

Berkshire Jobs 4 Youth Employer Toolkit

Jobs 4 Youth

Berkshire County
Regional Employment
Board

(413) 442-7177

www.BerkshireJobs4Youth.org

Single
Clearinghouse

Working with:

Employers &
Employer
Associations

To build
partnerships with:

Youths, Parents,
Schools &
Community
Organizations.

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EMPLOYER TOOLKIT

OPPORTUNITIES IN THE WORKPLACE FOR YOUTH

WHY IT IS IMPORTANT FOR EMPLOYERS TO BE ENGAGED

The development of the youth workforce is a win-win-win proposition that benefits young people, employers, and the community at large.

For Youth	For Employers	For the Community
<ul style="list-style-type: none"> ➤ They develop a relevant and authentic base of experience on which to make life decisions ➤ They get exposure to the workplace in the various industrial & career clusters ➤ They learn and understand work culture and the demands of the workplace ➤ They get the experience (i.e., projects, places, situations, people) that develop critical skills and advance employability ➤ They are exposed to professional and career role models ➤ They become productive members of the community and develop their self-esteem and self-confidence ➤ They get an ongoing learning experience and the opportunity for real work with real pay—a chance to make a living & develop a career pathway 	<p><u>Short Term Business Interests</u></p> <ul style="list-style-type: none"> ❖ Inexpensive help, usually part-time with flexible-hours ❖ Workforce diversity ❖ Enhanced employee morale ❖ Improve supervisory skills ❖ Minimized recruitment costs ❖ Positive public relations ❖ Develops base of potential future customers/clients <p><u>Philanthropic Reasons</u></p> <ul style="list-style-type: none"> ❖ Good corporate citizen ❖ Dedicate efforts for community youth ❖ Broaden corporate mission <p><u>Long Term Common Good</u></p> <ul style="list-style-type: none"> ❖ Improve the overall community workforce that all employers draw from ❖ Promotes economic development, broadening base of work-ready young job candidates 	<ul style="list-style-type: none"> ➤ Promotes productivity over dependency; work is valued over idleness ➤ Workforce development is emphasized at the younger end of the workforce spectrum ➤ More workers mean more consumers ➤ Willing workers can attract new business and enable business expansion ➤ Help to reverse the region’s declining youth population

ASSESSING WHAT WORKS BEST FOR EACH EMPLOYER

Before pursuing one of, or a combination of, the various options described below, there are several **Basic Guidelines** common to every experience with youth in the workplace:

- Planning and preparing for a successful and beneficial experience for all concerned
- Setting goals in order to maximize the potential for learning
- Ensuring that the needed supervision is in place
- Maintaining safety at all times
- Managing the time that youth are in the workplace
- Determining if/when payment of wages is called for
- Supporting youth in an ongoing and consistent manner
- Coordinating effectively with a high school, local college, or community agency when they are partnering in the experience

These guidelines are taken into account in each of the employer engagement options described.

A **self-assessment** of your company or organization before choosing an option can be a helpful starting point to determine which option works best for you. Some suggested questions to brainstorm in such a self-assessment include:

What is our current state of readiness to engage youth?

- Are key leaders in the company/organization committed to the mission of preparing youth to be successful in the world of work?
- Have we had experience with engaging youth in any of these options previously?
- Is our organizational culture oriented to employee learning, growth, advancement, and career development? This is well recognized by the employees?
- Will employees assigned to support youth be supported by supervisors who view it as a priority?
- Is our organizational culture adaptable and flexible enough to accommodate the option chosen?
- Does our company/organization view corporate citizenship and social responsibility as something mutually beneficial with the community in which we do business?
- Do we recognize the long-term value of contributing to enhancing the talent pool and enabling opportunities that can benefit youth as well as the business environment?
- If called for, would the company/organization be willing to set up measures for success and track progress of its efforts

What resources are in place that can be applied advantageously?

- Do we have employees willing to work with youth in roles such as mentoring, training, demonstrating, etc.?
- Do we have a Human Resources Department or equivalent that can develop a curriculum geared to the option chosen?

- Do we have employees or representatives with expertise as trainers or presenters?
- Do our employees have a solid knowledge of the soft skills and job readiness preparation required for the workplace and of the specific skills needed for the various jobs? Can this be presented in an interesting and well-organized manner?
- Can we present our industry or mission in a manner that might incentivize youth to look into related careers? Are we ready to discuss such careers: education and training requirements, opportunities for advancement, etc.?
- Do we have financial resources that can be applied? Examples might include stipends, training programs, transportation reimbursement, scholarships, gift cards, etc.?
- Do we have in-house workspace or equipment that might allow youth to do homework, conduct job searches, or coordinate with academic pursuits?
- Do we have affiliation agreements with institutions of higher learning such as Berkshire Community College (BCC) and Mass. College of Liberal Arts (MCLA), with vocational training schools such as Mildred Elley, McCann Technical School, and Taconic High School, and/or with community agencies such as Berkshire Works and Project RECONNECT?
- Can we broaden the experience we offer youth by helping them to network with other companies/organizations in our industry or with our customer/client base?
- Do the jobs or work-based learning experiences that we can offer include some at the entry level for first time workers?
- Does our company have any unique features? Examples are funding resources from a corporate headquarters, employee transportation, child day care, product lines that are particularly appealing to youth, etc.

What benefits do we hope to achieve for the company/organization?

- Will our efforts result in enhancing our standing in the community?
- Can the positive contribution result in an enhanced workforce over the long term?
- Can the positive contribution result in an expanded customer or client base?
- Will our employee morale be enhanced by the opportunity to support young people?
- Can we become a recognized community leader in our industry?
- Will we be recognized as a “champion” in the area of service to young people?
- Will our networking be reinforced?



YOUTH IN THE WORKPLACE

OPTIONS

- 1) Employer offers opportunities for direct contact or on-site visits such as through Workplace Tours, Careers Fairs, Career Talks, Job Shadowing, Informational Interviews, Career Mentoring, Teacher Externships, or combinations by contacting the Berkshire County Regional Employment Board (BCREB) or one of its partner schools or agencies.



The initiatives described below may be for high school students, college level students, vocational school trainees, youth pursuing trades, or for youth not in a formal course of study.

WORKPLACE TOURS: These take place at a workplace and are designed to develop awareness of career possibilities within a given industry or business. Youth get to observe work in progress and get to meet employees and key supervisors.

WORKPLACE TOURS, GETTING STARTED:

- 1) Those participating in a tour should receive relevant orientation as to safety and receive safety equipment where called for (e.g., safety glasses, hard hats, etc.)
- 2) If tour is school-sponsored, applicable district policies (liability, transportation) should be ensured with the school representative(s)
- 3) Employer representatives determine the optimal group size that can be accommodated so that youth can observe and engage in questions & answers
- 4) Key representative(s) plan the tour schedule (i.e., which departments or which job functions and for how long) and designate which employees will demonstrate, which will make presentations and answer questions, and which will discuss career possibilities
- 5) Give an overview or orientation about the industry and your particular company/organization prior to the actual tour. Distribute written materials that are handy.
- 6) Youth should be asked to come with prepared questions especially questions that may relate to their current course of study, if applicable
- 7) Set goals from the employer point of view; what is the value to you of sponsoring tour.

PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To demonstrate what the company does and how it contributes to society ➤ To demonstrate and explain the work being done and the role of the various departments and functions ➤ To present to youth the training & education requirements for the various jobs and occupations ➤ To present what career opportunities lie ahead 	<ul style="list-style-type: none"> 🔑 Quantity and quality of questions 🔑 Youth come well-oriented about the overall industry and of the company/organization 🔑 Youth come away with interest in what the company/organization contributes 🔑 Some youth come away with interest in a related career 🔑 Company/organization derives a value added such as recognition, customer or client interest, etc.

Berkshire Youth Leadership Program!



YLP Hospitality & Tourism session at Canyon Ranch

1Berkshire’s Youth Leadership Program (YLP), in collaboration with the Berkshire Business Community, annually provides high school students with the opportunity to visit companies’ representative of the critical and emerging industries within the region. Through this program, students are provided with workplace tours and employer presentations highlighting the many facets of their industries to encourage and inspire participants to want to remain in the Berkshire region and embark on their occupational pursuits.

CAREER FAIRS: These are events where various companies & organizations, either within the same industry or across a variety of industries, hold an exhibit in a single place, not necessarily at a worksite. These are staffed exhibits where representatives provide written materials, make mini-presentations, answer questions, and make appointments for interviews, etc.

CAREER FAIRS, GETTING STARTED:

- 1) Work with a sponsor such as the Berkshire Chamber of Commerce, Berkshire Works, school districts, etc. to set a well-chosen time and place
- 2) Reserve space for the company or organization and pay applicable fees
- 3) Collaborate to publicize the event

PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To interest & recruit quality employees ➤ To inform public about the company or organization ➤ To inform youth on viable career options available to them within the region 	<ul style="list-style-type: none"> 🔑 Ample hand-out materials and/or video presentations 🔑 Availability of staff to engage public 🔑 Following up with potential recruits



Since 2007, 50+ regional employers representative of Science, Technology, Engineering and Math (STEM) industries have committed their time to participating in the Berkshire STEM Pipeline’s annual SCIENCE, TECHNOLOGY, ENGINEERING & MATH CAREER FAIR at Berkshire Community College. This event has exposed over 3,000 Berkshire County high school students to the myriad of STEM career opportunities available within the region helping to inspire their career pursuits within these critical and emerging fields.



CAREER TALKS: These may take place at the workplace, in a school, or at a designated meeting place. The focus of the talk is on a single career or on related careers in a given industry. A variation that provides a more focused learning experience would be a *practice interview* for individual youth.

CAREER TALKS, GETTING STARTED:

- 1) Advertise availability of professionals to make presentations or conduct practice interviews
- 2) Coordinate with a high school, college, or community organization (e.g., Berkshire County Regional Employment Board) to determine time, place, duration, and format of the presentation
- 3) Collaborate with sponsoring organization to plan and establish outcome goals
- 4) If decided, select participants for practice interview & provide necessary orientation

PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To inform audience about a career, its benefits and its contributions ➤ To explain skills needed, training that is necessary, and educational requirements ➤ To answer questions about the career ➤ To provide experiential learning & feedback through practice interviews 	<ul style="list-style-type: none"> ○ — Talk and Q & A not to exceed 90 minutes ○ — Presentation geared to audience size (e.g., microphone for larger groups, power point viewability from all seats) ○ — Follow-up arranged for those showing a special interest; staging practice interviews for willing participants

INFORMATIONAL INTERVIEWS: These are formal interviews with a key contact person or designated employee within a company/business. The interviewer explores aspects of the career, its responsibilities and typical duties. The interviewer learns about education and training requirements, salary and benefit ranges, and opportunities for advancement.

INFORMATIONAL INTERVIEWS, GETTING STARTED:

- 1) Youth is mentored about which careers s/he would like to learn more about
- 2) Companies or business are open to the mission and designate a contact to BCREB or to one of its partner schools or agencies
- 3) Interested youth are matched with a willing interviewee
- 4) Youth are encouraged to do preliminary research, to prepare questions, and to identify what they need to learn by the end of the interview
- 5) The interviewee prepares by setting a duration for the interview and by prioritizing the most important items to convey in terms of the job and career
- 6) A place to conduct the interview and to do observations is identified. Safety preparations are made and ensured.

PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To gain exposure to a field or a career that piques interest ➤ To learn what skills are needed to get the job and to perform in the job ➤ To learn what is required educationally and in terms of training to get the job and to remain up to date with new technologies ➤ To get information as to salary & benefits ➤ To learn where the opportunities for advancement are 	<ul style="list-style-type: none"> ○ — Youth is the one who takes the initiative to set up and schedule the interview ○ — Interview takes place at the workplace ○ — Interviewee shares personal experiences ○ — Youth is mentored on what he/she would like to learn from the interview and to research the field and occupation ○ — Youth gets to debrief on what was learned & gained from the experience

JOB SHADOWING: This is an activity designed for youth to observe a professional during a given time period, usually one workday. The youth accompanies the professional in all duties and routines, such as participation in meetings, interactions with clientele, and accomplishing tasks.

JOB SHADOWING, GETTING STARTED:

- 1) A sponsoring company volunteers to participate through one or more of the Berkshire County high schools, training schools, or colleges. Or, through the BCREB. Issues such as applicable liability insurance coverage are clarified
- 2) Job shadow matches for in-school youth are made by school representatives or by the student with guidance from an employer representative or the designated shadowee
- 3) For out-of-school youth, these arrangements can be made through the BCREB or one of its partners with guidance from an employer representative or the designated shadowee
- 4) Participating youth receive an orientation as it applies to the worksites(s). This includes a safety preparation, an overview of what the company/organization does, an explanation about other departments and functions in addition to that of the shadowee, etc.
- 5) Other employees in the workplace are oriented to the schedule of the Job Shadowing and are encouraged to offer as much as they can to the learning experience
- 6) The shadowee encourages the job shadower to come with well-prepared questions
- 7) A time duration for the shadowing is set. The employee plans a set of routines that are well-rounded, comprehensible, & geared to be as interesting as possible. The shadowee plans to include the youth in such routines as meeting customer/clients, demonstrating software tools, production tasks, interactions with co-workers, etc.

PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To enable a youth to become familiar with a given occupation in a field of interest ➤ To allow the youth to get a feel for the daily responsibilities and routines ➤ To familiarize the youth with the requirements necessary to do the job ➤ To assist the youth in doing research in the particular career pathway 	<ul style="list-style-type: none"> 🔑 The duration is for at least 3 hours 🔑 The Job Shadowee can provide personal insights & experiences in his/her own career pathway to the occupation 🔑 Youth is mentored as to what he/she hopes to accomplish in the Job Shadow experience and has opportunity to debrief 🔑 Transportation to workplace is arranged



Annually, 1,500 Berkshire County high school students participate in Ground Hog Job Shadow events thereby spending the day with a company or a small business representative of their career interests. On any given year, 400-500 Berkshire County employers representative of all regional industries graciously host students and showcase what their industry entails including post secondary requirements, future occupational prospects, job responsibilities, etc. Job shadowing serves as a vital career exploration activity that helps high school students determine career pathways of interest and are a prerequisite to internship and work experiences.

Job Shadowing in the Berkshires!



CAREER MENTORING: This is a career exploration exercise where a youth is matched 1 to 1 with an adult professional in a chosen field for the purpose of learning what the profession entails. The career mentor is a resource to the youth, providing guidance and sharing knowledge about the profession, the workplace, and the industry.

CAREER MENTORING, GETTING STARTED:

- 1) Work with high school, college, or sponsoring agency to determine goals, expectations, schedules, reporting requirements, etc.
- 2) Determine which professionals have the capacity to incorporate a mentoring relationship into their work schedule and are willing to volunteer
- 3) Plan for the youth to be in the workplace. Ensure safety and supervision
- 4) Sponsoring agency screens and prepares youth who are eligible to participate, and refers youth based on expressed interest in the profession/career
- 5) Match mentor & youth based on interests, personalities, schedules, etc. Preferably, they should interview and approve one another
- 6) If some mentoring takes place outside of the workplace, mentor will likely need a CORI check to work with youth under 18 (consult with sponsoring school or agency)

PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To explore a field of interest and learn about a chosen profession ➤ To learn what the profession requires in terms of skills, education, and training ➤ To learn about salaries and benefits ➤ To have direct exposure to a working professional in a work environment ➤ To establish a role model for the youth through a mentor/mentee relationship ➤ To nurture a positive interest in a chosen field and to develop a mature perspective 	<ul style="list-style-type: none"> ○ The development of a rapport & a trusting relationship between the mentor & youth ○ Mentor works in close consultation with employer & with school or sponsor ○ Develop clear written goals & protocols ○ Mentor promotes mutual problem-solving ○ Activities can be structured to promote career exploration ○ Related educational exercises are built in ○ Mentor offers constructive critiques ○ Ongoing support & training is offered to those professionals serving as mentors ○ Mentoring relationship is set up for at least 3 months with regular scheduled contact



TEACHER EXTERNSHIP OPPORTUNITIES: Externships are opportunities for teachers to engage themselves within the business community to learn about industry-specific skills and discover real-world applications related to their curriculum. By participating in an externship, teachers are able to enrich their curriculum with learned foundational and industry-specific skills required for success in the 21st Century workplace and understand the importance of school-to-work activities for high school students.

TEACHER EXTERNSHIP OPPORTUNITIES, GETTING STARTED:

- 1) Contact Berkshire County Regional Employment Board (BCREB) Youth Director (413) 442-7177 to determine availability of externship slots
- 2) Teacher extern candidate is referred and contacts employer to establish partnership
- 3) Set up interview for teacher and employer to meet
- 4) Employer works with teacher to establish parameters leading to job description. This will include number of hours, schedule, workplace protocols, supervision, on-job training, etc
- 5) Externship agreement is reviewed and approved at the BCREB
- 6) Set up process for required documentation and for final report by teacher extern

PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To promote the mission of school to work partnerships ➤ To afford direct contacts between the world of work and academia; forge ongoing ties ➤ To afford first-hand knowledge to teachers providing classroom instruction ➤ To improve school curriculum & to make it more adaptable to the present-day workplace 	<ul style="list-style-type: none"> 🔑 Teacher extern works closely with a designated contact person 🔑 Company/organization becomes familiar with current academic curriculum in order to offer critique 🔑 Teacher extern has opportunity to learn about trends for the future 🔑 Teacher incorporates on-the-job experience & knowledge into academic instruction



- 2) Employer or organization offers *unpaid Service Learning* projects or *Internships (paid or unpaid)* for *in-school youth* through BCREB’s high school faculty contacts, for *post-high school youth* through a training school or college, or for *out-of-school youth* through the BCREB and one of its community partners such as Berkshire Works, the RECONNECT Center, and the adult basic education agencies (e.g., Pittsfield Adult Learning Center).

All Berkshire County High Schools are engaged with employers to enable ongoing work-based learning opportunities or internships. In addition, the colleges and training schools may make such arrangements as well. The BCREB, through its community partners, also works with out-of-school youth to enable these placements. To ensure that payment of wages is NOT required in these Service Learning projects and Internships, all of the following criteria should be met:

- ✓ Training received at the employer’s worksite is similar to what the youth would receive as part of a vocational school, with a set curriculum and under thorough, ongoing instruction and supervision
- ✓ Training is not geared to meet the labor needs of the employer but rather to benefit the learning needs of the youth
- ✓ Worksite placement of the youth does not displace any regular employee
- ✓ Training and supervision provided offsets results of any productive work by the youth
- ✓ The youth is not entitled to a job at the conclusion of the learning experience
- ✓ Employer, student, and parent/guardian, if under 18, understand that youth is in a work-based learning situation that will not be remunerated (exceptions can be stipends for books, tools, etc.)
- ✓ Once determined that an *in-school youth* will be in an unpaid situation in the workplace (e.g., service learning, internship), **Liability Insurance** should be provided either by the employer, by the placement school, or by special arrangement. In accordance with MA general Law, **CORI (Criminal Offender Record Information) checks** need to be done for adults in “direct and unmonitored” contact with youth and for any adult working with a youth deemed to be special needs. To learn more about CORI regulations, contact the MA Executive Office of Public Safety and Security (EOPSS) at www.mass.gov.



LIABILITY INSURANCE	CORI
<ul style="list-style-type: none"> ✓ Determine if employer's workers compensation plan provides liability coverage for placed youth ✓ Determine if school district provides this liability coverage ✓ The BCREB's policy can be used as a matter of last resort. Contact BCREB for arrangements 	<ul style="list-style-type: none"> ✓ Each school districts has a policy in place that proscribes which adults in a company would be affected ✓ Schools are best positioned to run these CORI checks ✓ Employers may adapt supervision assignments & arrangements to accommodate CORI requirements

In the models described below, it is desirable to treat youth as much as possible as regular employees. A real work environment is conducive to them learning more and becoming potentially more productive. Being held to the same standards of conduct as regular employees is recommended. This includes dress, punctuality, attentiveness, and social interaction. For extended placements, an orientation similar to what is given to regular employees is strongly recommended.

SERVICE LEARNING: In these arrangements, academic work is in combination with service and social action. It enables career exploration for young people. They complete a set of activities that are pre-planned and are designed to apply skills and knowledge to an identified need to be met in the community, a business, or in a school. Young people work as individuals or as part of a team or academic/training class. Often, these experiences tend to be with a community organization, such as a non-profit, but they also include private businesses.

SERVICE LEARNING, GETTING STARTED:

- 1) Employer makes contact with, or is contacted by, a Berkshire County high school, BCC, MCLA, a training school (e.g., Mildred Elley), or by a community agency such as Berkshire Works, Project RECONNECT or an adult learning center (e.g., Pittsfield Adult Learning Center, Northern Berkshire Adult Basic Education Center)
- 2) Employer or organization is informed of what preparation for the experience was made (e.g., in the classroom) and offers any suggestions or input prior to field experience
- 3) Employer or organization learns of the preliminary research done by the individual youth or by the group as to the need to be met
- 4) Contact persons & protocols between placement sponsor and organization are established
- 5) A written agreement is established that specifies goals, identity of participants, supervision, safety accommodations, hours dedicated per week, duration of project, etc.
- 6) Youth are made aware that they cannot be *required* to complete this unpaid work project

PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To expose youth to careers & specific jobs ➤ To build workplace skills in conjunction with academic or vocational skills ➤ To build a sense of community awareness & responsibility ➤ To experience teamwork with co-workers ➤ To bring about a positive sense of accomplishment 	<ul style="list-style-type: none"> 🔑 Participating youth select, design, & develop the service learning activity as much as possible 🔑 Participants get to reflect and debrief on the experience (i.e., what they learned and what contribution was accomplished), preferably with representatives of the employer organization

INTERNSHIPS: Internships occur at worksites and are time-defined, paid or unpaid structured experiences designed to prepare the intern for a specific career or to prepare the intern to pursue a career pathway in a given industry. Interns participate in and observe work first hand. They may be afforded the opportunity to rotate through various jobs or workstations.

INTERNSHIPS, GETTING STARTED:

- 1) Employer makes contact with, or is contacted by, a Berkshire County high school, BCC, MCLA, a training school (e.g., Mildred Elley), or by a community agency such as Berkshire Works, Project RECONNECT or an adult learning center (e.g., Pittsfield Adult Learning Center, Northern Berkshire Adult Basic Education Center)
- 2) Employer determines if the internship is unpaid or paid by the employer (see criteria above)
- 3) Employer determines if the internship is subsidized by the referring school or agency, and follows the protocols that apply
- 4) Internship job description(s) is/are devised and presented by employer
- 5) Interested interns apply for internships via an interview process to achieve the right match
- 6) Interns chosen are offered a company orientation that includes all safety protocols, a workplace tour, and an opportunity to meet key co-workers

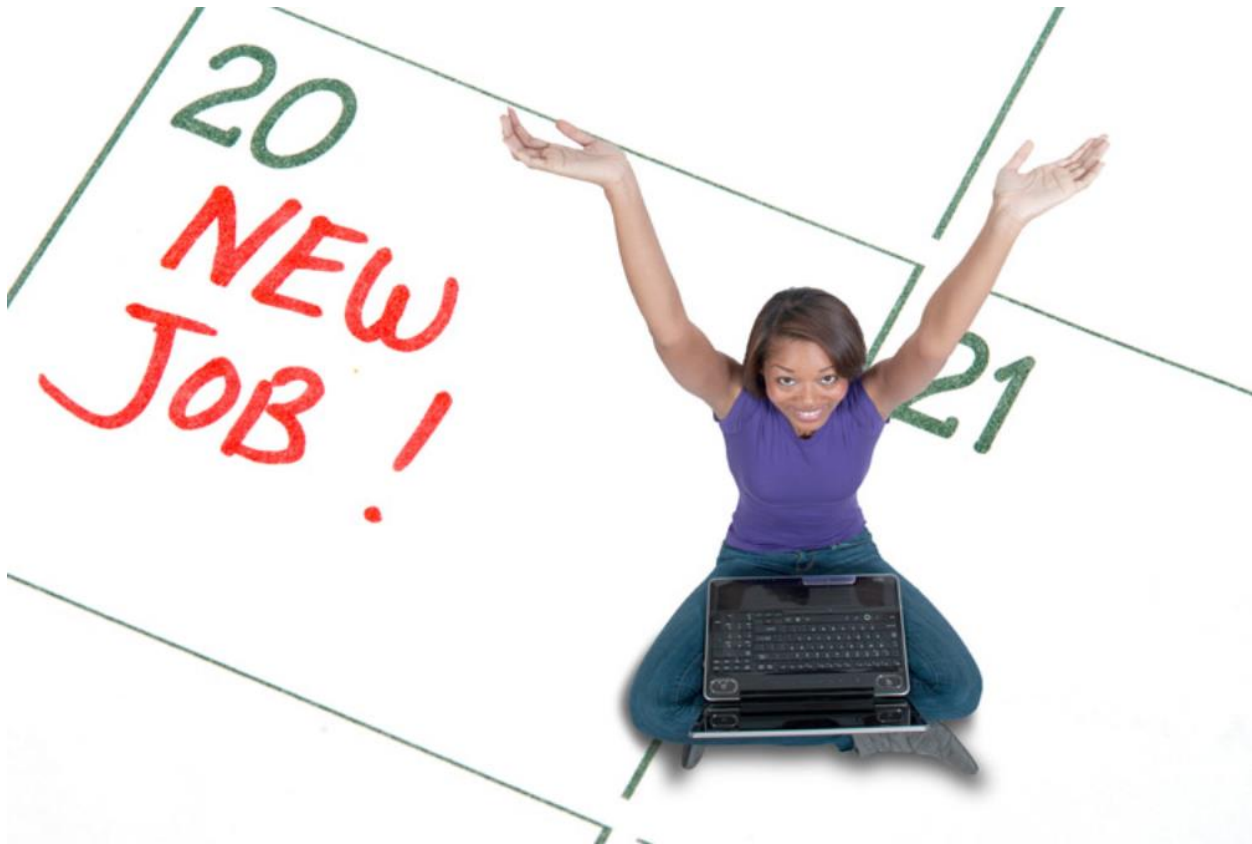
PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To explore a field of interest and to achieve an in-depth understanding of the industry and its occupations (or one occupation) ➤ To build and advance a specific skill set ➤ To make the intern more marketable ➤ To enable an employer and the industry to develop a future workforce ➤ To enable employers to become stakeholders in the education of youth 	<ul style="list-style-type: none"> 🔑 Develop an individualized plan that specifies goals and outcomes as well as teaching & learning strategies 🔑 Intern has a job description 🔑 A mentoring approach to supervision 🔑 Intern feels like a stakeholder in the job; the employer feels like a stakeholder in the intern's career development

Berkshire High School Internships!

For 20 years, the BCREB, Inc. in collaboration with the region's 12 public high schools and Berkshire Business Community have provided 350-500 high school students every year with enriching internship opportunities relating to their career pathway interests. Annually, 200 - 250 regional employers representative of all industries graciously host these students and provide them with invaluable work-and-learning opportunities fostering their future occupational success!



3) Full time, part-time, and/or summer Regular Employment or Subsidized Employment



REGULAR EMPLOYMENT: The most straightforward engagement is for youth to be hired and employed by a company or agency and to be paid and supervised by that employer. Scheduling, wages, benefits, etc. are established through employer policy and employee consent. Most of these instances do not involve the employer in coordination with a sponsor such as a school or with a placement entity such as Berkshire Works' youth department.

It is important to note, however, that there are features of the BCREB's *Berkshire Jobs 4 Youth* effort that can serve as a resource to employers as well as to youth. Some examples include:

- ❖ Arranging collaborations with a school or college in order to reinforce work and academic experience
- ❖ Linking youth with resources for which he/she may be eligible through a partner such as Berkshire Works. These include GED classes, BCC's Project Link, and Work Readiness Certificates
- ❖ Accessing mentoring services for out-of-school youth through Project RECONNECT

REGULAR EMPLOYMENT, GETTING STARTED:

- 1) Employer screens and hires youth that apply on their own or via referral by a school or agency that is a part of the *Berkshire Jobs 4 Youth* effort
- 2) Regular employer-employee relationship is established
- 3) If the employer and employee determine that support resources are advisable, either one may contact the BCREB (413) 442-7177 or one of the partner agencies to determine what opportunities are available or what mentoring support may be helpful.
- 4) Employer generally trains for specific skills on the job, but may refer youth applicants to receive a *Work Readiness Certificate* through Berkshire Works for entry levels
- 5) Employers who see potential in an employee who needs mentoring for reasons not necessarily related to the job, may contact the RECONNECT Center to access it as a “guidance office” for out-of-school youth, Tel. (413) 997-4556
- 6) When either No. 3 or No. 4 above is in place, it is recommended that the employer identify a contact person to interact with the outside resource or agency
- 7) For in-school youth placed by the school, CORI policies may apply to paid workers also

PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To fill a job need and to provide a paid work opportunity ➤ To build technical skills and occupational knowledge ➤ To open doors to a career pathway 	<ul style="list-style-type: none"> 🔑 Youth become part of the company or organization’s workforce with the same expectations as others in the workforce 🔑 Youth becomes assimilated in workplace culture and develops personal relationships 🔑 Outside obstacles do not interfere with job requirements & performance

Interested in hiring youth ages 14-24? Please contact Berkshire Works Career Center at 413-499-2220 to list your company/business on the *Youth Virtual Job Fair!*

<http://berkshireworks.org/youth-virtual-job-fair>



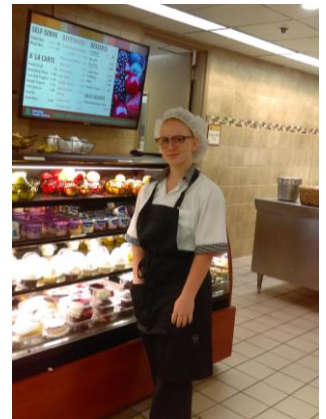
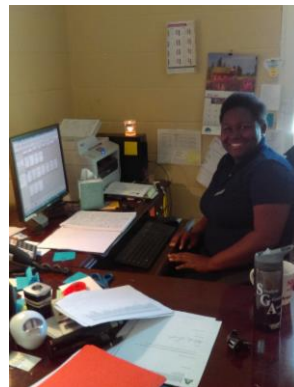
SUBSIDIZED EMPLOYMENT: These are arrangements through publicly funded programs such as Youth Works, the Workforce Innovations & Opportunities Act (WIOA), and Bridging the Opportunity Gap (BOG) in which youth employees' wages are paid by grant funds. In these placements, the employer and the outreach personnel from the sponsoring program collaborate to supervise the employee. The employer supervises the employee at the workplace while matters such as scheduling, pay, support services, etc. will be governed by the framework set by the funding source and the sponsoring agency.

SUBSIDIZED EMPLOYMENT, GETTING STARTED:

- 1) Employer agrees to partner with a sponsoring agency such as Berkshire Works, Project RECONNECT, or another BCREB partner
- 2) The employer and the agency agree on the number of employees and the number of hours on the job. Schedules are devised for the duration of the program
- 3) Job descriptions are put in place. These address duties, responsibilities, supervision, etc.
- 4) Protocols such as tracking of time sheets and submission of progress reports are agreed upon. Methods to address potential problems such as punctuality, attendance, dress, comportment, etc. are pre-arranged
- 5) Liability Insurance provision or CORI checks may apply. Check with sponsoring agency.

PURPOSE	KEYS TO SUCCESS
<ul style="list-style-type: none"> ➤ To develop a work ethic and to assimilate youth into the world of real work ➤ To fill a job function and to provide a work opportunity for which youth will receive \$ ➤ To build technical skills and occupational knowledge ➤ To experience teamwork with co-workers ➤ To pique interests and to open doors to a career pathway 	<ul style="list-style-type: none"> 🔑 Youth feels like a part of the company or organization's workforce with similar expectations as co-workers 🔑 Youth becomes assimilated in workplace culture and develops personal relationships 🔑 Outside obstacles do not interfere with job requirements & performance 🔑 Tight supervision; responsive collaboration & communication between agency and employer representative

Since 2005, 50+ local employers have committed their time to Youth Works Programming that provides structured work experiences to income eligible, Pittsfield & North Adams youth. Youth Works has positively impacted over 500 youth since its inception by providing participants with necessary basic skill training and development and early insight into career specific skills. Many youth have been inspired to begin their career pathway pursuits and work toward meeting their educational goals as a result of their host employers' mentoring and guidance!



Summary of Massachusetts Laws Regulating Minors' Work Hours and Occupation Restrictions

Prohibited Jobs (Hazardous Orders)

Persons under 14 may not work. There are a few exceptions to this such as working as news carriers, on farms, and in entertainment (with a special permit).

Persons under 16 may NOT:

- Operate, clean, or repair power-driven machinery (except office machines or machines for retail, cleanup, or kitchen work not otherwise prohibited)
- Cook (except on electric or gas grills that do not have open flames)
- Operate fryolators, rotisseries, NEICO broilers, or pressure cookers
- Operate clean or repair power-driven food slicers, grinders, choppers, processors, cutters, and mixers
- Perform any baking activities
- Operate microwave ovens (except to heat food in microwave ovens with a maximum capacity of 140 degrees Fahrenheit)
- Clean kitchen surfaces that are hotter than 100 degrees Fahrenheit
- Filter, transport, or dispose of cooking oil or grease hotter than 100 degrees Fahrenheit
- Work in freezers or meat coolers
- Work in a manufacturing facility or occupation (e.g., in a factory, as an assembler)
- Work on or use ladders, scaffolds, or their substitutes
- Work in garages, except dispensing gas and oil
- Work in brick or lumber yards
- Work in amusement places (e.g., pool or billiard room, or bowling alley)
- Work in barber shops
- Work in door-to-door street sales, including work as a sign waiver (except directly outside employer establishment)
- Work in construction, transportation, communications, or public utilities (except doing clerical work away from heavy machinery off the job site)
- Work in warehouses (except doing clerical work)
- Load or unload trucks, railroad cars, or conveyors
- Ride in or on a motor vehicle (except in passenger seat if wearing a seatbelt)
- Work doing laundry in a commercial laundry or dry cleaning establishment
- Work as a public messenger
- Work at processing operations (e.g., in meat or fish, poultry catching, cooping, cracking nuts, bulk or mass mailing)
- Work around boilers or in engine rooms
- Do industrial homework
- Work with dangerous electrical machinery or appliances
- Work in any of the occupations or tasks prohibited for persons under age 18

- Engage in work that is determined by the Massachusetts Attorney General to be dangerous to the health and well-being of minors

Persons *under 18* may NOT:

- Drive a vehicle, forklift, or work assist vehicle (except golf carts in certain circumstances)
- Ride as a passenger on a forklift
- Operate, clean, or repair power-driven meat slicers, grinders, or choppers
- Operate, clean, or repair power-driven bakery machines (except for certain countertop models and pizza dough rollers)
- Work 30 feet or more above ground or water
- Handle, serve, or sell alcoholic beverages
- Use circular, chain, or band saws; guillotine shears; wood chippers; and abrasive cutting discs
- Use power-driven woodworking machines
- Use, service, drive, or work from hoisting machines
- Operate or load power-driven balers, compactors, or paper processing machines
- Use power-driven metal-forming, punching, or shearing machines
- Use buffing or polishing equipment
- Manufacture brick, tile, or kindred products
- Manufacture or store explosives
- Work in excavation, wrecking, demolition, or shipbreaking
- Work in forest fire fighting, forest fire prevention, timber track operations, and forestry service
- Work in logging, sawmilling, or mining
- Work slaughtering, packing, or processing meat and poultry
- Work in railway operations
- Work in roofing or on or about a roof
- Work in foundries or around blast furnaces
- Work manufacturing phosphorus or phosphorus matches
- Work where they are exposed to radioactive substances
- Work as a firefighter or engineer on a boat
- Oil or clean hazardous machinery in motion
- Work in any job requiring the possession or use of a firearm

Tasks not specifically permitted by the US DOL Secretary of Labor are prohibited.

This is a compilation of state and federal child labor laws. The most protective laws are presented here and apply to all employers of teens including parents who may employ their children. There are additional regulations in this area not summarized here and some exceptions for employers in agricultural industries.

Questions about the state child labor laws should be directed to the Massachusetts Office of the Attorney General, Fair Labor Division (617-727-3465).

Questions about federal child labor laws should be directed to the U.S. Department of Labor, Wage and Hour Division (617-624-6700).

Legal Work Hours for Teens in Massachusetts

Note: After 8:00 p.m., all minors must have the direct and immediate supervision of an adult supervisor who is located in the workplace and is reasonably accessible to the minor, unless the minor works at a kiosk, cart or stand in the common area of an enclosed shopping mall that has security from 8:00 p.m. until the mall is closed to the public.

14 and 15 Year Olds Work Hours

Only between 7 a.m. and 7 p.m. during the school year

Not during school hours

Only between 7 a.m. and 9 p.m. during the summer (from July 1 through Labor Day)

Maximum Hours When School Is in Session

18 hours a week

3 hours a day on school days

8 hours a day Saturday, Sunday, holidays

6 days a week

Maximum Hours When School Is Not in Session

40 hours a week

8 hours a day

6 days a week

16 and 17 Year Olds Work Hours

Only between 6 am and 10 pm (on nights preceding a regularly scheduled school day) - if the establishment stops serving customers at 10:00 pm, the minor may be employed until 10:15 pm

Only between 6 a.m. and 11:30 p.m. (on nights not preceding a regularly scheduled school day).

Exception for restaurants and racetracks: only between 6 a.m. and 12:00 midnight (on nights not preceding a regularly scheduled school day).

Max. Hrs of Work - Whether or Not School is in Session

48 hours a week

9 hours a day

6 days a week