

**Health and Safety Training for Young Workers:
How Do We Really Make This Work**
**A Working Meeting for Master Trainers and State Partners of the
National Young Worker Safety Resource Center**
December 1, 2005

On December 1, 2005, a group of representatives from state and Federal agencies, universities and educational organizations, unions, and private employers, gathered in Newton, Massachusetts to share ideas and experiences on preventing injuries to teenage workers. This meeting was convened by the Young Worker Safety Resource Center (YWSRC), a project which provides training, technical assistance, and resource materials to state agencies and community groups to assist them in providing effective health and safety training to young workers. YWSRC is a collaborative project of the Education Development Center, Inc. (EDC) and the University of California-Berkeley Labor Occupational Health Program (LOHP). It is funded by the US Department of Labor Occupational Safety and Health Administration (OSHA).

The December 2005 meeting included representatives from 12 of the 14 states with which YWSRC has worked; staff from YWSRC, OSHA and the National Institute for Occupational Safety and Health (NIOSH); and several private employers. Most of the participants are members of their state's young worker safety team – coalitions of representatives from the public and private sector who have come together to work on the issue of occupational health and safety for teenagers. The participants spent the day sharing their experience using and institutionalizing *Youth@Work: Talking Safety*¹, a young worker safety curriculum developed by YWSRC. A number of the participants were master trainers who teach others in their states to use (and train others to use) *Youth@Work* with the teens they serve. Participants also discussed other activities and resources they use to promote workplace safety for teens, as well the challenges they encountered while carrying out these activities.

This document summarizes the discussion, and is organized as follows:

- State-specific summaries: Participant experiences with *Youth@Work* and other activities to promote young worker safety
- Challenges and solutions to using the curriculum and working with employers
- Next steps for the YWSRC
- The meeting agenda
- A list of the participants in the meeting

¹ ***Youth @ Work*** is an updated curriculum that combines activities from two other curricula - ***Safe Work/Safe Workers*** and ***Work Safe!***. State-specific versions of *Youth @ Work*, reflecting state laws and resources, are currently available for California, Connecticut, Delaware, Florida, Louisiana, Maine (called Starting Safely), Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Rhode Island, and Wisconsin. During discussion, the older version of the curriculum is referenced.

For more information on the Young Worker Safety Resource Center contact either:

Diane Bush, Project Coordinator
Labor Occupational Health Program
University of California Berkeley
2223 Fulton St. 4th Floor
Berkeley, CA 94720-5120
510.643.2424
dbush@uclink4.berkeley.edu

Christine Miara, EDC Project Coordinator
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458-1060
617.618.2238
cmiara@edc.org

Many thanks Marc Posner, EDC Senior Writer, for writing these proceedings.

State-specific summaries:
Strategies to use and institutionalize *Youth@Work*
Other activities and resources to promote young worker safety

California

Using and institutionalizing *Youth@Work*

In California, the Labor and Occupational Health Program at UC Berkeley:

- Provides training to work experience educators twice each year at regional conferences of the California Association of Work Experience Educators, in partnership with UCLA's Labor Occupational Safety and Health Program (LOSH), and provides other trainings on request.
- Trained staff in all Department of Education WorkAbility programs (for youth with learning and cognitive disabilities) and continues to provide training for WorkAbility staff at statewide conferences and on request.
- Provides training to community-based job training programs, on request.

Other activities

The California Partnership for Young Worker Health and Safety, a statewide task force, meets 3-4 times each year. These meetings bring together government agencies and statewide organizations to address young worker health and safety. Partnership projects include:

- Outreach to restaurant employers and culinary programs.
- Improving the work permit process.
- Safe Jobs for Youth Month, a statewide campaign every May which includes a poster contest for teens, a journalism contest for school papers, special events (such as a Lewis Hine photo exhibit), teaching packets for teachers, and media outreach. Safe Jobs for Youth Month is coordinated by LOHP with funding from the California Commission on Health and Safety and Workers' Compensation (CHSWC) and from State Compensation Insurance Fund.
- Young Worker Leadership Academies, during which teams of youth learn about workplace safety and plan activities to implement in their community during Safe Jobs for Youth Month. Leadership Academy activities include peer presentations, school lunchtime activities, and designing and distributing brochures at teen health clinics. The Leadership Academies are coordinated by LOHP and UCLA-LOSH with funding from CHSWC and private foundations.

Educational materials

LOHP and other California Partnership members have developed the following:

- Youngworkers.org website
- Articles on young worker health and safety in organizational newsletters, including those of the California Association of Work Experience Educators, the California Teachers Association, and the California Federation of Teachers.
- For teens:

- *Are You a Working Teen?*, a fact sheet on teen occupational health and safety and child labor laws
- Teen-designed posters from the annual poster contest
- For employers:
 - *Facts for Employers: Safer Jobs for Teens*, a fact sheet summarizing key information on teen occupational health and safety, child labor laws, and employer responsibilities
 - *Tools for Orienting Worksite Supervisors*, which were designed for school- and community-based job training programs to help ensure that students receive appropriate onsite training in workplace. These tools include a checklist of topics on which youth should receive training.
 - A tool for restaurant employers based on the *Youth@Work* hazard-mapping activity which can be used with workers of all ages and is available in Spanish and English. Training workshops on these tools are being held in partnership with State Compensation Insurance Fund and the California Restaurant Association.

Connecticut

Using and institutionalizing *Youth@Work*

The Connecticut Young Worker Safety Team continues to implement *Work Safe!* (Connecticut’s version of *Youth@Work*) in schools and other settings. The Connecticut Young Worker Safety Team provides technical assistance to Workforce Investment Boards (WIBs) and Youth Councils on using *Work Safe!*

Specific *Work Safe!* training-of-training activities include the following:

- The Capitol Region Education Council, which provides professional development for the Connecticut Department of Education, offers *Work Safe!* trainings four times each year. Educators and youth workers can earn CEUs at these workshops. These trainings are paid for by state School-To-Career money and Federal Carl Perkins funds.
- The Connecticut Young Worker Safety Team offers *Work Safe!* train-the-trainer sessions as a regular feature of a number of annual conferences and meetings including the Connecticut Learns & Works Conference, the Summer Institute for Career and Technical Education, and meetings for technical preparation instructors and school counselors.
- The Connecticut Young Worker Safety Team is working with the Connecticut Department of Labor Employment Planning Unit to make *Work Safe!* Workshops available through the local employment offices (“One Stops”).

Connecticut has also integrated *Work Safe!* into several job-readiness programs.

- Three of Connecticut’s five regional WIBs incorporate requirements for *Work Safe!* training into their grants to youth program operators.
- The Connecticut Department of Education requires school districts with approved work-based learning programs to address the delivery of young worker safety training in their grant applications.

Presentations and outreach

Connecticut works to promote young worker safety and *Work Safe!* to a number of audiences.

- The Connecticut Department of Education promotes *Work Safe!* on its website and through Connecticut's Working Papers Manual.
- The Connecticut Young Worker Safety Team presents on young worker safety issues at conferences, workshops, meetings, schools, and career fairs to audiences including teens, educators, WIB staff and youth councils, youth employment program operators, School-To-Career and work experience coordinators, and school-based health center staff. The team also presented *Work Safe!* to the Governor's Employment Training Commission at its request.

Other activities

- The Connecticut Young Worker Safety Team created *Getting the Facts to Promote Young Worker Safety in Connecticut*, a booklet describing the problem of young worker injuries, the role of the Young Worker Safety Team, and resources useful for protecting young workers. The booklet was printed by the Wage and Workplace Standards Division of the Connecticut Department of Labor.
- Connecticut's Youth Vision Team is developing a coordinated system of services for youth. State Department of Education and Labor representatives who sit on this group are working to include young worker safety issues.
- The Connecticut Young Worker Safety Team is developing a young worker safety component to include in Federal Wage and Hour and State Wage and Workplace Standards seminars for specific employer groups.

Data collection and use

- Deborah Pease from the Connecticut Department of Public Health Occupational Health Program completed an analysis of five years of workers' compensation data which will be used for planning and targeting educational efforts.
- The Connecticut Departments of Labor and Education are developing an electronic working paper database to track the number of young workers, as well as where they work.

Delaware

Using and institutionalizing *Youth @Work*

Staff from the OSHA office and an OSHA-funded training consultant have implemented *Youth@Work* training sessions in some school districts and in some voc-tech schools, along with the OSHA 10-Hour Program.

Other activities

Delaware trained adults who work in a program to accompany mentally and physically impaired students to jobs to look for job hazards.

Maine

Using and institutionalizing *Starting Safely* (Maine's version of *Youth@Work*)

- The Maine Departments of Education and Labor, in partnership with a community college and a university, created a Summer Safety Institute that offered a 55-hour safety certificate program for K-12 teachers. Because few teachers could spend this much time taking the program, a shorter institute is now offered which includes the 30-Hour OSHA Certificate and *Starting Safely*. Most staff from Maine's technical center have been trained. Maine is now focusing on training teachers in regular schools. Maine Department of Labor consultants do most of the teaching at the Summer Safety Institute.
- Staff from the Maine Department of Education provide training-of-trainers to individual schools, both standard/academic and career/technical.

Educational materials

- For teens: Maine distributes laminated young worker rights cards in schools.
- For employers: Maine created the *SafeTeen* kit for employers. The kit includes educational materials as well as ideas for training youth. It was distributed in hard copy and is also available for download from Maine Department of Labor's SafeTeen website.

Maryland

Using and institutionalizing *Youth@Work*

The Maryland Occupational Safety and Health Administration (MOSH):

- Regularly offers training for teachers and job placement professionals on *Youth@Work* through its training center.
- Helps school districts implement *Youth@Work* on request.
- Works with a community college to provide teachers with CEUs for completing the *Youth@Work* training.

Employer outreach and training

- Last year, MOSH trained 30 employers in Ocean City, one of the primary resort communities along the beach
- This year, MOSH will offer a full-day young worker safety training for employers primarily from the Maryland and Delaware beaches. Mailings were sent to employers in Eastern Maryland and all of Delaware to promote thinking about safety before summer begins. MOSH also provided resources to employers for working with teens on safety and collaborated with local chambers of commerce, the restaurant association, school districts, and large corporate food service organizations in this effort.

Educational materials

- For teens: MOSH created young worker brochures, including MOSH's *Guide to Safety & Health for Teen Workers*, bookmarks, and an "Rated R" sticker for machines that should not be used by those under the age of 18
- For employers: MOSH created a PowerPoint training titled *Eight Steps to Keep Teens Safe in the Workplace*.

Massachusetts

Using and institutionalizing *Safe Work/Safe Workers* (Massachusetts' version of *Youth@Work*)

- Staff from the Massachusetts Coalition for Occupational Safety and Health (MassCOSH) and the Massachusetts Department of Public Health Occupational Health Surveillance Program (OHSP) provide *Safe Work/Safe Workers* train-the-trainer workshops on request to teachers, OSHA compliance assistance specialists, and One Stop career center staff.
- OHSP provided *Safe Work/Safe Workers* training and technical assistance to peer leaders at MassCOSH and the Brazilian Immigrant Center. These peer leaders are involved in a variety of activities including training other youth, advocating for child labor law reform, and surveying teens about their work experiences.

Other school-based activities and resources

- OSHA and the Department of Education annually provide the OSHA 40-hour training courses in construction and general industry to vocational educators, who in turn offer the OSHA 10-Hour Program to students in vocational-technical schools.
- The state's Education Reform Act established a Certificate of Occupational Proficiency for vocational programs. The Massachusetts Department of Education is working to develop a series of vocational technical curriculum frameworks for implementing this certificate. Strand One of the framework includes health and safety knowledge, skills, and competencies.
- The Massachusetts Department of Education includes health and safety in the Massachusetts Work-Based Learning Plan and has developed materials for the plan's users.
- The Massachusetts Department of Education is revising the Workplace Safety Toolkit for use with ALL students.

Data collection and use

The following are accomplishments of OHSP:

- Runs the Teens at Work (TAW) Injury Surveillance and Prevention project, which uses emergency department records, workers' compensation claim data, and follow-up interviews with injured teens to document work-related injuries to youth and refers cases to other agencies when appropriate. TAW is funded by NIOSH.
- Collaborates with the Massachusetts Fatality Assessment and Control Evaluation (FACE) Program in worksite investigations of incidents in which teens have been

killed or seriously injured. They have generated two state-wide hazard alerts based on these investigations.

- Developed and piloted protocols and data collection instruments for worksite follow-up of non-fatal injuries
- Produced *Protecting Young Workers: A Guide for Building a State Surveillance System for Work-Related Injuries to Youth* to assist other states in compiling and using injury data to better understand the injury problem and bring attention to the issue.

Employer outreach and education

- OHSP conducts annual mailings of health and safety and child labor law materials to all employers operating workplaces in which teens have been injured. Workers' compensation lost time claims are used to identify these employers.
- OHSP is bringing together stakeholders—including representatives from the Massachusetts Restaurant Association, culinary arts programs in vocational education schools, local health department food safety inspectors, businesses, and nursing home food services—to collaborate on a project to reduce injuries to teens in restaurants.
- The Massachusetts Attorney General, the US Wage and Hour Division, OSHA, and OHSP sponsored training sessions for coffee-shop chain-store managers that cover wage and hour laws, child labor laws, and OSHA requirements. Prompted by teen injury surveillance findings presented at these meetings, these stores retrofitted their coffee makers to prevent burn injuries.
- OHSP developed and disseminated a bi-lingual sticker indicating that teens should not operate forklifts. These stickers were distributed nationally and are available on the US Department of Labor website.
- OHSP developed and disseminated a poster on first aid for burns in restaurants in English, Spanish, and Portuguese.

Other collaborative initiatives

- The Massachusetts Young Worker Initiative, a statewide Task Force including representatives of youth, health care providers, government agencies, schools, employers, unions, and parents, met over 18 months and developed a comprehensive set of recommendations to promote positive and safe work for teens.
- The Massachusetts Interagency Working Group on Youth Employment meets regularly to share information and coordinate activities, including distribution of materials on child labor laws and health and safety for teens, parents, and employers. The group includes representatives from OHSP, the Attorney General's Office Fair Labor & Business Practices Division, the Massachusetts Division of Occupational Safety Minimum Wage and Prevailing Wage Programs, the Massachusetts Department of Education Connecting Activities, the Department of Industrial Accidents Office of Health Policy and Office of Safety, the US Department of Labor Wage and Hour Division and Federal OSHA.
- As a result of the Interagency Working Group's collaboration with the Division of Occupational Safety, work permit applications, now available electronically, include a summary of child labor laws. This provides easy access to these laws for employers, physicians, and parents, who must sign the applications.

- OHSP authored articles on working teens for the Massachusetts Department of Public Health injury prevention newsletter and the newsletter for state food inspectors.

New Hampshire

Using and integrating *Safe Work/Safe Workers* (New Hampshire's version of *Youth@Work*)

The director of New Hampshire's School-to-Career Office serves as the Master Trainer for *Safe Work/Safe Workers*, providing trainings for career technical and school-to-career teachers. She has updated the curriculum with new child labor laws.

Educational materials

- For teens: The New Hampshire Departments of Labor and Education sponsored a book cover contest.
- For parents: The New Hampshire Department of Labor produced a young worker fact sheet for parents.

Other activities

- The New Hampshire Department of Health and Human Services Maternal and Child Health Section and the University of New Hampshire Center on Adolescence created the New Hampshire Adolescent Health Strategic Plan which includes occupational safety.
- A Teen Worker Data Sheet was created.

New Jersey

Using and institutionalizing *Youth@Work*

- The Safe Schools Program offers trainings on *Youth@Work* as part of its occupational health and safety trainings for teachers. Some of these trainings were in-service programs for individual school districts. Others were held for personnel teaching in correctional facilities. The Safe Schools project is administered by the University of Medicine and Dentistry of New Jersey - School of Public Health (UMDNJ-SPH) and the Environmental and Occupational Health Sciences Institute (EOHSI) and funded by the New Jersey Department of Education Office of Vocational-Technical, Career, and Innovative Programs,
- The Alliance signed by the UMDNJ-SPH, EOHSI, OSHA Region II, NJ Department of Education, the Federal and NJ Departments of Labor Wage and Hour divisions, and others includes a commitment to use *Youth@Work*.

Other activities to reach students and educators

- A new regulation requires teachers who supervise Structured Learning Experiences to receive training in student and workplace safety and health, Federal and state labor laws, and developing student-training plans. This training includes the OSHA 10 PLUS - the OSHA 10-Hour Program plus 2 hours of training on NJ Department of

Education safety and health codes and issues associated with placing students in workplaces.

- *A Worksite Safety and Health Evaluation Guide* helps school teachers and administrators safely place 16 and 17 year old students at worksites associated with school-sponsored offsite structured learning experiences.
- The members of the Alliance (see above) agreed to work together to present training and education programs to students, educators, school personnel, employers, and parents/guardians. Through the Alliance:
 - Youth will receive safety and health awareness training; the OSHA 10-Hour Program; training about equipment and materials that are restricted for young workers; and *Youth@Work* training.
 - Employers will receive information on prevention of workplace hazards and compliance with child labor laws.
- Alliance members will publicize success stories in the media, convene or participate in forums, conferences and other venues to stress the need for reductions in young worker injuries.
- OSHA signed a formal alliance with the New Jersey Cooperative Education Coordinators Association (NJCECA) to train their personnel in young worker safety
- OSHA provides training on a variety of health and safety topics to teachers and administrators. Recent training has included sessions titled *Writing a Safety and Health Plan* and *Safe Schools: A Health and Safety Check*.
- Schools report to Department of Education injuries and illnesses that occur at school and on job placements. The Safe Schools project compiles an annual analysis of these injury and illness records and conducts and reports an annual assessment of training needs of teachers.

Educational materials

The Safe Schools website (<http://www.eohsi.rutgers.edu/ss>) provides a number of resources, including:

- Safe Schools Program Overview
- *Safe Schools Newsletter* for teachers, distributed biannually
- *Safe Schools Manual*, which includes checklists that schools can use to self-inspect for compliance with New Jersey's environmental, health, and safety regulations for secondary occupational and career-oriented programs. The manual is updated twice a year.

Other resources for educators are available on the New Jersey Department of Education website (<http://www.nj.gov/njded/voc/>). These include:

- *Worksite Safety and Health Evaluation Guide*
- *Guidance Manual for Incident Reporting Form for Vocational-Technical Education Programs and Structured Learning Experiences* to assist individuals responsible for completing the Accident Reporting Form
- Structured Learning Experience Teacher Certification and Training Information School Year 2005-2006

Employer and job readiness program outreach and training

- Safe Schools hosts Annual Taskforce meetings with stakeholders to discuss issues related to specific career areas, such as Construction Hazards and Food Services.
- OSHA is working with New Jersey YouthBuild USA to incorporate safety training in this program, which is for youth who dropped out of school and want to get into the building trades.
- OSHA and the NJ Building Contractors Association participate in a Construction Industry Safety Partnership, which recognizes contractors within the association who demonstrate exemplary safety and health programs and practices in their operations.
- OSHA participated in the 2005 Eastern Seaboard Apprenticeship Conference.

New York

Using and institutionalizing *Safe Work/Safe Workers* (New York's version of *Youth@Work*)

In New York State, the master trainer-- from the New York Committee on Occupational Safety and Health (NYCOSH)—along with the New York State Department of Education Director of Work Experience, representatives from the Work Experience Coordinators Association (WECA) and the New York State United Teachers deliver *Safe Work/Safe Workers* training to work experience and family and consumer affairs teachers. WECA put *Safe Work/Safe Workers* on its website, and recommends the training. *Safe Work/Safe Workers* is also being used for voc-tech students in New York City.

Educational materials

- New York replicated California's poster contest for teens
- With funds from the NY Department of Labor, NYCOSH created colorful, CD-sized, educational cards for youth in English and Spanish.

Ohio

Using and institutionalizing *Youth @ Work*

The Master Trainer from the Ohio Department of Education provides *Youth@Work* training to new teachers in the Career Based Intervention (CBI) Program, a work-based learning program for academic or economically disadvantaged youth. The training is provided during the pre-service class in the summer before the teacher's first year of teaching. The Master Trainer also provides shorter workshops during CBI conferences.

Educational materials

Materials for the CBI Program include:

- Three flyers: 1) *What You Should Know About Safety and Health on the Job* for CBI students; 2) *Parents Guide to Teen Employment – Employment Facts for Parents* which summarizes work hour and job restrictions that apply to minors; and 3) *Employment Facts for Employers*, a similar guide for employers
- *Tool Kit for a Partnership in Teen Health in Safety* for employers and for educators

- *Labor Laws and Issues: A Guide for Planning and Implementing Work-Based Learning Opportunities for Minors*, available at <http://www.ode.state.oh.us/ctae/teacher/cbi/PDF/LaborLaws.pdf>
- Young worker safety bookmarks that were distributed to school principals

Rhode Island

Using and institutionalizing *Safe Work/State Workers* (Rhode Island's version of *Youth@Work*)

Rhode Island:

- Trained individuals at 80 percent of Rhode Island's high schools to use *Safe Work/Safe Workers*
- Focused training on Family and Consumer Science and School-to-Career programs
- Conducted a 4 hour program for the Girl Scouts, which they hope to expand to the Boy Scouts

Other school-based activities

- Implemented the OSHA 10-Hour Program in vocational schools

Educational materials

- For teens: three brochures: 1) *A Student's Guide to Health and Safety on the Job*, 2) *Your Rights on the Job: A Resource Guide to Workplace Rights in Rhode Island* for those over the age of 18; and 3) *Your Rights on the Job: A Student Guide to Workplace Rights in Rhode Island* for those under the age of 18
- For employers: an updated edition (2004) of *A Rhode Island Guide to Employment Law*
- For educators: a brochure for guidance counselors

Wisconsin

Using and institutionalizing *Youth @Work*

The Wisconsin Workforce Development Agency has done the following:

- Worked with local Workforce Development Boards to create a program for at-risk youth
- Trained teachers in juvenile justice facilities to implement *Youth@Work*. The students earn a certificate demonstrating that they completed *Youth@Work* and are coached to tell potential employers that the program taught them to work safely.
- Trained middle school teachers in Cooperative Educational Service Agency districts to use *Youth@Work*
- Encourages the Wisconsin Department of Public Instruction to add worker safety to the training students take to obtain Employability Certificates
- Trained technical education teachers and others in schools to use *Youth@Work*
- Trained the staff of nonprofit organizations to use *Youth@Work*

Employer outreach and training

The Wisconsin Workforce Development Agency:

- Holds child labor law clinics for employers
- Developed a health and safety curriculum for fast food restaurants, which was distributed to these restaurants
- Is working with the Wisconsin Safety Council to disseminate health and safety information and materials to employers

U.S. Occupational Safety and Health Administration (OSHA)

Using and institutionalizing *Youth@Work*

Through its Susan B Harwood grant program, OSHA funded the University of California at Berkeley and Education Development Center to develop and promote *Youth @Work*.

Including young worker safety in program planning and outreach

- Young workers are included in the OSHA Strategic Management Plan.
- OSHA is working on small business outreach, since many teens work for “mom and pop” businesses which cannot afford to train its employees.
- OSHA participates in the Federal Network for Young Worker Safety, a departmental-level coalition including 9 departments that meets once each quarter. Last year the Federal Network focused on teen workplace violence and teen driving on the job. This year they are focusing on increasing teen employability.
- OSHA staff were interviewed about young worker safety with an occupational hazards journal.

Educational materials

OSHA created a Youth 2 Work website, which includes a Youth Safety section, etools to help promote safety for youth working in agriculture and restaurants, and brochures, fact sheets, and posters on young worker safety. The website also links to the Department of Labor’s Youth Rules! website which contains information on the child labor laws. OSHA is currently developing a young worker checklist for schools and parents.

National Institute for Occupational Safety and Health (NIOSH)

NIOSH has endorsed and will promote *Youth@Work* under the Career Clusters initiative. Carol Stephenson, PhD, Chief of the Training Research and Evaluation Branch, reported on NIOSH’s evaluation of *Youth@Work*. This evaluation took place during the 2004-2005 school year at 16 schools in ten states. Pre- and post-tests from students who were taught *Youth@Work* were compared to students who had not received the curriculum. The *Youth@Work* students scored higher on knowledge gains on the post-test than on the pre-test. No such improvement was found among students who had not received the curriculum. This improvement varied greatly among classrooms. The evaluators felt that the motivation of individual teachers accounted for these differences. The greatest gains in knowledge were about the ways in which workplace hazards could be controlled (“the

hierarchy of controls”), the rights of young people in the workplace, and what to do in the event of a workplace emergency. The schools in which students showed the most improvement devoted significant amount of time to the curriculum and its activities.

Addressing the Challenges

In a survey distributed before the December 1 meeting, and on the day of the meeting, participants were asked to articulate the challenges they have faced in promoting the health and safety of young workers. They were asked to discuss the difficulties they have faced in using and institutionalizing *Youth@Work*, as well as broader issues they encounter in addressing young worker safety. At the meeting, participants were asked to suggest ways these challenges can be met and to share their perspectives on the types of partners who can assist efforts to meet these challenges. This section summarizes the discussion held on December 1, as well as suggestions made during the discussion on “Working with Employers”, and additional suggestions participants contributed after the meeting.

1. Challenge: Convincing schools of the value of the curriculum

For *Youth@Work* to have an impact on students, it must be taught – and institutionalized – in schools. Participants identified a number of challenges to this goal, including:

- gaining entry into the schools to teach the curriculum
- finding funding for training and teaching
- educating state departments of education about young worker safety and *Youth@Work*

Possible solutions

- **Demonstrating the impact of the curriculum on student knowledge and health and safety.** The results of the NIOSH study of *Youth@Work* showed an increase in knowledge following use of the curriculum. Disseminating this information could help convince states to use the curriculum. A comparison of the work-related injury rates of students using and not using the curriculum could be valuable in providing support for implementation of the curriculum. For example, the New Jersey Department of Education Administrative Code requires that accidents involving vocational-technical education students, staff, or others which involve treatment by a licensed medical doctor be reported to the Commissioner of Education. The NJ Safe Schools Program analyzes and reports this data annually. If the Safe Schools Program had information on whether students had received *Youth@Work*, it could compare the injury rates of students who completed the curriculum with those who did not. Participants pointed out that compliance with mandatory reporting is often inadequate, partially because vocational teachers do not want to report injuries as they feel to do so reflects badly on their programs.
- **Engaging teachers unions as advocates for the curriculum.** One participant pointed out that, in his state, teacher complaints to the governor’s office about children coming to school late because they were working long hours led to hours restrictions.

2. Challenge: Fitting *Youth @Work* into the academic schedule

With the current emphasis on testing, schools find themselves with little flexibility for adding new material to the curriculum. Yet it is important for all students to learn about workplace safety, since they will all eventually enter the workforce.

Possible solutions: Some participants suggested that *Youth@Work* could be institutionalized in schools by incorporating it into courses that are required of all students, such as Family, Consumer Science, or Health classes. One participant pointed out that her state encountered resistance when it attempted to incorporate young worker safety material in preservice education for health teachers because it would add to the substantial amount of material that students in health education teaching programs are already required to learn. It was also suggested that *Youth@Work* could be made a required middle school program, followed by refresher training in high school, although it would be necessary to develop a curriculum for this refresher course. It was also suggested that it would be useful to work with guidance counselors on this issue, perhaps through the American Counseling Association.

3. Challenge: Using the OSHA 10-Hour Program in addition to, rather than in place of, *Youth@Work*

Much of the implementation of *Youth@Work* has taken place in voc-tech schools and work-based education programs. While these are important venues for occupational health and safety education, it presents some challenges. One of these challenges is that many schools prefer to use the OSHA 10-Hour Program and do not recognize the limitations of a course designed specifically for people going into the construction trades or for general industry work that doesn't reflect the types of workplaces where most teens work. In addition, because the primary purpose of the course is to cover many different specific OSHA standards, there is also little time for effective, participatory, hands-on learning. While some programs have supplemented the OSHA 10-Hour Program with *Youth@Work*, many programs cannot afford the additional time this takes. The OSHA 10-Hour Program is often seen by teachers and schools as a substitute for *Youth@Work* – which it is not.

Possible solutions: Several participants suggested forming a workgroup comprised of OSHA representatives and state-level young worker safety advocates and educators to consider ways to make the OSHA 10-Hour Program more interactive and/or combine it with *Youth@Work*.

4. Challenge: Keeping information about laws and resources up to date

It is challenging for people in schools to keep *Youth@Work* up to date. Although one way to address this issue is to invite experts from agencies such as the state department of labor, this can also create a problem, as teachers may come to rely on these experts and/or may feel that they need to have outsiders present.

Possible solutions: It is critical to provide schools with current information about data and child labor laws. Teachers can be encouraged to check websites and other resources. NIOSH will be putting curriculum on website. There should be a mechanism to keep this updated.

5. Challenge: Finding effective partners

Implementing a comprehensive approach to young worker safety requires the support of many players, beyond individual teachers, employers, or safety advocates.

Possible solutions: Several possible solutions tied to specific potential partners were suggested.

- **Policymakers:** One participant suggested that it is useful to get the support of governors for these efforts. He suggested seeking out governors' policy and staff directors at state or regional conferences, since they are always looking for new issues. Another participant warned that one should get to know policymakers before broaching new ideas. For example, some legislators might be very supportive of volunteer fire departments and EMS agencies who want to use youth as volunteers and thus might oppose restrictions on what youth can do on the job (since volunteer fire fighters – and cooperative education students – are often considered “employees” under state law even if they are not paid and thus must be treated as employees for workers compensation and safety purposes). Committees on Occupational Safety and Health (COSH) may be able to provide the names of policymakers with whom they've worked on young worker safety.
- **Unions:** While unions can be good partners, getting their attention can be difficult because they are involved in so many issues. But it is possible. In New York, for example, a member of the NY State Teachers Union was able to pass a resolution at the state convention that put young worker safety on the union's legislative agenda. This obligated the union to work on the issue. Consequently the union hired a person to work on young worker safety.
- **OSHA Consultation Offices, workers' compensation companies and state funds, and voluntary protection programs:** These groups can be useful partners in young worker safety efforts. One participant pointed out that workers' compensation insurance companies should have a real interest in young worker safety. Another pointed out that state laws can complicate these issues. For example, youth from neighboring states who working in Ohio are governed by the child labor laws of the states in which they live rather than Ohio - the state in which they work.

6. Challenge: Working with Employers

There was a fair amount of discussion about the value of occupational safety and health education provided to young people by schools before they enter the workplace. There was a strong consensus, however, that while schools can and should play an important

role in teaching young people about preventing injuries in the workplace, this training does not relieve employers of their responsibility to provide job-specific safety training. To assist in the discussion of the challenges of working with employers, two employers were invited to share their experience and perspectives. These were Raj Ghosh, who owns the Pretzel Time chain, and Richard DiBona, who works for the Polaroid Corporation. The following summarizes ideas that were raised by these employers as well as by other participants.

The challenges of working with employers include the following:

- Most employers feel that they provide effective safety training and a safe work environment for all workers and that there is no need to do anything specific for teen workers. How can young worker safety advocates convince employers that teens need training and supervision specific to the developmental needs of teens?
- Providing special training and supervision for young workers costs money and time. How can we convince employers that this will be cost effective?
- Typical employers of teens are restaurant and retail owners/managers, who have extremely busy schedules. What is the best way to provide them with information and resources?

Possible solutions

- **Work permits:** Suggestions were made that the work permit process could be used to help promote youth worker safety. One suggestion was to require young people to complete a safety course before they are issued working papers. There should also be a limit to the number of work permits a student can hold at any one time, since holding more than one work permit increases the number of hours a child works each week. Participants pointed out that this differs by state. It might be useful to tie safety training to work papers/permits.
- **Develop a certificate** Having states or another authority issue a certificate upon completion of a young worker safety course or officially endorse such a course.
- **Motivation for employers:** A number of suggestions were made for motivating employers to take an interest in young workers safety. These include the following:
 - High workers' compensation and/or health insurance costs can motivate employers. Positive incentive programs, such as reduced workers' compensation rates or a reduced number of inspections for businesses in which the staff has been trained about young worker safety, might help motivate employers to support safety training for young workers.
 - Massachusetts requires that at least one person in every restaurant take and pass a test on Serve Safe, a program on how to ensure that food is delivered, prepared, and served safely to protect the health of the customers. It might be possible to integrate employee health and safety training into Serve Safe. The New York Department of Public Health is exploring this. There may be programs in other industries in which youth are employed in which health and

safety information could be integrated – but the materials would have to be specific for each industry.

- Business owners and managers pay attention to information that come from their equipment suppliers or from their parent corporation. Parent corporations should be encouraged to provide the franchisees with injury statistics relevant to their franchise, since the franchisee is ultimately responsible for these injuries. Likewise, equipment manufacturers should be encouraged to communicate relevant safety information to their customers.
- OSHA Consultation Programs (which exist in every state) can offer assistance, but small business owners are afraid to use these programs because they afraid they will be cited if they have violated any laws. In some states, the Wage and Hour and Education and Enforcement offices are in the same division of the state Department of Labor. This is very useful, as they can do education first and then enforcement – which shows the employers that they need to pay attention to the education. It also allows their staff to point out to business owners that young workers are being injured and that the business owners should get training to avoid future injuries – and fines.
- The Massachusetts Department of Public Health, in partnership with the state’s Wage and Hour Division, has combined young worker safety training with training on wage and hour requirements for large food service chains. This strategy could be expanded to small businesses, since the owners know they need the information on wage and hour rules.
- Maryland OSHA looked at the data and found that there was a young worker injury problem in hotels and restaurants. They worked with business associations and chambers of commerce to educate owners and managers. They found that receiving similar information from a number of different sources motivated the employers. Maryland also does a full-day trainer-of-trainer workshop for employers. The morning is devoted to data and scenarios. They find that specific examples from newspapers really reach employers and managers. The afternoon is devoted to teaching an eight-step approach to teen worker safety. Incorporating training on health and safety laws (which employers are required by law to know) into young worker safety training attracts employers to these workshops.
- Public recognition can be an incentive (although some participants claimed that special recognition does not make a big difference to small businesses). One participant suggested that it might make a difference to parents if they knew their child was working for a “teen friendly” employer with a good safety record.
- **Resources/training that are helpful to employers.** Small businesses do not have the resources to adequately address young worker safety and need help. A number of suggestions were made.

- While employers should ultimately be responsible for training young workers to be safe, pre-employment safety training can prepare youth for (and make them demand) proper safety training once they get to the workplace.
- Small businesses need materials on how young people differ from adults and how this affects workplace safety, and the training and supervision they should provide.
- Small businesses need an injury investigation tool they could use to understand why a young employee was injured and how to prevent similar injuries.
- **Accessing employers.** Suggestions were made that employers can be reached through their insurance companies, the associations of the manufacturers who supply small businesses with equipment that is potentially injurious, local chapters of the American Society of Safety Engineers, and local Safety Councils.

Next Steps

Based on suggestions made during discussions and written evaluations at the meeting, as well as on our ongoing work, we have identified the following next steps.

- 1) NIOSH has committed to funding the development of state-specific versions of *Youth@Work* for all 50 states. This should be completed by September 2006. The goal is to make them downloadable from the NIOSH website. Participants suggested that it's important to develop a system to keep the resources and laws in the curriculum up to date.
- 2) YWSRC will facilitate at least two topic-specific conference calls to continue discussions that we weren't able to complete at the December meeting. The first two topics to be discussed will be:
 - Is the OSHA 10-hour Program relevant for young workers? (March 14, 2006; 22 people participated!)
 - What did you really do to get the curriculum institutionalized? (April 2006 TBA) [NJ and CT will share their successes, and we'll discuss how to make this happen in our states.]
- 3) YWSRC will follow-up on the March 14 OSHA 10-hour program discussion by doing the following:
 - Disseminate notes from the call
 - Collect existing strategies and resources people are currently using to make the course more interactive and youth-relevant, and make these available to everyone.
 - Survey call participants and others about what they think the ideal OSHA 10-hour course for youth in general industry should look like.
 - Advocate that Wage and Hour and OSHA develop a "short course" certificate (3-5 hours) for young workers that includes info on child labor laws and speaking up.
- 4) YWSRC will explore other avenues for ongoing communication among state partners, including development of a listserv, more frequent conference calls, and web-based resource-sharing.

The Day's Agenda

Welcome and Introductions

Youth@Work: Talking Safety Curriculum

- Overview of the revised curriculum
- New activities (Info Search, Disaster Blaster, Lost Youth video)
- NIOSH report on evaluation and plans for national distribution

Sharing New Tools, Resources, and Strategies

How is *Youth@Work* Being Used and Institutionalized in the States

- Who is using the curriculum and in what venues is it being used?
- How is the curriculum reaching youth and teachers?
- How is the curriculum being institutionalized?

Lunch

Addressing the Challenges

- What Are the Challenges?
- Developing Plans to Address the Challenges

Working with Employers

- What incentives will encourage employers to become engaged in young worker health and safety?
- What tools or help do employers need to provide good safety training and supervision to youth?

Wrap-Up and Evaluation

Participant List

**Health and safety training for young workers--
How do we really make this work?
A working meeting for Master Trainers and State Partners
December 1, 2005**

Akers, Jeff
OH Dept. of Education, 25 S Front Street, Columbus, OH 43215-4183
614.466.0422
jeff.akers@ode.state.oh.us

Alfaro, José
Tufts University
310.733.7282
jose.alfaro@tufts.edu

Andrews, Judi
CT State Dept. of Education, Div. of Teaching & Learning Services
165 Capitol Avenue, Room 363, Hartford, CT 06106-1630
860.713.6766
judith.andrews@po.state.ct.us

Bush, Diane
UC Berkeley, 2223 Fulton Street, 4th Floor, Berkeley, CA 94720-5120
510.643.2424
dbush@berkeley.edu

Campbell, Jennifer
Center for School & Community Health Education, Liberty Plaza
335 George Street, Suite 2200, PO Box 2688, New Brunswick, NJ 08903-2688
732.235.4988
campbejk@umdnj.edu

Clarke, Kevin
JFK Federal Building, Room E-340, Boston, MA 02203
clarke.kevin@dol.gov

Davis, Tish
MA Dept. of Public Health, 250 Washington Street, 6th Floor, Boston, MA 02108
letitia.davis@state.ma.us

Dewey, Robin
Y of CA Berkeley, 2223 Fulton Street, 4th Floor, Berkeley, CA 94720-5120
510.642.2477
rdewey@uclink4.berkeley.edu

DiBona, Richard
Polaroid Corporation, 1265 Main Street, W2-MA, Waltham, MA 02451
781.386.0589
dibonar@polaroid.com

Fromader, Scott
WI Dept. of Workforce Development, 201 E Washington Avenue, Room G100
PO Box 7972, Madison, WI 53707-7972
608.261.4863
scott.fromader@dwd.state.wi.us

Fuschillo, Tony
US Dept. of Labor, OSHA, 450 Main Street, Suite 613, Hartford, CT 06103
860.240.3152
fuschillo.anthony@dol.gov

Ghosh, Raj
Pretzel Time, 50 Holyoke Street, Holyoke, MA 01041-1843
raj@rajghosh.com

Garey, Howard
NJ Dept. of Education, NJ Youth Transitions to Work Partnership Program
609.292.7433
howard.garey@doe.state.nj.us

Griffin, Patrick
OSHA
Griffin.Patrick@dol.gov

Hord, Wendy
NY State United Teachers, 800 Troy-Schenectady Road, Latham, NY 12110
518.213.6000 x6302
whord@nysutmail.org

Jones, Deb
Education Consultant (MOSH/MCET), 926 Saginaw Road, Oxford, PA 19363
610.998.9300
borahjones@dariengroup.com

Kessler, Paul
OSHA Consultation Program, 4425 North Market Street, 3rd Floor, Wilmington, DE
09802
302.761.8225
paul.kessler@state.de.us

Lento, Lou
201.288.1700X1003
lento.lou@dol.gov

Mason, George
RI Worker's Compensation Court, 1 Dorrance Plaza, Providence, RI 02903
401.458.5143

gmason@courts.ri.gov

May, Leona

US Dept. of Labor, OSHA, 1057 Broad Street, 4th Floor, Bridgeport, CT 06604
203.579.5648

may.leona@dol.gov

McKenzie, Lois

MD Occupational Safety & Health Administration
312 Marshall Avenue, Laurel, MD 20707
410.880.4970 X336

mckenzie.lois@dol.gov

McQuade, Susan

NY Committee on Occupational Safety & Health (NYCOSH)
275 Seventh Avenue, 8th Floor, New York, NY 10271
212.627.3900 x12

smcquade@nycosh.org

Medeiros, Maryann

US Dept. of Labor, OSHA
380 Westminster St., Room 543, Providence, RI 02903
401.526.4669

medeiros.maryann@dol.gov

Miara, Chris

EDC, Inc., Newton, MA 02458

cmiara@edc.org

Nester, Bob

Occupational Safety & Health Administration, Room N4681
200 Constitution Avenue NW, Washington, DC 20210
202.693.2548

nester.robert@dol.gov

O'Leary, Donna

US Dept. of Labor, Wage & Hour Division
135 High Street, Room 210, Hartford, CT 06103
860.240.4168

oleary.donna@dol.gov

Pazos, Beatriz

MA Dept. of Public Health, 250 Washington Street, 6th Floor, Boston, MA 02108
617.988.3343

beatriz.pazos@state.ma.us

Pease, Debbie
CT Dept. of Public Health, 410 Capital Avenue
MS #11OSP, Hartford, CT 06134
860.509.7771
deborah.pease@po.state.ct.us

Pechie, Gary
CT Dept. of Labor, Wage & Workplace Standards Div.
200 Folly Brook Blvd., Wethersfield, CT 06109
860.263.6376
gary.pechie@ct.gov

Reynolds, Shannon
EDC, Inc., Newton, MA 02458
sreynolds@edc.org

Runion, Kim
NH Dept. of Education
101 Pleasant Street, Concord, NH 03301
603.271.7977
krunion@ed.state.nh.us

Schwartz, Chuck
Institute for Labor Studies & Research, 99 Bald Hill Road, Cranston, RI 02920
401.463.9900
charlesvschwartz@att.net

Seeley, Roanne
Dept. of Education, 23 State House Station, Augusta, ME 04333
roanne.seeley@maine.gov

Smith, Heidi
EDC, Inc., Newton, MA 02458
hsmith@edc.org

Solis, Karen
EDC, Inc., Newton, MA 02458
ksolis@edc.org

Stephenson, Carol
NIOSH, CDC, 4676 Columbia Parkway, C-10
Cincinnati, OH 45226
513.533.8581
cem3@cdc.gov

Streit-Kaplan, Erica
EDC, Inc., Newton, MA 02458
estreit@edc.org

Storch, Marian
Connecticut Dept. of Health, 410 Capital Avenue
PO Box 340308, Hartford, CT 06134-0308
860.509.7791
marian.storch@po.state.ct.us

Thomas, Michelle
CT Dept. of Labor, 200 Folly Brook Blvd., Wethersfield, CT 06109
michelle.thomas@ct.gov

Tufano, Susanne
CT Dept. of Labor, 200 Folly Brook Blvd., Wethersfield, CT 06109
susanne.tufano@ct.gov

Westrich, Keith
MA Dept. of Education
KWestrich@doe.mass.edu