Verifying time and attendance records and with worksite supervisor.
4. Reporting issues to the designated Lead Coach for consultation and guidance on course of action should a problem arise with a participant and/or at a worksite
5. Monitoring of the training plan to ensure that the participant is mastering the skills that have been agreed upon.
7. Provide referrals to STEP participant to assist in non-worksite related needs.

F. GENERAL SUMMER EMPLOYMENT PROGRAM REQUIREMENTS

1. Participant training experience will include an assignment at an approved and designated worksite. On this assignment, participants will be exposed to tasks that typically exist in a working environment. Participants will not be permitted to transfer to an alternate worksite once an assignment has been made, unless circumstances require a transfer and the transfer is pre-approved by the Program Operators.
2. Participants cannot displace an employed person or cause impairment of existing contracts for service. In other words, a regular employee should not be displaced because of a STEP placement.
3. Participants cannot be paid for any time or hours over those stated in the Worksite Agreement. In no instances, will participants work more than 30 hours per week.
4. Participants must meet residency criteria established and be between the ages of 16-24. All eligibility documentation must be finalized and eligibility certification complete before youth can begin receiving services.
5. Participants and the worksite must conform with federal and state labor laws, specifically **Child Labor Laws**.
6. Program participants do not earn or accumulate sick leave or annual leave.
7. The employer may at any time request that a participant be dismissed from a training site for misconduct or other just cause. Supervisors are requested to work closely with the Program Operators and/or Job Coaches assigned to the work site to work through problems, which may arise. Supervisors should not dismiss participants from the program without coordinating with the Lead Job Coach first. More information about problems-on-the-job and disciplinary/termination procedures will follow.

8. After the necessary review between the Worksite Supervisor and Program Operators, participants may be dismissed from the program for causes including, but not limited to, chronic tardiness, absenteeism, insubordination, fighting, consumption of alcoholic beverages, narcotic or stimulant drug on the job, and failing to comply with required attendance of any STEP announced activities. Please communicate with the Job Coach should you experience or suspect any of these problems.

G. APPROPRIATE ATTIRE:

In general, participants will be expected to be clean, well-groomed, and aware of the importance of their appearance. Participants will be expected to abide by the prevailing dress code of the location/job-site to which they are assigned. Violations should be addressed through traditional supervisory avenues. If worksite attire has to be addressed repeatedly, please request a meeting with the designated Job Coach.

H. CUSTOMER SERVICE AND PROGRAM IDENTITY

Participants should be aware they are representatives of the Host Worksite and STEP. When greeting people, they should smile, be courteous, and offer assistance to others when needed. Youth should understand their affiliation with the program and exhibit a shared responsibility for the welfare of the program and worksite.

I. WORK ETHIC

Participants are expected to be productive and constructively engaged when they are at the worksite. When they have completed a task, they should be assigned to another task so that idle time does not become a distraction. They should avoid excessive socializing with peers during work time, including excessive talking, loudness, mingling, etc.

J. PERSONAL BELONGINGS

iPods, CD Players, cell phones, or other personal belongings should not be used during work hours. All valuable personal items should be left at home. STEP is not responsible for any participant's lost or stolen items.

K. VISITORS

Friends, boyfriends, girlfriends, and relatives will not be permitted to visit participants at the worksites while they are working.

L. WORKSITE VISITS

Lead Job Coaches will be required to conduct on-site visits with each worksite early in the program, but no later than 2 weeks after a worksite's kick-off, in order to address any start-up issues that may need attending.

The monitoring process is not designed to evaluate the Worksite Supervisor, but rather it is to assure that the training outline and program specifications are being followed. The monitoring visit will include a thorough review of data, observation of operations and progress toward objectives, recommendations if corrective action is needed and follow-up on any issues pertaining to the general Worksite Agreement and attended responsibilities.

Through the duration of the program, Job Coaches will schedule routine site visits with the supervisor to monitor the progress of the participant. Site supervisors must permit the scheduling of such visits and be available to meet with the Coach at the designated time.

M. PROBLEMS ON-THE-TRAINING SITE

The Job Coach is a mediator who should be called anytime there is a problem with the participant's work performance, absenteeism or relationship with co-workers. Worksite Supervisors are encouraged to discuss and resolve problems initially; however, if after the discussion no progress has been made, it is the Coach's responsibility to help resolve the situation prior to elevating issues to the Lead Coach and/or Program Operator level.

IMPORTANT: The Job Coach must be informed of a problem as soon as it is clear that the Worksite Supervisor and participant alone cannot resolve it.

Communication between the Worksite Supervisor and the Job Coach is of utmost importance to the participant's development and makes for a positive experience for all. The participant has signed an agreement (see Conditions of Employment) consenting to certain rules in the program, and it is the responsibility of both the Worksite Supervisor and the Job Coach to see that these conditions are being followed.

Participant Suspension and/or Termination:

The following categories are potential grounds for suspension and/or termination from the program. *See Attachment for complete listing.*

1. Theft, Fraud and/or dishonesty (i.e. falsifying timesheets, etc.)
2. Misuse/Abuse of property or equipment
3. Fighting or use of abusive/vulgar language
4. Continuous absenteeism or tardiness (more than 2 violations following previous counseling)
5. Disruptive behavior and/or attitudes
6. Refusal to participate in assigned activities
7. Possession or use of any drugs, alcohol, or any illegal substances.

If a participant engages in any of the activities listed above or exhibits any of the inappropriate behaviors listed, the incident must be reported to the Lead Job Coach. The Worksite Supervisor and Program Operators have grounds to immediately suspend and/or terminate for any of the issues listed above.

N. SEXUAL HARASSMENT AND OTHER UNWANTED BEHAVIOR BY AN OUTSIDE PARTY

Sexual harassment is unwelcome attention and may or may not be of an overt sexual nature. Harassment at any level will not be tolerated. Generally, if a person observes or is on the receiving end of any such behavior and finds it personally uncomfortable, it is probably harassment.

Explicit language with any suggestive overtones or innuendos, teasing, unwanted looks and staring, improper touching, grabbing, pinching or other unwanted contact can all be considered forms of harassing behavior.

Participants in STEP are advised to be very direct and assertive and let others know when their behavior has crossed the line with their own personal standards. Participants should always be instructed to report any such issues or concerns to their Worksite Supervisor and assigned Job Coach.

O. CIVIL RIGHTS UNDER THE LAW

Participants in STEP are protected from any kind of discrimination on the job by all existing federal Fair Labor Standard Laws and Department of Civil Rights requirements. Formal procedures are in place to make Participants aware of these requirements and their rights at time of program orientation and enrollment. Likewise, there is a formal process for participants to submit a written complaint if they feel their rights have been violated.

P. GRIEVANCE PROCEDURE

A grievance is a formal complaint. If a grievance occurs:

1. A participant should try to work it out with their Worksite Supervisor.
2. If it is not possible to work it out with the Worksite Supervisor, participants should contact the STEP Coach. If needed, the Coach will schedule a meeting with the participant.
3. If the problem remains unresolved after the participant, Supervisor and Coach have separately tried to address the issue, the participant may contact the designated Lead Coach to report the still unresolved issue.
4. STEP staff will formally address this issue and coordinate with all affected parties.

Q. TIME RECORDING/PAYROLL PROCEDURES

Timesheets will be sent electronically to the worksite supervisor for review and approval to the email address provided. Both the supervisor and the participant are responsible for checking the time records for accuracy and completeness. The participant's and supervisor's electronic approval certify the correctness of entries, and are necessary for payment. Approval means that you both agree with the information on the time sheet.

Intentional misrepresentation on time records is grounds for immediate dismissal. Time records are due according to the schedule provided.

This is the first paid work experience for many of the participants who are enrolled in the Program and they may be expecting to receive the full amount of their wages on their paychecks. Although this is covered in participant orientation, they may have questions about any applicable deductions such as withholdings, FICA, etc. Showing a participant how to read a pay stub is permitted. Refer participants to their job coach for specific payroll questions.

R. PARTICIPANT ATTENDANCE POLICY

All participants must be given an orientation. This includes providing participants with the basic procedures to follow when she/he finds it necessary to be absent from the Worksite.

As a Worksite Supervisor, it is important that you be informed of the following procedures and that you reaffirm these with the participant at your site:

1. The participant is required to give advance notice of intention to be absent from work, regardless of the reason. Your participant has signed an agreement to this effect. If this cannot be

done in person, the participant should telephone the Worksite Supervisor as soon as she/he knows that she/he will be unable to report to work that day.

2. If the absence continues beyond one day, the participant is to notify the Worksite Supervisor each day that she/he will be absent. The Worksite Supervisor should ensure that the participant has the phone number and name of the person to whom the absence must be reported.

The Worksite Supervisor is required to notify the participant's Job Coach about the participant's absenteeism when:

- The participant is absent more than three days regardless of the reason or whether the participant has reported the absence to the Worksite Supervisor.

NOTE: Participants will not be paid for any absences. The word "ABSENT" should be entered on the time sheet for unexcused and unplanned absences. If the Supervisor has need for participant's services, and believes it is justified, additional hours may be scheduled to make up for lost time as long as they are within the 30 hours permitted. In no case should the hours exceed the maximum of 30 hours allowed per week.

S. PARTICIPANT RESIGNATION

Participants who plan to leave their site prior to the planned completion date of the training assignment should submit a formal written resignation by providing advance notice of their intentions to their supervisor and the STEP Coach. In all cases, youth leaving the program must complete an Exit Evaluation. Failure to do so will result in the youth not receiving their last pay check until the Exit Evaluation has been completed.

T. GENERAL SAFETY RULES

STEP has established the following safety rules, which are applicable to all Summer Worksite participants. Adherence to these rules is mandatory.

1. REPORTING

- a. Reporting all accidents and/or injuries to your Supervisor immediately after the incident.
- b. Report any unsafe condition or potentially unsafe condition to your Supervisor and Job Coach.

2. LIFTING OR HANDLING MATERIALS

- a. Always seek help with lifting or moving very heavy objects.
- b. When lifting, use the large leg muscles, not the weak back muscles.
- c. Do not bend from the waist in any lifting activity.
- d. Always pull a hand truck or cart except when going down an incline.
- e. Push heavy objects; avoid pulling.
- f. Report all "potentially hazardous" spills to your Supervisor before attempting clean up.

3. PERSONAL PROTECTIVE EQUIPMENT

- a. Wear appropriate protective equipment at all times where mandated by your Supervisor

4. ALWAYS

- a. Avoid horseplay or any action that may endanger other people.
- b. Walk; do not run, when performing your work duties.
- c. Use a ladder or sturdy stool when reaching above your head. **Do not** stand on chairs, tables, boxes, etc.

5. HOUSEKEEPING

- a. Keep work areas clean and free from spills.
- b. Aisles, exits, electrical panels, and fire extinguishers must be kept clear of barriers at all times.

Safety and health rules have been developed, distributed and, where applicable, posted for your information and welfare. Failure to observe these rules shall be ground for disciplinary action.

U. JOB INJURY PROCEDURES

If a participant is injured on-the-job, the host Worksite Supervisor must be notified at once, either by the injured youth or a fellow worker. If the Worksite Supervisor is not immediately available, the designated person in your office should be notified. Be sure to instruct and provide the youth you supervise with the appropriate name and telephone number of the proper notification procedure and contact sources. Also, the Job Coach should be immediately notified for further instructions.

V. GENERAL GUIDANCE FOR SUPERVISING YOUTH IN WORK EXPERIENCE PROGRAMS

The work experience should be a collaborative effort between supervisors, coordinators, permanent workers, and the youth. As a Worksite Supervisor, it is part of your job to encourage the collaboration and to resolve problems which hinder collaboration.

The work experience must mean something to the youth. Doing something worthwhile, something socially and economically useful, something which is visible to others and which attracts community and individual attention, can lead to increasing a youth's feeling of self-worth. It is important that the youth be helped to understand the meaning and use of the tasks they perform. This will help them develop and maintain a positive attitude toward work. If you are successful, you will be developing a social climate in which the youth can learn from the work or vocational experience.

Beware of the age differentials in your crew. The average eighteen-year-old will usually approach a job with more stability and greater expectation than a sixteen-year-old. The eighteen-year-old will have more skill and more experience and will probably be better able to cope with problems that arise on the job. Work experiences for younger enrollees should be structured to permit somewhat more experimentation than those for older youth. However, there is more to work/vocational experience than the routine performance of a single task. All youth, regardless of age, should be allowed to rotate among different tasks with challenges built in at many levels in terms of responsibility and difficulty.

Expressing interest in a youth's performance and providing encouragement are far more effective for reaching our goals than ignoring or punishing poor behavior and performance. When youth understand what they are doing, well supervised, kept busy, given proper equipment and allowed to use their time constructively, they will respond.

About the Participant:

For many participants, the experience they obtain in your organization is the first chance to test their abilities and discover their vocational preferences. They may bring to the job unrealistic ideas and in some cases resistance to structure. If the unrealistic ideas and resistance to structure are allowed to continue, the result could be the development and reinforcement of poor attitudes and behaviors. You, as the supervisor, have the responsibility to deal with these factors from the onset of the participant's assignment.

While it is important to encourage upward mobility, it is equally important that no useful work be undervalued. It is important to explain the need and importance of the work to be performed and to use every task to help youth gain understanding of the value and dignity of work. Acquiring hands-on experience leading to the question of skills and competence is of equal importance as these will allow the youth to move onto more demanding jobs.

Worksite Assignments:

Assignments should not be considered inflexible in the sense that changes cannot be made. While each youth's wishes, experience and education have attempted to be taken into consideration in the assignment to you, it is not always possible to match these exactly with the jobs available. Consequently, it is up to you to attempt to make the best match, if necessary, within the limitations of the job to be done and the youth assign to you.

Some of the participants will not find the jobs challenging, interesting or ideal for learning, therefore, underestimating its worth. As the supervisor, you can make every job a worthwhile experience by treating each job as worthwhile, not assigning any job as a disciplinary measure. Introduce some challenging elements into each job. Identify and teach competencies which can be acquired with experience, and tell youths how the output will benefit the community.

Be sensitive to youth becoming bored, indifferent and dissatisfied with specific job assignments. When this happens, it is time to change or to restructure jobs or to help the youth become more competent or to introduce new work element or to provide work counseling. Do not forget that major goals are to help the youth learn different jobs and to gain competence and interest in work. None of these objectives can be achieved by bored, dissatisfied workers.

Role(s) and Responsibility of Supervisor:

You should be ready to meet, mentor, supervise, and help the participants from the moment they arrive. Therefore, you should prepare before they report for work.

The job of the supervisor/instructor includes many different elements. If you are a new supervisor or instructor, you may not be aware of all of these. Some of the most important are described in greater detail in the following pages.

If a problem occurs with a participant and you have made an attempt through discussion to resolve the problem without success, please do not hesitate to ask the assigned Job Coach to assist you in the matter.

Participant Orientation:

While the youth will have some knowledge of the program expectations from their orientation, it is up to you to reinforce policies and procedures. Upon arrival at the worksite, the youth may feel out of place and not know how to behave, and even with written instructions, be confused about what is expected of them. They must learn when and how to ask for help. They should be helped to understand the large purpose of their work: how their task fits into the total project and how the project serves the community. In addition, it is important to orientate each youth with respect to your expectations and the specific nature of the work to be performed.

Your orientation for youth should include:

- ✓ Introduction to you and other workers, both adult and youth;
- ✓ Description of project objectives and expected output and hours these will be achieved;
- ✓ Explanation of work rules, expected work behavior, and your role with respect to these;
- ✓ Preparation to perform the specific job to be done – the tasks, the skills needed, how these will be acquired, relationships with other jobs and the project, etc.;
- ✓ Description of your role as supervisor and instructor;
- ✓ Discussion of what youth can expect to gain from the program.

Encourage and answer questions. However, do not give uncertain or inaccurate information. If you do not know, say so without apology, find out and give the right answer.

Teaching and Training Participants:

Teaching is a major part of a supervisor's job. This is particularly the case in supervising participants who have not had much work experience and for whom learning skills and appropriate work behavior are primary program objectives.

Being a successful supervisor/teacher/trainer requires that you:

- ✓ Know and are able to perform the tasks;
- ✓ Understand the individual youth's uncertainty and feeling about the task;
- ✓ Demonstrate and explain the elements of the task;
- ✓ Let the young worker perform the task, observe the performance carefully and provide positive reinforcement until the worker demonstrates competence;
- ✓ Periodically evaluate youth worker performance and provide supportive feedback.
- ✓ Getting ready to instruct the young worker whether in a group or as an individual, calls for you to prepare to instruct. This is necessary even though you have a high degree of competence in the job. Getting ready includes:
- ✓ Have a timetable. That is, knowing how much skill you expect the worker to acquire by when. Remember, the entire program is only a few weeks in duration.

- ✓ Break down the job in specific tasks and each task into steps. Identify the key steps. These are the steps which require a new skill or are essential for success. Picking out key points. These are particularly important with young, inexperienced workers.
- ✓ Determine what materials, supplies and equipment are needed to perform the task and making sure that everything is ready.
- ✓ Review the performance of each of the tasks so that it is clear in the mind.
- ✓ Check the work place and arranging it just as you expect the worker to keep it.

The following is a tried and true five-step instructional plan which has been used in industry and government for more than thirty-five years to train millions of workers. If you understand it and learn to use it effectively, you will have gained a life-long skill.

Step 1: **Prepare the Youthful Worker:** Put the youth at ease. Describe the task. Explain how it fits into the total job and with the activities of other levels; some may have dangerous elements, some involve contacts with the public, some require accuracy, and some call for coordination with other workers. Each of these is important for helping the youth acquire skills and appropriate work behavior.

Step 2: **Present the Task:** Perform the task element by element. Tell the youth what you are going to do. Show the youth how to perform the task - one element at a time. Stress the key points. If danger is present, describe it and show how to avoid it. Demonstrate no more than the youth can master at one time. Repeat until the youth understands and is ready to demonstrate.

Step 3: **Try-Out Performance:** Have the youth perform the task, explaining each key point as the task is being performed. Carefully observe the youth's performance and competency.

Step 4: **Reinforce Competency:** Review the youth's performance, reinforcing appropriate behavior and re-demonstrating where the youth did not show understanding or appropriate behavior. Do not point out what was unsatisfactory but demonstrate the correct way.

Step 5: **Follow-Up:** Assign the youth to the regular task. Check less and less frequently. Encourage the youth to who to go for help.

Evaluating the Participant's Performance:

As a supervisor you are expected to observe and evaluate the competence, behavior and performance of each participant working for you. The major purpose of the evaluation is to help the youth improve his or her behavior and performance. As young people can be extremely sensitive to negative feedback, your emphasis should be on positive reinforcement. Indifferent or punitive supervision will undermine any project.

Youth want to know what is expected of them; how well they are meeting these expectations, and how they can improve.

Performance evaluation can help you to:

1. Let youth know what is expected and how well expectations are being met;
2. Plan the work better by being able to estimate what the participants can accomplish;
3. Determine training needs;
4. Identify youth workers who need more instruction;
5. Discover unused youths' potential.

Performance evaluation can help the youth worker by:

1. Letting them know how they are doing and how they can do better;
2. Assuring them that good performance is recognized;
3. Showing them your interest in helping them improves their performance.

There are six basic steps in conducting performance evaluation:

1. Determine how well you expect each youth to do the assigned tasks;
2. Discuss these requirements with each youth when making the assignment and demonstrating the tasks;
3. Observe the youth's performance;
4. Evaluate the performance
5. Discuss the evaluation with the youth using positive reinforcement;
6. Take appropriate action.

Monitoring and Evaluation of the Program

1. **Your Role in the Evaluation**

Just as it is part of your job to evaluate the performance and behavior of the youths you supervise; it is a federal requirement that your responsibility as a worksite supervisor be evaluated to ensure the participants are receiving the necessary level of training, supervision and support and that the work experience opportunity they are assigned to is providing a meaningful and rewarding experience. Listed below are items to consider:

- ✓ Skill in planning, scheduling and assigning work
- ✓ Ability to motivate and encourage good performance by the youths supervised;
- ✓ Accuracy and completeness of records, including time and performance records;
- ✓ Ability to deal with work-related problems;
- ✓ Quality of counseling for youth;
- ✓ Punctuality and attendance record, timeliness of reports, etc.
- ✓ Quality and quantity of work products produced by the youths under your supervision;
- ✓ Maintenance of safe working conditions.

2. **Program Evaluation and Improvement**

The entire program is constantly under review to make it more valuable to the community and to the youths employed in the program. You are expected to cooperate and to provide accurate information to the different evaluation teams (i.e. Federal, State or local) that will visit your worksite. Beyond this cooperation, we want your help in improving the programs and ask for your suggestions. A form (see Attachments) has been developed so that you can offer and submit suggestions for improvement to your Program Operators Coordinator and/or to the PCFWD Program Compliance Officer anytime during the course of the program.

W. OTHER HELPFUL HINTS ON WORKING WITH YOUNG PEOPLE

IT IS UP TO YOU TO GIVE PARTICIPANTS A GOOD INTRODUCTION TO YOUR PROJECT: Welcome participants—let them know you are interested in them. Tell them the rules—stress what you expect of them in terms of reporting to work and doing their jobs well. Explain the need for safe working habits. Discuss the safety rules of your project. Encourage them to ask questions. Stimulate their interest through videos, pictures or tours of areas where they work. Post rules and regulations where they can be easily studied.

DO REMEMBER AS YOU WORK WITH THESE YOUNG PEOPLE THAT: Praising work is better than criticism in getting anyone to do a good job. Patience—while sometimes difficult—pays off in the long run. All persons want to do “important” work. Repetition, within limits, is an important part of teaching.

HERE ARE SOME FACTS, GATHERED BY EXPERTS, WHICH MAY HELP YOU IN YOUR JOB AS A SUPERVISOR. Young people sometimes are fast growing, awkward and ill at ease because they are inexperienced. Eager to be adults but often without the understanding to behave as adults. In need of experiences that help them know how they are successful people. Bothered by quick changes in their moods and emotions that make learning difficult.

IN ADDITION, PARTICIPANTS MAY SHOW CERTAIN TRAITS THAT RESULT FROM THEIR DISADVANTAGED BACKGROUNDS; THEY MAY: Tire easily and lack staying power due to physical conditions caused by years of improper diets; Speak poorly and have difficulty in following directions either because they have not have always heard adults speak correctly in other settings, or because only foreign language is spoken at home. Have a poor opinion of themselves, doubt the existence of job opportunities and therefore lack interest in training experiences. Resent criticism, in part, because they have known too much criticism and too little praise. Lack a sense of responsibility about their work. Seem bitter about life in general or appear uninterested in the future. Hold incorrect ideas about what jobs exist or what training is needed to performance certain jobs. Lack the understanding of the importance of reporting to work on time, dressing appropriately and reporting to work regularly because they have never known persons who had good work habits. Live day-to-day and never plan ahead.

WHEN YOU BEGIN TO TEACH A PARTICULAR JOB TO A PARTICIPANT, THREE STEPS MAY BE HELPFUL: Explain the job (people remember about 20% of what they hear). Show the job (people remember about 30% of what they hear and see). Encourage questions. Lead a do-it-yourself

session with participant (people remember about 90% of what they learn by doing). Repeat the whole process-if necessary.

WHEN A PARTICIPANT BEGINS TO PERFORM A JOB ON HIS/HER OWN: Check work frequently and pleasantly. Taper off close supervision as the enrollee gains skill; make sure the participant knows where he/she can get help.

IN EXPLAINING ANYTHING, ALWAYS: Speak clearly and simply. Stress key points. You may have to explain some points repeatedly. Let participants know that you want them to succeed!

CONSIDER THE ADVANTAGES OF ROTATING PARTICIPANTS IN THE VARIOUS AVAILABLE JOBS: You may want to rotate participants, after jobs are learned, so that these young people can gain broader experience. You may find that a participant who is not performing well in his/her original assignment has been misplaced. The same person may be an excellent worker if his/her assignment is changed.

KEEP IN MIND THAT THROUGH EXPERIENCE IN THE SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM, MANY ENROLLEES HOPE TO QUALIFY FOR REGULAR EMPLOYMENT: It is important that you understand the reasons for the poor work habits and poor job performance that may show up at the start of your project. It is important that you let participants know that you are with them. It is equally important that you prepare participants for the demands of a regular job. As someone trusted by these young people, you will be in good position to help them understand the necessity of following work rules set up by employers. You will be able to help participants understand that by developing good work habits, they will be able to get and hold jobs.

THERE IS MUCH YOU CAN DO TO STRENGTHEN THE WORK HABITS AND JOB ATTITUDE OF THE PARTICIPANT(S) YOU SUPERVISE: Try to sense trouble before it happens. Observe participants carefully. Review their work often. Discuss job performance with individual participants. Complaint sessions sometimes clear the air. You may want to get your participants together once in a while to listen to their complaints and to explain why certain rules are necessary. Grievances that have merit should be corrected.

ATTACHMENTS

**NOTE: ALL STEP PARTICIPANTS HAVE SIGNED THIS AGREEMENT
BEFORE BEGINNING THE WORK EXPERIENCE**

CONDITION OF PLACEMENT AS A WORK EXPERIENCE TRAINEE

I have been placed as a trainee by STEP to gain valuable work experience. I understand that there are certain conditions of employment that I agree to follow.

1. I will be on time for work every day, and return from my breaks and/or lunch on time.
2. I will call my worksite supervisor each day I have to miss work.
3. I will dress appropriately for my worksite.
4. I will not leave work early unless my supervisor knows about it.
5. I will not argue or use inappropriate language with my supervisor or co-workers.
6. I will not behave in an inappropriate or unsafe manner.
7. I will not abuse telephone privileges.
8. I will be responsible for payment for any unauthorized long distance phone calls I make.
9. I agree to respect my employer's property and not borrow items or steal from the worksite.
10. I will not fudge or falsify my timesheets, that is, I will not add any hours to my timesheet I did not actually work.
11. I agree to notify my supervisor of any injury that I might get on the job, immediately, and agree to abide by established general safety rules.
12. I agree to work a minimum of 20 hours weekly while enrolled in the program.
13. If assigned to classroom training, I will not cut class. I will complete all assigned work.
14. I will not bring to or use any type of weapon (even the smallest pocket knife) at my worksite or school.
15. I will not use alcohol or drugs during work hours or come to the worksite under the influence of alcohol or drugs at any time.
16. I will respect and follow all the customary business rules and procedures that are in place at my worksite.

I realize that violation of any of the rules listed above may result in me being dropped from the program.

Participant Signature

Coach/Mentor

Date

Date

TIPS ON AND ATTENDANCE SHEET AND PAYROLL PROCESS

- ✓ Make sure your signature and that of the participant is on the time sheet.
- ✓ The date of both signatures must be on or after the last day of work.
- ✓ Use standard time only. No ditto marks or military time is accepted
- ✓ No hours are to be entered for days the participant was absent. Please write "ABSENT" or "OFF" for those days.

- ✓ No paid sick leave or holiday.
- ✓ If any participant works over 5 hours, **the time sheet must reflect a lunch break of at least 30 minutes.**
- ✓ Please round off the time to the closet ¼ hour (*15 Minutes*)
- ✓ Work time must always be recorded **after** the work is performed, **never before.**
- ✓ **PAYMENT CANNOT BE MADE ON AN INCORRECT TIME SHEET!** Time sheets, which violate the above rules, **will be sent back to the worksite** with a **NOTICE OF REJECTION** showing how it must be corrected. This will probably mean that the participant's paycheck will be held over until the next payday while the problem is corrected.

- ✓ Time sheets should be submitted in a **completed** form only. Include the file number for the participant provided to you by your worksite on every time sheet.

- ✓ Time sheets will be submitted electronically to each participant's job coach.

Participant Suspension and/or Termination

The following are potential grounds for suspension and /or termination from the program:

1. Unexcused absences and/or ongoing punctuality concerns.
If an issue arises, participants are responsible for communicating with their worksite supervisors and job coach as soon as possible (at least one hour prior). Each participant will receive the contact information for both their worksite supervisor and job coach.
2. Fraud and/or dishonesty to include the falsification of timesheets.
3. Criminal behavior such as assault, theft, bullying, illicit drugs use or possession, etc.
4. Use of or displays of profanity, fighting, verbal abuse, disruptive behavior/attitude.
5. Refusal to participate in training or work activity.
6. Repeated violations of dress code or wearing inappropriate attire.
Inappropriate clothing includes clothing that promotes violence, drugs, etc. Pants should be pulled up, clothing must cover midriff and be an appropriate length. Additional information regarding appropriate attire will be provided by the assigned worksite and specifics can be addressed by the participants' assigned job coach.
7. Being under the influence of drugs or alcohol.
8. Possession of weapons (guns, knives, brass knuckles, nunchucks, or look-alike devices)
9. Repeated violations of worksites smoking policies.
10. Displays of aggressive or threatening behavior.
11. Misuse/abuse of property to include violating worksite policies on internet use and social media.
12. Violations of worksites cell phone policy.

If a participant engages in any of the above activities or exhibits the above inappropriate behaviors, the incident will be reported to the Administrators of the Summer Training and Enrichment Program. The participant's Worksite Supervisor may suspend that individual for failure to follow any of the rules and guidelines contained herein.

A decision to terminate a participant from the program will be made by the STEP Administrators and/or Lead Coach after having discussed the matter with the participant, coach, and his/her worksite supervisor. Please note that worksite termination indicates a complete termination from STEP. A terminated participant **WILL NOT** be reassigned to a different work site.

QUESTIONS – CONTACT

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