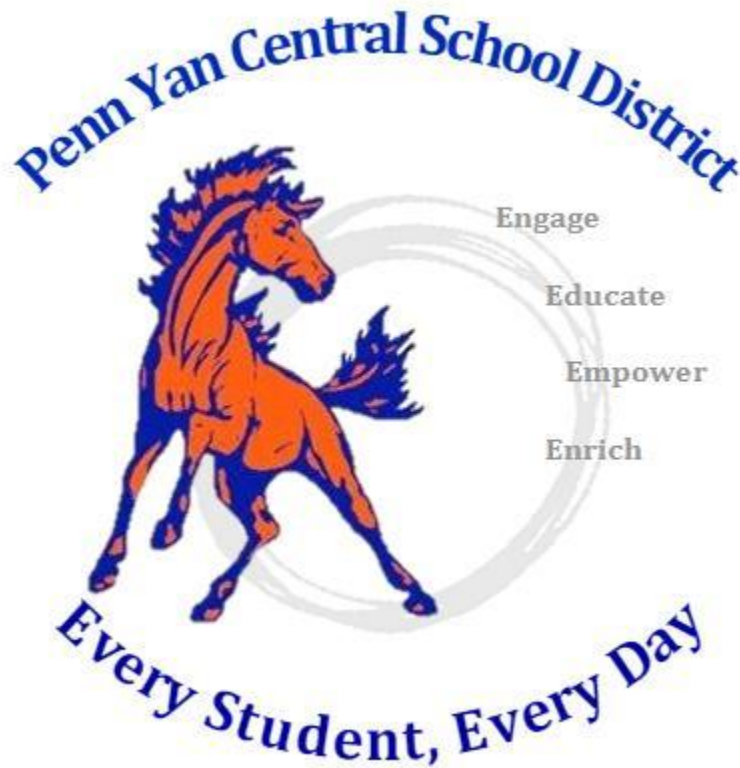


# Penn Yan Central School District



## Work Shadowing Employer Handbook

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## About Work Shadowing

### Overview

Work Shadowing is a work-based learning (WBL) opportunity open to all Penn Yan Academy students that enables the interested student to observe area business/organization employees performing their jobs. Students are encouraged to be curious and ask questions about the job being observed, the organization, its challenges, and its customers. The student may elect to explore a diverse set of jobs and organizations or concentrate on a sector (e.g., Health Care). Work Shadowing is focused on student interests and can be tailored to accommodate some of the most restrictive student schedules. The Penn Yan Academy will find businesses / organizations and assist the student with making work shadowing matches, developing schedules, and providing transportation if needed. The experience concludes with feedback, discussion, and reflection.

Work Shadowing is beneficial for students because it provides a low stakes opportunity to explore potential career interests. The exploration may be in a specific career field the student is already very interested in, or the student may explore a wide range of career options to figure out what they enjoy or dislike. The experience helps students to understand some of the differences and similarities between the classroom and work environment. Work shadowing can help inform high school coursework as well as college and career planning.

Work shadowing benefits local employers and the community. Regular career exploration and work shadowing opportunities develops a pipeline of future workers and sets the stage for more complex internships and apprentices. Engaging students into workplaces during high school may help expand shallow job candidate pools in the long term and help keep graduates in the local community either immediately, or after they complete their post-secondary studies. Networking and word-of-mouth advertising that occurs from work shadowing is beneficial for the local business and the community.

## Objectives and Desired Outcomes

The PYCSD Work Shadowing program is driven by a set of objectives that are underpinned by Exploration, Empowerment, Student Interests, Differentiation, Expanding Opportunities, and Confidence.

- Students will **explore** their individualized interests to help them reach their full potential towards college, trade school, technical training, or career.
- Students and families will be **empowered** to make informed decisions about their future.
- Students will build **confidence** in themselves as they envision their future.
- Work shadowing will be differentiated based on a **student's interest** in short term or long term opportunities.
- Work shadowing will be **differentiated** based on whether a student has previously identified a specific career interest, or is beginning with a broader career exploration experience.
- Employers are **empowered** to actively participate in the education of our students.
- Work Shadowing may **expand** into more formalized opportunities such as internship, apprenticeship, cooperative education or mentoring experiences.

## Work Shadow Program Design

The PYCSD work shadow program is designed for students to achieve the Objectives and Desired Outcomes. Work shadowing opportunities may be short term or long term and a student may choose to focus their work shadow time on one specific career interest or explore a broad range of careers. The design matrix below displays sample sets of experiences depending on whether the student is seeking a short term or long-term experience and whether they are unsure or sure of their interest.

### Work Shadow Design Matrix

The design matrix and quarter long work shadow models are meant to share some examples of opportunities and are not exhaustive. Customized opportunities beyond what are listed in the table are strongly encouraged. Available models will vary by employer.

| Design Matrix                               | Unsure of Interests                                                                                                                                                                                                                                      | Sure of Interest                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Short Shadow Experience Requested</b>    | <ul style="list-style-type: none"> <li>• 2 sessions, in 2 different employers/fields, for 1 hours each session</li> <li>• 1 session, at 1 employer, for a half day</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>• 2 sessions, in the same field, at 2 different employers, for 1 hours each session</li> <li>• 2 sessions, in the same field, at the same employer, but within different departments, for 1 hours each session (ex. A hospital but in different parts)</li> <li>• 1 session, at 1 employer, for a full day/shift</li> </ul> |
| <b>Extended Shadow Experience Requested</b> | <ul style="list-style-type: none"> <li>• 4 sessions, spread over 10 weeks, at a range of different employers/fields, for 1 hours each</li> <li>• 8 sessions, spread over 10 weeks, at a range of different employers/fields, for 1 hours each</li> </ul> | <ul style="list-style-type: none"> <li>• 4 sessions, spread over 10 weeks, in the same field, at either the same employer, or a small number of employers</li> <li>• 8 sessions, spread over 20 weeks, in the same field, at either the same employer, or a small number of employers</li> </ul>                                                                   |

## Examples of Quarter Long Work Shadow Models

| Examples of Quarter Long Models (10 weeks) |                                                                                              |                                                                                              |                                                                                                                    |
|--------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Week                                       | 4 sessions, spread over 10 weeks, at a range of different employers/fields, for 2 hours each | 8 sessions, spread over 10 weeks, at a range of different employers/fields, for 2 hours each | 4-6 sessions, spread over 10 weeks, in the same field, at either the same employer, or a small number of employers |
| 1                                          | Introduction / Onboarding / Training                                                         |                                                                                              |                                                                                                                    |
| 2                                          | Amity Coffee Company<br>(1 hours, Restaurant)                                                | Amity Coffee Company (1hr, Restaurant)                                                       | Dailey Electric (1 hr, <b>Trade Interest</b> )                                                                     |
| 3                                          |                                                                                              | Best Western Inn & Suites (1hr, Tourism)                                                     | Mertec Plumbing, Heating, Electric (1 hr)                                                                          |
| 4                                          | Best Western Inn & Suites<br>(1 hours, Tourism)                                              | Hamm’s Landscaping (1hr, Trade)                                                              | Williamson Building & Remodeling<br>(1hr)                                                                          |
| 5                                          |                                                                                              | Ferro (1 hr, Manufacturing)                                                                  |                                                                                                                    |
| 6                                          | Mid-Point Reflection & Discussion                                                            |                                                                                              |                                                                                                                    |
| 7                                          | Hamm’s Landscaping<br>(1 hours, Trade)                                                       | Apple Barrel Orchards (1hr, Agriculture)                                                     | Dailey Electric (½ day)                                                                                            |
| 8                                          |                                                                                              | Keuka Lake Realty (1hr, Professional)                                                        |                                                                                                                    |
| 9                                          | Ferro<br>(1 hours, Manufacturing)                                                            | Soldiers & Sailors Hospital (1hr, Healthcare)                                                | Dailey Electric (½ day)                                                                                            |
| 10                                         | Final Reflection & Discussion                                                                | Oliver House Museum (1hr, Nonprofit) &<br>Final Reflection & Discussion                      | Final Reflection & Discussion                                                                                      |

### Work Shadow Within the Work Based Learning Program

The term “Work Based Learning” (WBL) conjures a wide range of definitions, program components, and understandings. Work shadowing is both foundational and a gateway for expanded learning opportunities. Clearly defining where work shadowing falls within WBL, and how all components of WBL are defined is key for initial, and long-term success. Having a variety of approaches to WBL increases opportunities for students and employers. The table below defines the core components of a comprehensive WBL program.

| Comprehensive Work Based Learning Program Components |                       |                                                                                                                                                                                                 |                                                                                                                                                           |                                                                                                                                                                      |
|------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WBL Component                                        | Primary Students      | Experiences                                                                                                                                                                                     | Focus                                                                                                                                                     | Credit / Compensation                                                                                                                                                |
| <b>Work Shadowing</b>                                | Freshmen & Sophomores | <ul style="list-style-type: none"> <li>• No prerequisites</li> <li>• Foundational</li> <li>• Multiple employers</li> <li>• Short or Long term</li> <li>• Narrow or broad exploration</li> </ul> | <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Shadowing</li> <li>• Life skills</li> <li>• Lead to any path</li> </ul>            | <ul style="list-style-type: none"> <li>• No credit or compensation.</li> <li>• Work Based Learning Hours</li> </ul>                                                  |
| <b>Mentoring</b>                                     | All Students          | <ul style="list-style-type: none"> <li>• No prerequisites</li> <li>• Multiple opportunities</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>• Learn about careers</li> <li>• Learn soft skills</li> <li>• May develop into long term mentorship</li> </ul>     | <ul style="list-style-type: none"> <li>• No credit or compensation</li> </ul>                                                                                        |
| <b>Internship</b>                                    | Juniors & Seniors     | <ul style="list-style-type: none"> <li>• Prerequisite: Work Shadowing</li> <li>• Progressive experiences</li> <li>• Multiple sessions</li> <li>• Single employer</li> </ul>                     | <ul style="list-style-type: none"> <li>• Deeper experience with one employer in a single field</li> <li>• Often supported by school coursework</li> </ul> | <ul style="list-style-type: none"> <li>• Potential credit</li> <li>• Compensation</li> <li>• Work Based Learning Hours</li> <li>• May lead to a job offer</li> </ul> |

|                       |                   |                                                                                                                                                                             |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                               |
|-----------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Apprenticeship</b> | Juniors & Seniors | <ul style="list-style-type: none"> <li>• Prerequisite: Work Shadowing</li> <li>• Progressive experiences</li> <li>• Multiple sessions</li> <li>• Single employer</li> </ul> | <ul style="list-style-type: none"> <li>• Focused on development of trade skills</li> <li>• Deeper experience with one employer in a single field</li> <li>• Often supported by school coursework</li> </ul> | <ul style="list-style-type: none"> <li>• Dedicated employer / employee relationship</li> <li>• May lead to a job offer</li> <li>• Potential certification</li> <li>• Potential credit</li> <li>• Compensation</li> <li>• Work Based Learning Hours</li> </ul> |
|-----------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Program Roles & Responsibilities

| Stakeholder                                                     | Roles & Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PYA Assistant Principal & Career Exploration and WBL Ambassador | <ul style="list-style-type: none"> <li>• Administrative leadership of the Career Exploration &amp; WBL Program at PYA</li> <li>• Direct supervisor and coach of the Career Exploration &amp; WBL Coordinator</li> <li>• Verification of completion of the Career Exploration &amp; WBL Coordinator responsibilities</li> <li>• Troubleshoot through challenges</li> </ul>                                                                                                              |
| Career Exploration & WBL Coordinator                            | <ul style="list-style-type: none"> <li>• Develop work shadowing opportunities for PYA students in support of individual student career plans, CDOS aspirations, and/or intervention plans developed in partnership with PYA School Counselors and Administration</li> <li>• Split time between on-campus program development and off-campus work site visits connected to job shadowing, internships, partner sites/workplaces, student employment opportunities, and more.</li> </ul> |
| Student's School Counselor                                      | <ul style="list-style-type: none"> <li>• Develops student's 4-year plan and career plan</li> <li>• Leads annual, and on-going conversations with all students about their career exploration interests</li> <li>• Communicates individual student career exploration interests with the Career Exploration &amp; WBL Coordinator</li> </ul>                                                                                                                                            |
| Employers                                                       | <ul style="list-style-type: none"> <li>• Provides PYA students with meaningful work shadowing opportunities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |

|          |                                                                                                                                                                                          |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <ul style="list-style-type: none"> <li>• Meets their obligations for shadowing, safety and administrative oversight</li> <li>• Provides and receives feedback for improvement</li> </ul> |
| Students | <ul style="list-style-type: none"> <li>• Enrollment Permissions</li> <li>• Matching Permissions</li> </ul>                                                                               |
| Parents  | <ul style="list-style-type: none"> <li>• Enrollment Permission Form</li> <li>• Matching Permission Form</li> </ul>                                                                       |

## **Enrollment**

### **Marketing**

The Penn Yan Academy will use multiple approaches to create awareness and solicit involvement and support. Marketing to reach employers will use some of the same platforms to reach students (website, social media, mailings) but will also rely on calling businesses directly and in-person visits. The approaches will change over time to meet the preferences of the audiences. Employers are encouraged to view the PYA website regularly and to provide contact information to enable direct communications.

### **Engaging Individual Interest**

The WBL coordinator will contact employers quarterly, regardless of whether students are currently placed with them or not. Maintaining on-going communications will help to keep the enrollment opportunities at the forefront and strengthen long-term relationships. Questions related to work shadowing should be directed to the WBL coordinator.

### **Confidentiality**

Confidentiality by all parties is a vital component for short-term and long-term success. Student personal identifiable information (PII) is protected by Education Law 2d. Students may also see, hear, or view confidential

information or employer practices that are not appropriate to be discussed outside of the workplace during their work shadowing experience. Expectations related to confidentiality will be defined in the employer, student, and parent partnership agreements and discussed during student and employer orientations. All concerns related to confidentiality need to be brought to the attention of the WBL coordinator immediately.

### **Employer Sign-Up (Enrollment)**

Employer enrollment into the PYCSD work shadowing and WBL program will be handled by the PYCSD WBL Coordinator. Interested employers will be provided with detailed information about the purpose of the PYCSD Work Shadowing Program and engage in a discussion about the range and focus of opportunities they can provide that are mutually beneficial to the employer, student, and community. If a partnership is possible and beneficial, the employers will provide a 1 page profile that includes information about the employer, the experiences offered, the number of openings and timing, complete the employer application paperwork and partnership agreement. Once these materials are received, the employer is eligible to participate in Matching.

### **Matching**

Matching seeks the support of three key stakeholders: the student, parent, and employer. The process of matching also spans from communication as simple as a phone call, to a more complex process such as career fairs. Interviews may also be used by any of the three key stakeholders to ensure the matching is appropriate and expectations are clear.

## **Employer Onboarding**

The employer will complete the initial training provided by the PYCSD WBL Coordinator and work with the WBL Coordinator to discuss and improve their 1-page marketing page. The employer's marketing page will utilize the profile information provided during Enrollment. The marketing page will be published in the PYCSD Work Shadowing - Employer Handbook and in an additional publication that students, families, and PYCSD staff can view as they are considering which employers best fit the interests of their student. The WBL Coordinator will review an outline of student training with the employer and seek feedback.

## **Matching Students & Employers**

Matching involves successfully pairing a student with an employer work shadowing opportunity. Matching has three key stakeholders that need to support the match: the student, parent, and employer. The process of matching spans communications as simple as a phone call to a more complex process such as career fairs. Interviews may also be used by any of the three key stakeholders to ensure the matching is appropriate and expectations are clear. Regardless of the matching process, the Matching permission slip that is signed by the parent and student will define the interests and limitations of a student's participation. Multiple examples of matching processes follow.

**Simple Match** - In cases of a simple match, when a student is seeking a work shadow experience that only includes one or two employer visits and does not span a 10 week quarter, the WBL coordinator may contact the potential employer(s) by phone or email and set up the opportunity. Once the match is drafted the WBL coordinator will communicate the proposed opportunity with the student and parent.

**Quarter Long Work Shadow Match** – The quarter long work shadow match may occur through a few different ways.

- **Employer Marketing Pages:** When the student meets with their counselor or WBL coordinator, they may review the Employer Catalog and identify opportunities that they are interested in. The employer catalog includes all of the approved employers and a brief description of the business and the opportunity.
- **WBL Coordinator Proposed Matches:** The WBL coordinator reviews all gathered information and proposes a match to the employer and the student.
- **Job Fair:** While not anticipated for year one, a job fair may be utilized in which the students and employers interview each other and both confidentially share their interest with the WBL Coordinator. Where interests align, the match occurs.

The school will make every attempt to involve more employers when student demand exceeds employer supply. If this occurs, PYCSD and the WBL Coordinator will work to add additional employers and place all students in the most appropriate location. When there is more demand than there are available employers, preference will be given by grade level. For example, a senior will be given preference over a sophomore.

## **Interviews**

Interviews may be required as part of the process or requested throughout the process by the student, parent, or employer. Interviews may be completed in-person or virtually. The purpose of a student and employer interview is to give students a positive interaction with the employer, interviewing experience, and to support matching. The purpose of a parent and employer interview is to ensure the parent is comfortable with the employer, work shadow experience, and the

individual(s) their child will be shadowing. The WBL coordinator will follow up with the student, employer, and parent after interviews.

### **Agreements**

All necessary agreements and permission slips need to be reviewed and signed before each experience.

Confidentiality is covered within the onboarding, training, and signs documents:

- **Parents** - Signed Enrollment and Matching Permission Slips and their student has completed their requirements
- **Students** - Signed and returned Matching Permission Slip. Completion of the onboarding process, agreement, and all required trainings.
- **Employer** - Sent after completion of the signed application and agreement. Completed training.

The PYCSD WBL Coordinator is responsible to ensure all documentation is completed and collected before the experience takes place.

### **Communication of Acceptance**

Students, Parents, and Employers will all receive a communication of acceptance once the individual matches are finalized. This communication will mark the completion of Matching. Details will be provided for the names, contact info, timing, transportation and location of the Work Shadowing experience.

## **Conducting Work Shadowing**

### **Safety**

Safety of our students is our top priority. Safety procedures will be addressed through universal training during the student orientation and also through additional customized training based on the specific job shadow experience. Procedures for managing issues are explicitly defined later in this section.

### **Insurance**

In the event of an accident or injury, students are covered under the school district's liability insurance the same as if an injury occurred on a field trip or in a classroom.

### **Student Orientation**

All students will participate in a universal student orientation before any work shadow experience which includes the following components: safety expectations, communication protocols, confidentiality, professionalism, dress code, procedures for managing issues, the Universal Student & Employer Conversation Guide. Students will also participate in additional specific training based on the unique experience identified. The list below defines the additional training topics based on the work shadow career field. The lists and trainings are not all encompassing. Rather, the trainings will be customized based on the needs of the individual student and work shadow experience. Examples include:

- Restaurant - PPE, Food Safety
- Trade - PPE, Worksite and Equipment Safety
- Professional - Client Confidentiality and Data Security
- Healthcare - PPE, Equipment, Drug and Patient Safety, HIPAA

## **Achieving Work Shadow Outcomes**

Although many students will be outwardly curious and ask many questions about the business, its services, its customers, challenges and how the services are developed, some students will need to be drawn out. This is an employer's opportunity to coach, to spark an interest in a profession. The best experiences end with a student learning why employers do what they do, what their challenges are, and how they go about meeting the needs of their customers. Taking time to prepare for the experience with thoughtful topics to discuss and answers to questions asked (and unasked) leads to a learning experience for both parties.

## **Transportation**

PYCSD is committed to ensure transportation is not a barrier to students engaging in the work shadow program. In the anticipated event that no transportation option works, on-campus work shadow opportunities will be developed. Transportation availability, need, planning, and finalization will be determined through the Student interest survey as well as the Enrollment and Matching Parent Permission Slips. There will be a range of transportation options available:

- Option 1: Student transports themselves (driving or walking)
- Option 2: Parent transports
- Option 3: PYCSD Transportation department transports
- Option 4: PYCSD Career Exploration & WBL Coordinator transports
- Option 5: PYCSD Administration or Counselor transports
- Option 6: Creative Problem Solving with the Parent (ex. Keuka Taxi)

**Monitoring & Checking-In**

Initially, the PYCSD WBL Coordinator will check in with the student and employer after each shadow experience. An attendance form will also be signed by the student and employer for each shadow experience. Monitoring and checking in may continue to occur after each shadow experience or may be less frequent if the student is regularly returning to the same employer and all stakeholders are comfortable.

**Managing Questions**

The PYCSD Career Exploration & WBL Coordinator is the primary point of contact for all questions. In the event the WBL Coordinator is unavailable when you reach out please leave a message or send an email. Please allow the WBL Coordinator a reasonable amount of time to provide you answers to any questions.

**Managing Issues**

All stakeholders must be informed and understand the process to manage issues as issues will arise, even if it is something as simple as the student or employer being ill and needing to cancel the job shadow for that day. The following contact information will be provided to students and families:

1. Students and families will be provided with the PYCSD Career Exploration & WBL Coordinator's cell phone number. The student or parent may contact the WBL Coordinator on their cell phone either during school hours or outside of school hours if their child is engaging in a work shadow opportunity at that time and there is an issue or emergency that needs to be resolved immediately.
2. Students and families will also be provided with an emergency contact number in the event the Career Exploration & WBL Coordinator does not answer their cell phone.
3. Students and families will be provided with the contact information of the employer.

4. Students will be taught they may call 911 in the event of an emergency that warrants it.

Below is more specific guidance on who is contacted in the event of potential issues.

- A student needs to cancel a shadowing experience at the last minute
  - Student calls Employer & WBL Coordinator
- An employer needs to cancel a shadowing experience at the last minute
  - Employer calls Student & WBL Coordinator
- A student needs to leave a shadowing experience immediately
  - Student calls Family & WBL Coordinator
  - WBL Coordinator contacts Employer ASAP
  - WBL Coordinator follows up with family and student
- An employer wants a student to be removed from a shadowing experience immediately
  - Employer calls Family & WBL Coordinator
  - WBL Coordinator contacts Family & Student ASAP
- A student does not show up for scheduled shadowing experience within 10 minutes of appointed time
  - Employer calls WBL Coordinator
  - WBL calls Family & Student

### **Continuous Improvement**

Continuous improvement is foundational to work shadowing success. The core components of Continuous Improvement for the PYCSD Work Shadowing program are:

- Soliciting on-going feedback from students, families, and employers
- Reviewing issues and questions
- Analyzing data
- Distributing reports and feedback

All continuous improvement components will inform potential changes to the work shadowing program.

### **Soliciting Student Feedback**

All students participating in work shadowing will be asked for feedback for each work shadowing experience. Feedback will be completed through a brief digital survey. The survey will be preloaded with as much information as possible and customized to the student's experience to the greatest extent possible.

### **Soliciting Employer Feedback**

All employers participating in work shadowing will be asked for feedback for each work shadowing experience. Feedback will be completed through a brief digital survey. The survey will be preloaded with as much information as possible and customized to the student's experience to the greatest extent possible. The WBL Coordinator will periodically survey employers about the Work Shadowing Program.

### **Distributing Feedback**

The distribution of feedback is intended for students and employers. The WBL Coordinator will create individual work shadowing reports. The WBL Coordinator will review feedback reports and suppress inappropriate comments before distributing the feedback further. Inappropriate comments will be addressed. The WBL Coordinator will distribute individual work shadowing reports to the student and employers.

## **APPENDICES**

**Appendix A: Frequently Asked Questions**

**Appendix B: Forms Index**

**Appendix A: Frequently Asked Questions (Administrator Handbook) – MODIFY I**  
**think employers only need to see a subset of the FAQs. APPENDIX**

## **Appendix B: Forms Index**

- Add the links here
- What about the application forms, agreements, 1-page marketing template?
- PYCSD Work Shadow Program - Employer Handbook
- Other materials?
- [Career Interest Survey](#)