<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>How To Use This Handbook</td>
<td>2</td>
</tr>
<tr>
<td>What, When, Why, and How of Job Shadowing</td>
<td>3</td>
</tr>
<tr>
<td>FAQ Sheet</td>
<td>4</td>
</tr>
<tr>
<td>Support and Liability Issues</td>
<td>6</td>
</tr>
<tr>
<td>Making The Match</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Checklist</td>
<td>9</td>
</tr>
<tr>
<td>Follow-Up Activities</td>
<td>10</td>
</tr>
<tr>
<td>Student Information/Agreement</td>
<td>11</td>
</tr>
<tr>
<td>Student Résumé</td>
<td>12</td>
</tr>
<tr>
<td>Sample Phone Script/Email</td>
<td>13</td>
</tr>
<tr>
<td>Student Checklist</td>
<td>14</td>
</tr>
<tr>
<td>Student Questions</td>
<td>15</td>
</tr>
<tr>
<td>Verification Form</td>
<td>17</td>
</tr>
<tr>
<td>Student Evaluation</td>
<td>18</td>
</tr>
<tr>
<td>Sample Thank You Letter</td>
<td>19</td>
</tr>
<tr>
<td>Parent Information</td>
<td>20</td>
</tr>
<tr>
<td>Parent/Guardian Consent Form</td>
<td>21</td>
</tr>
<tr>
<td>Employer Information</td>
<td>22</td>
</tr>
<tr>
<td>Employer Guidelines</td>
<td>23</td>
</tr>
<tr>
<td>Employer Evaluation</td>
<td>24</td>
</tr>
<tr>
<td>Appendix – Transparencies</td>
<td>25</td>
</tr>
</tbody>
</table>
THIS HANDBOOK WAS COMMISSIONED BY

…the Monterey Bay Regional School-to-Career Partnership (MBRP) in response to the local need for a comprehensive tool to assist in instituting work-based learning activities within the 34 schools in the Partnership. It is intended to serve as a practical guide for job shadowing procedures and is designed for students, schools and cooperating business and industry firms in the greater Monterey Bay region.

Material for this handbook was primarily gathered by actual Partnership pilot programs and experiences and was compiled by a local business intermediary organization, Your Future is Our Business, of Santa Cruz County. Several local high schools and their school-to-career site coordinators have contributed their expertise and experiences to make this a workable and useful guide. A limited amount of material has been drawn from various state and national school-to-work organizations. After three years of job shadowing experiences throughout the Partnership schools, MBRP has, in this handbook, synthesized the necessary steps that assures a quality job shadowing experience that meets the high standards and needs of students, schools, business, and industry. This handbook reflects the growing pains and subsequent experiences of each of the 34 schools and cooperating employers within the Partnership. The procedures and forms developed are an outgrowth of those experiences.

This handbook is intended as a “living document” in that it will change and grow with new experiences and ideas. Hence, as recommended procedures change or new and more efficient forms are developed, those procedures and forms can be added or replaced in the loose-leaf format.

Should you, as a practitioner of work-based learning experiences, have suggestions for improvement or enhancement of this handbook, or have any need for assistance, please contact us.

Monterey Bay Regional Partnership
867 East Laurel Drive
Salinas, California 93905
Phone: 831-753-4241
FAX: 831-769-0906
E-mail: mbrp@salinas.k12.ca.us
Web Site: www.school-to-career.org

Your Future is Our Business
C/O Cabrillo College
6500 Soquel Drive
Aptos, California 95003
Phone: 831-477-5651
FAX: 831-477-5636
E-mail: stsmith@cabrillo.cc.ca.us
Web Site: www.yfiob.org

Please join us as we ensure that each and every student gets the excellent academic education, comprehensive career information, and practical work experience he or she needs to succeed!

Professionally yours,

David D. Weiss
Project Director, MBRP

Susan Campbell
Program Development, MBRP

(Special thanks to Stacey Smith of YFIOB for the compilation of the handbook and to Kelli Martignoni of Pinnacles High School and Barbara McBride of Carmel High School – Co-chairpersons of the MBRP Work-Based Learning Committee for their editing and final presentation.)

December 2000
HOW TO USE THIS HANDBOOK  Job Shadowing

STEP ONE:

READ ME!

STEP TWO:

A. If you/your site are already doing Job Shadowing – HURRAY! Hopefully, some of this information will support your activities.

B. If you/your site are beginning to look at Job Shadowing, here are suggested next steps:

STEP THREE:

Present the idea of Job Shadowing to your site administration and staff. The WHAT, WHY, WHEN and HOW and the FAQ Sheet can be helpful handouts. Support, Liability, and Making the Match will be key issues. Consider doing a short in-service at a faculty meeting or staff development day. Presentations to parent groups and school boards can raise awareness and generate support.

STEP FOUR:

Decide whether to either pilot Job Shadowing by integrating it into a class curriculum (preferably a required class) or pilot with a small group of interested students. If you are going to pilot Job Shadowing with a small group of students there will need to be a designated coordinator for these students. It could be a teacher, counselor, STC site leader, or parent.

STEP FIVE:

Refer to the example of integrated classroom activities and the process forms in the Addenda.

What you find presented here has either been borrowed from best practices or arrived at through the school of hard knocks! Please use what works for you, and feel free to customize any of these materials. Find on-line: www.school-to-career.org

Need more help or information?

Please call The Monterey Bay Regional Partnership office (831) 753-4241.
What’s so great about Job Shadowing?
Job Shadowing can provide experiences that are as unique as every person who participates. Job Shadowing is a privilege and an opportunity that will:

- Allow students to connect with adults in career fields of their interest and experience the workplace and workday first hand.
- Demonstrate the connection between academics and careers, encouraging students to learn by making their class work more relevant.
- Build community partnerships between schools and businesses that enhance the educational experience of all students.
- Introduce students to the requirements of professions and industries to help them prepare to join the workforce of the 21st century.
- Encourage an ongoing relationship between young people and caring adults.

Why “Groundhog Day”?
“Groundhog Job Shadow Day” is a national event sponsored by the School to Career Office of the U. S. Departments of Education and Labor, America’s Promise - The Alliance for Youth, Junior Achievement, and the American Society of Association Executives. For the past three years students have been visiting the workplace and observing employees in real-world careers. The tie-in to Groundhog Day and the “shadow” call attention to these participating students and employers. On February 2, 2000 over one million students nationwide visited workplaces. In California, National Groundhog Job Shadow Day was used as the kick-off event for Spring Job Shadowing. During February and March, 43,589 students visited the 4,602 local and statewide businesses. In Monterey and Santa Cruz Counties 490 students, 176 business, and 21 schools participated.

When is Job Shadowing the most successful?
To maximize success:
- Integrate Job Shadowing activities into a specific required class (such as Economics). The standards, preparation, and follow-up must be part of a curriculum.
- Begin planning early in the school year.
- Develop school wide and district awareness and support.
- Match students based upon their specific interests.
- Make Job Shadowing available to all students. Make this activity a specific class requirement. Consider making Job Shadowing a graduation requirement.

How can Job Shadowing activities be coordinated?
There are several ways that Job Shadowing is being coordinated to be successful. The critical issues are:
- Integration into a required class curriculum.
- Assessment of student readiness skills (including student interest and schedule).
- Making the match - This can be done several ways: by the student directly, with support from parents/school site staff, or by an intermediary organization.
- Respecting the business community - Avoiding “business burnout” is being addressed through the development of good communication structures, community awareness, and the use of an appropriate database.
FAQ SHEET

What is Job Shadowing?
Job Shadowing is an activity which allows a student to spend time in the workplace with a person who has a job that is of interest to the student. “National Groundhog Job Shadow Day” is an awareness raising event. On February 2, 2000 over one million students nationwide spent the day in the workplace “shadowing” adults as they went through a normal day on the job. In Santa Cruz and Monterey Counties 490 students participated in Job Shadowing during February and March of 2000. Students “shadowed” chefs, police officers, pediatricians, aircraft technicians, TV broadcasters, state senators, computer programmers, ER nurses, wildlife biologists, city managers, and CEOs, to name a few!

As a student why would I want to participate?
Students can have the opportunity to spend 2–4 hours with someone who does something that they think is interesting. They will get a first hand, up close view of what it is really like to be in that job, and they will have a great opportunity to ask questions about what it takes to be in that job.

Aren’t liability issues a big concern when you have students at the workplace?
The job shadow experience is considered a field trip, and most schools have liability policies in place, insuring students for these activities. You can check with the specific school district to determine the extent of their insurance coverage. Sending students out in pairs or groups will avoid concerns about having students with “unknown” adults.

What about transportation?
This is handled in various ways depending on school policies, location, funding sources, etc. Students can go by school or city bus, private vehicle (school district policies must be followed), or on foot. Parents and service clubs often help with transportation.

As a teacher I want to know how this activity can fit into the curriculum?
There are activities listed in the Job Shadowing Handbook. Specific class curriculum is currently being developed for the Monterey Bay Regional Partnership. An example of a follow-up activity would be to have students do an oral presentation (Power Point, if possible) based on their experience. Invite work site hosts to the classroom for the presentations.

Do students go out individually, in pairs, or in larger groups?
ALL OF THE ABOVE!
**Why would an employer or business want to participate?**

Students are the workforce of the future! It is always a WIN/WIN experience when adults share their life experiences with young people.

**Does this really make an impact on students?**

“Since visiting *Impact Productions* I have filmed my own short movie, which I was lucky enough to edit at their studio. In my opinion, every student should look into job shadowing. I regret that I did not have this experience earlier.”

- Cam Archer, a high school junior.

**Who do I contact for more information or to get involved?**

Name:_____________________________________ Phone:_____________________

SUPPORT AND LIABILITY ISSUES  
Job Shadowing

SUPPORT

- Survey the parents at your school site for supporting Job Shadowing activities. Parents list their careers and allow themselves to be shadowed, or they can directly support students in contacting worksite hosts.

- Local organizations such as business/education intermediaries, service organizations, and chambers of commerce can provide support for making connections to the business community.

- UNDER DEVELOPMENT: Online access to databases listing careers and community members willing to participate.

LIABILITY

All participants in job shadowing activities should be aware of basic issues surrounding liability. While no individual or firm is completely protected from the threat of legal action, there are certain definitions and practices of which participants should be cognizant. The following is not intended to serve as legal advice, but as useful information to address basic liability questions a school or employer might raise.

Worker’s Compensation:
Under section 51769 of the California Education Code, a “Job Shadowing Experience” is defined as a visit to a workplace for the purpose of career exploration for no less than three hours and no more than 25 hours in one semester, intercession, or summer school session.

Section 51769 also states that when a student is engaged in approved Job Shadow activities, the school is considered to be the employer (under Division 4 commencing with Section 3200 of the Labor Code) of persons receiving this training unless the persons during the training are paid a cash wage or salary by a private employer. Students in Job Shadowing situations who do what is defined as “no productive work,” but are mentored by an employer and do not receive wages are covered by the school district’s insurance, unless employers elect to provide coverage for the students.
**General Liability:**
There are complex laws that address the full spectrum of personal injury and personal liability. Generally, the Job Shadowing student is subject to the same responsibilities at the workplace for safety and conduct as is any other public visitor. It is the responsibility of the sponsoring employer to provide any necessary safety instruction and or equipment as well as enforce the use of such safety equipment to the Job Shadowing student as it would to any other visitor or vendor visiting the workplace.

All Job Shadowing students will be instructed by the school about their personal responsibility for conduct and safety in the workplace. Any specific safety concerns should be provided to the school in advance.

**Transportation:**
Schools are advised to follow their respective district policies regarding transportation of students off campus. Most schools treat Job Shadowing transportation as a field trip activity invoking district written policy covering field trips. Transportation plans during Job Shadowing activities should be pre-approved by the school through the principal or his/her designee. In all cases the parent or legal guardian must approve transportation plans.

**Sponsor/Employer Conduct Standards:**
The following standards are presented to help employers understand the practices expected of them as sponsors of a student Job Shadow experience. While these standards seem to be self-evident, it is important to list them.

Sponsors should instruct their employees or volunteers to not:

- Have any inappropriate contact with any student met through their Job Shadowing, including those students 18 years of age or older.
- Engage in any job shadowing experience with any student without the prior consent of the student's school principal or designee.

Some examples of inappropriate conduct include, but are not limited to:

- Violations of state laws regarding child abuse, and/or providing alcohol or controlled substances to minors.
- Use of profanity or inappropriate language in the classroom or workplace.
- Physical contact which is inappropriate to a mentor-pupil professional relationship considering the age and sex of the student.
MAKING THE MATCH

Job Shadowing

There are three basic Job Shadowing options:

- A one-to-one match
- Two or more students shadow a single worksite host
- A group of students visits a company, and each student is matched to an employee

Several processes can be used to match students with worksite hosts depending upon the type of match and the resources available at the school site to support this process.

1. It is optimal for students to make the contact with the worksite host themselves if it is a one to one match. Preparation and coaching for contacting a worksite host is important. A student may know of someone in a specific career they can contact, or they can get support/ideas from parents, counselors, or teachers at the school site, or they can use an available database.*

2. When two or more students are going to Job Shadow a single worksite host, it is important for a designated person to make the contact and do the coordination; this could be a student, teacher, parent, counselor, or intermediary coordinator.

3. If a group of students is going to visit a business and be matched with employees, someone must be designated to plan and coordinate this activity.

Respecting the business community and avoiding employer “burn-out” is critical to continuing and sustaining these valuable opportunities for students. It is important to focus on supporting communication structures and processes that will ensure successful relationships with our business partners.

* Databases:

Currently the Monterey Bay Regional Partnership is supporting the development of a “user friendly” database for coordinating work-based learning activities such as Job Shadowing. Students and teachers will have online access to a list of adults who have or are willing to have students Job Shadow them. Contacts, placements, and evaluations will be made through email. The goal is to pilot the use of this database in Santa Cruz County in January of 2001.
TEACHER CHECKLIST

Job Shadowing

JOB SHADOWING needs to be integrated into the classroom curriculum with student readiness skills, assessment, and with process and follow up activities included.

Preparation Activities:

___ Help students decide what careers they want to shadow.
___ Complete STUDENT RÉSUMÉ form.
___ Give lesson on making phone calls to businesses.
___ Prepare questions.
___ Coach on proper dress, conduct, time management.
___ Get all required forms filled out/signed on time.
___ Clarify transportation issues.
___ Student assessment - who is ready to participate?

Day Before Job Shadowing Activity:

___ Refer student to STUDENT CHECKLIST form.
___ Make sure required consent forms are signed.
___ Support students calling the worksite host the day before to confirm their meeting time and place. This has proven to be an essential part of the process, insuring good communication and a successful experience for both student and employer.
___ Review proper dress, conduct, and the need to ARRIVE ON TIME!
___ Review any forms, assignments, or other classroom expectations.
___ Confirm transportation.
___ Determine who students should contact for last minute problems/emergencies.

Day of Job Shadowing:

• Troubleshooting may be necessary.

Day after Job Shadowing:

• Give students time for debriefing session.
Follow up Activities:

- Write and mail follow-up thank you letter.

- Have students break into groups and brainstorm what skills are needed in the workplace today and in the future. In the larger groups, have students arrange the skills into categories (interpersonal, technical, etc.). You could discuss the SCANS competencies and skill areas.

- Write report/essay on what the student observed and what interested them most. Other topics:
  - How does this profession fit into society and the changing economy?
  - What are some recommendations for preparing for a career in this field?
  - What is the relationship between career choice and lifestyle choice (i.e. leisure time, home life, social life, vacation time, dress requirements, hobbies, and community service)?

- Have students write “Job Descriptions” for the same job in 1900, 1950, and 2000 based upon what they learned from their experience.

- Oral presentations - share information about job shadow experiences. If possible, create a power point presentation. **Have the students invite some of the workplace hosts to these presentations.**

- Pictorial Collage – use the information gathered from job shadow site and from research on the career that was shadowed.

- Brochure, Advertisement, Flyer – giving information about the experience, business, or career.

- Newspaper Article – Sharing the experience to the larger community; submit to school or local newspaper.

---

**Job Shadowing**
STUDENT INFORMATION/AGREEMENT

JOB SHADOWING is an opportunity and a privilege. Many professionals in our community are willing to have a student(s) spend time with them so that the student will be able to get a first hand view of the workplace. If you want to participate in this opportunity, please complete the following information and agreement, and return it to your teacher or job shadow coordinator.

NAME:__________________________________________________________

SCHOOL:________________________________________________________

HOME PHONE: _____________________________________

CAREERS/INDUSTRIES OF INTEREST:
Please give a first and second choice.
1.___________________________________________________________
2.___________________________________________________________

AGREEMENT OF UNDERSTANDING
I understand that in order to participate in job shadowing I am responsible for the following:

• Turning in an interest/agreement form, a résumé form, and a signed parent consent form.
• Getting signed approval from teachers if necessary.
• Being responsible for my own transportation (some help from parents, teachers, business people may be available).
• Calling the day before the job shadowing activity to confirm (or cancel if necessary).
• Dressing and conducting myself in an appropriate manner.
• Sending a thank you letter within one week of the experience.
• Completing any follow up assignments/activities as required.

Signature: ________________________________

Date:______________________________

Return to: ______________

Date due: ______________

Job Shadowing

STUDENT RÉSUMÉ
NAME: _________________________________________________
SCHOOL: _____________________________________________  GRADE LEVEL: _________

CAREER INTERESTS:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

JOB EXPERIENCE: List three job experiences you have had. You may include baby-sitting, paper routes, yard work, washing cars, writing for a school newspaper, or participating in a school-based enterprise, etc.

<table>
<thead>
<tr>
<th>JOB DESCRIPTION</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPECIAL SKILLS: List what skills you already have to be successful on the job, such as computer skills, good communication, or using a calculator.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

INTERESTS AND HOBBIES: List any clubs, hobbies, and interests you may have, such as music, sports, art, computers, nature, martial arts, video games, etc.

______________________________________________________________________________

COMMUNITY SERVICE:______________________________________________________

______________________________________________________________________________

PLANS FOR AFTER HIGH SCHOOL: ___________________________________________

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Job Shadowing

SAMPLE PHONE SCRIPT / EMAIL

Hello. May I speak with __________________________ please? My name is __________________________. I am a student at __________________________.
As a part of our ________________ class, we are required to spend time Job Shadowing someone who is in a job that we are interested in. Would you be willing to allow me to spend 1-2 hours with you at your workplace?

I can send you information about myself and about Job Shadowing, along with some questions that I am hoping to get answered. Should I mail, fax or email you?

________________________________________________________________________

I would be available to do Job Shadowing on _______________ at ___________.
What day and time would work for you? _______________________________________________________________________
How do I get to your workplace? ________________________________________________________________________

________________________________________________________________________

Thank you very much. I will be sending you the information and contacting you the day before to confirm our arrangements.
If you have questions, please contact ______________________ at ____________.

SAMPLE EMAIL REQUEST:

Hello, my name is _________. I attend _____________ school. As a requirement for my ____________ class, I am hoping to Job Shadow a _______________. Would it be possible for me to spend 1-2 hours with you at your worksite? The days and times that work for me are ____________. I am attaching information about Job Shadowing, some information about myself, and questions I hope to get answered. Thank you for your consideration. Sincerely, _________________

---

**Job Shadowing**

**STUDENT CHECKLIST**

**Before the Job Shadow**

- ____ Fill out and sign the STUDENT INFORMATION/AGREEMENT form.
- ____ Complete the STUDENT RÉSUMÉ form.
Turn in both forms to: ______________ Date due: ______________.

Get PARENT CONSENT form signed and returned by: ______________.

Get any necessary teachers’ signatures turned in by: ______________.

Confirm transportation arrangements.

Call the day before the job shadow to confirm (or cancel if necessary).

---

Day of Job Shadow

Take with you:
__ STUDENT PLACEMENT INFORMATION
__ QUESTIONS
__ VERIFICATION form
__ Something to write with

Dress appropriately.

Arrive on time; conduct yourself in a professional manner.

Introduce yourself (strong handshake and direct eye contact are important!).

Get the VERIFICATION form signed, thank your workplace host, and shake hands.

---

After the Job Shadow

Write a thank you letter, and mail it within one week of the visit.

Complete all other required assignments.

---

Job Shadowing

STUDENT QUESTIONS

Student’s Name: ________________________ School: ______________________

Name and job title of person being job shadowed:
__________________________________________________________________

Company/Business: ________________________________________________

The following is a list of questions that should help you get the most out of your job shadowing experience. It is important to ask some questions of your own as well. You can use this sheet to take notes on.
**Introductory Questions:**

1. What is your job title?

2. What are your responsibilities?

3. How did you come to be in this job?

4. What is a typical day like for you?

5. What do you like most about your job?

6. What education and training did you need to get this job?

7. What hours do you normally work?

8. What kinds of problems can arise on a job like this?

9. What do you like least about your job?

10. How would you recommend for someone to prepare to be in this type of profession?

**Job Shadowing**

**Questions About Job Skills:**

1. What did you learn in high school that has helped you most in this job?

2. How do you use the following skills in your job:
   - Reading
   - Writing
   - Math
   - Computer skills
- Listening skills
- Speaking skills, public speaking

3. What types of teamwork or collaboration do you do?

4. What kinds of problems do you need to solve on the job? What skills do you need to solve them?

5. What do you wish you had studied more in school?

6. Write any questions that you would like to ask:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Job Shadowing

VERIFICATION FORM

STUDENT'S NAME:_____________________________________________________

SCHOOL:____________________________________________________________

DATE OF JOB SHADOW: ____________________________

NAME OF WORKSITE HOST: ___________________________________________

JOB TITLE OF WORKPLACE HOST: ______________________________________

NAME OF COMPANY/ORGANIZATION: _________________________________

ADDRESS OF COMPANY/ORGANIZATION:
STUDENT EVALUATION

NAME: ____________________________________________

SCHOOL: ____________________________ GRADE LEVEL: ______

Thank you for participating in Job Shadowing! Please complete this brief evaluation of your experience so that we can continue to improve this experience for others. Rate the following on a scale from 1 to 6.

| Statement                                                                 | 1 = Strongly disagree | 2 | 3 | 4 | 5 | 6 = Strongly agree |
| I learned how much education is needed for this profession.               | 1 | 2 | 3 | 4 | 5 | 6 |
| I learned what skills are required to do this job.                       | 1 | 2 | 3 | 4 | 5 | 6 |
| I enjoyed my workplace experience.                                       | 1 | 2 | 3 | 4 | 5 | 6 |
| I would recommend Job Shadowing to other students.                       | 1 | 2 | 3 | 4 | 5 | 6 |
What did you enjoy about this experience?

What problems did you encounter?

What would have made this a better experience for you?

What was the most interesting thing you learned?

Any additional comments?

RETURN TO: ____________
Due date: ____________

**STUDENT THANK YOU LETTER – SAMPLE**

It is important to thank the person who you have Job Shadowed. Your letter does not have to be lengthy. However, it should be sincere and personal. Please mail it out no later than one week after your Job Shadow experience. Be sure to have an adult proof read the letter before you send it out!

**SAMPLE LETTER**

DATE (do not abbreviate)

Mr./Ms. ________________
Business Address
Complete Address
Dear ______________________________ ,

Thank you for taking time to meet with me (yesterday/the date). I found it interesting to learn more about you and your (job, career, profession, industry, company). The most interesting thing that I learned was…. I especially (liked appreciated, was impressed by, enjoyed, was surprised by).

This was a valuable experience for me because…(list three or four reasons).
It was very thoughtful of you to …..

Again thank you for helping me with my career exploration.

Sincerely,

Your Name
Your School

---

**Job Shadowing**

**PARENT INFORMATION**

**JOB SHADOWING** is an opportunity and a privilege. Many professionals in our community are willing to have a student(s) spend time with them at work.

This opportunity will:

- Allow students to connect with an adult in a career field of their interest and experience the workplace and workday first hand.
- Demonstrate the connection between academics and careers, encouraging students to learn by making their class work more relevant.
- Build community partnerships between schools and businesses that enhance the educational experience of all students.
- Introduce students to the requirements of professions and industries to help them prepare to join the workforce of the 21st century.
- Encourage an ongoing relationship between young people and caring adults.

---

**I would like to support Job Shadowing by:**

_____ Endorsing and promoting this activity on behalf of my...

Business: ________________________________

District: ________________________________

Government Agency: ________________________________
Allowing myself to be “shadowed.”

Helping students with transportation needs in getting to their job shadow site.

Name: ________________________________________________________________

Profession: __________________________________________________________

Phone: ______________________ Email: _________________________________

Job Shadowing

PARENT/GUARDIAN CONSENT

Your son or daughter has applied and has been accepted to do a Job Shadowing experience. This activity is considered a field trip. In order to participate, this form must be filled out, signed and returned to the appropriate person at your school.

Permission to Participate in Worksite Job Shadowing

My son/daughter, ______________________________________________________, may participate in a Job Shadowing experience, which will take place on ________________ between the hours of ________________ and ________________ at ________________________________________________________.

Permission to Travel to the Worksite

I understand that my son/daughter will travel to the worksite by ________________.

Photo Release

I understand that Job Shadowing may attract attention from the media and is also used to promote partnerships between schools and employers, so there is a possibility that students may be photographed during their experience. I grant permission to photograph
my son/daughter, _________________________________________ for promotional/educational purposes.

__________________________________________  ____________
Signature of Parent/Guardian                  Date

Job Shadowing

EMPLOYER INFORMATION

JOB SHADOWING:
- Allows students to connect with an adult in a career field of their interest and experience the workplace and workday first hand.
- Demonstrates the connection between academics and careers, encouraging students to learn by making their class work more relevant.
- Builds community partnerships between schools and businesses that enhance the educational experience of all students.
- Introduces students to the requirements of professions and industries to help them prepare to join the workforce of the 21st century.
- Encourages an ongoing relationship between young people and caring adults.

I would like to support Job Shadowing by:

_____ Endorsing and promoting this activity on behalf of my...

Business: _____________________________________________

District: ______________________________________________

Government Agency: ___________________________________

_____ Allowing myself to be “shadowed.”

_____ Helping students with transportation needs in getting to their job shadow site.

Name: _______________________________________________
Profession: ________________________________

Phone: ___________________  Email: ____________________________

Fax: __________________________

Job Shadowing

EMPLOYER GUIDELINES

_________________________________________  ____________________________________
Name      Company

Thank you for allowing _________________________________  __________________
Student’s name           Student’s School

to “shadow” you on : M  T  W  Th  F    _________________________________
(Circle day)      Date

Time: ____________ to ___________. He/she will be calling you the day before to confirm
(or cancel if necessary). If you should have questions or last minute changes please
contact the coordinator for this event:

_________________________________________  ________________________
Coordinator’s Name        Phone

Please find attached:
• Guidelines and suggestions for a successful experience
• The student’s résumé
• A list of questions that the student has been given

Purpose of Job Shadowing:
• Allows students to connect with an adult in a career field of their interest and experience
  the workplace and workday first hand.
• Demonstrates the connection between academics and careers, encouraging students to
  learn by making their class work more relevant.
• Builds community partnerships between schools and businesses that enhance the
  educational experience of all students.
• Introduces students to the requirements of professions and industries to help them prepare
  to join the workforce of the 21st century.
• Encourages an ongoing relationship between young people and caring adults.

Guidelines and Suggestions:
• Plan for the time that you will spend with your student to best fit your schedule.
• Please allow some time for the following:
  - showing the student around the workplace.
  - answering some of the interviewing questions.
  - an opportunity for the student to “shadow” you while you work.
  - hands-on experience if appropriate.
• Many of the students will be nervous at first, and it is important that you set the tone and explain the schedule for the time you will be spending together. Since you will have the student’s résumé ahead of time, you will have sense of his/her interests and can use these as topics for “icebreaker” questions.

**Job Shadowing**

**EMPLOYER EVALUATION**

NAME: _____________________________________________

PLACE OF WORK: _______________________________________

JOB TITLE: ____________________________________________

NAME OF STUDENT: ____________________________________

Thank you for participating in Job Shadowing. Please complete this brief evaluation of your experience so that we can continue to improve this experience for others.

Rate the following on a scale from 1 to 6.

<table>
<thead>
<tr>
<th></th>
<th>1 = Strongly disagree</th>
<th>6= Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed this experience and would be willing to do it again.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>I was at ease interacting with my student.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>I gained a new perspective about my job.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>I would recommend job shadowing to my co-workers.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

What made this a positive experience for you?

What obstacles did you encounter?

What would have made this a better experience for you?
Any additional comments?