

Section 1: Coordinator Forms

The forms listed in the following pages provide marketing internship coordinators with sample documents and directions and suggestions for use. Four types of forms are presented: Pre-Enrollment, Student Forms, Employer Forms, and Training Agreements.

Pre-Enrollment Forms

These forms will allow students to apply to the program, and gain an in-depth knowledge of program requirements and qualifications prior to acceptance. It is suggested that these forms be given to students as a packet during spring enrollment. The exception would be the Employer Verification Form (included in Employer Forms). This form could be given to the student any time prior to the start of the school year. Included:

- **Work Program Application Example (Francis Howell)** – This is an example of an enrollment application and is given to potential students during the open enrollment period.
- **Work Program Application Example (Lee’s Summit)** – This form is a second example of an enrollment application.
- **Intern Information Sheet Example (Lee’s Summit)** – Once accepted into the program this form is given to the student for contact information. This is utilized if you choose to contact your internship students during the summer prior to the start school.
- **Job Site Evaluation Checklist** – This form allows for a review of the internship employment sites.

To secure your spot, please be sure to return this completed application into
Mr. Anders in Room C219.

FRANCIS HOWELL WORK PROGRAM APPLICATION

Check Program of Interest

Marketing (Anders) _____

Business _____

How many hours per week do you intend to work throughout the school year? _____

Personal Information

Name _____

Address _____

City _____ ZIP _____

Phone # _____ Birth date _____

E-mail address: _____

Social Security # _____

Do you have a driver's license number? _____ If not, do you have transportation available? _____

List your ***Semester II*** Class Schedule for this year

<u>Hour</u>	<u>Course</u>	<u>Teacher</u>	<u>Room #</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____

In the space below, describe yourself—include hobbies, strengths, weaknesses, honors, community activities, etc.

To secure your spot, please be sure to return this completed application into
Mr. Anders in Room C219.

Education

Current GPA _____ Tardies to date (this year) _____
Cumulative GPA _____ Absences to date (this year) _____

What classes have you taken at Francis Howell High School that relate to your Cooperative Education Program of interest (i.e. Business classes/Marketing).

	<u>Course</u>	<u>Teacher</u>	<u>Grade Earned</u>	<u>Year Taken</u>
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____

What club or school activities have you participated in at Francis Howell High School?

Describe your plans for after graduation:

Please give the attached recommendation forms to three teachers of your choice. The teacher should turn it into the work program teacher checked on the first page. List the names of these 3 teachers.

1) _____ 2) _____ 3) _____

To secure your spot, please be sure to return this completed application into
Mr. Anders in Room C219.

Work Experience

Are you currently employed? _____

If so, do you wish to keep this job for your entire senior year as required by the work program? _____

Name of Business _____

Address _____

Phone # _____ Manager's Name _____

Date Started _____ Average hours worked per week _____

Describe your job responsibilities:

If you are not currently employed or do not wish to keep your current job, what type of job are you interested in obtaining?

Past Work Experience:

<u>Name of Business</u>	<u>Duties</u>	<u>Dates of Employment</u>
_____	_____	_____
_____	_____	_____

I understand that this is my application for enrollment into the Cooperative Education Work Program, and if I am selected, I will accept the responsibilities required by both the school and the employer, including being an active member in a vocational club (DECA/FBLA). I also understand my parents must be aware of my application into this program.

(Signatures are required by both the applicant and parent)

Signature of Applicant _____ Date _____

Signature of Parent _____ Date _____

The Francis Howell School District's Cooperative Education Programs do not discriminate against students on the basis of race, color, national origin, sex, or physical limitation.

To secure your spot, please be sure to return this completed application into
Mr. Anders in Room C219.



Francis Howell High School
Work Program Evaluation



Evaluation completed by _____ Date Given to Teacher _____
(Teacher's Name)

Please return this completed application to: Mr. Anders C-219 Mrs. Sewing C-215

_____ (Student Name) has made an application for participation in the Cooperative Work Education Program. Your assistance in evaluating this student will be greatly appreciated. Please review the following traits and rate the student. You can feel free to add any other comments that may be beneficial in better understanding this student. Extensive consideration will be given to your evaluation. Be assured that this form will be held in strictest confidence. **Please return this form to the Work Program teacher that is circled above.**

TRAIT	POOR	AVERAGE	GOOD
Appearance			
Attitude			
Cooperation			
Dependability			
Stability			
Self-discipline			
Initiative			
Thoroughness			
Relations with Others			
Quality of Work			

What class or classes has this student taken under your supervision and what grade(s) did he/she receive?

Class: _____ Grade: _____

Class: _____ Grade: _____

Other Comments

Evaluating Teacher's Signature: _____



Internship Programs Application Procedures

1. READ the attached sample of the training agreement. These are the guidelines that must be followed to receive credit and to be successful on the internship program.
2. Fill out application completely.
3. Obtain an attendance report from the attendance office.
4. Place a check mark next to the appropriate program/coordinator on each teacher recommendation form. Ask 3 teachers (one of which should be a business teacher for the SBE Program) to fill out recommendation forms and return them to the appropriate coordinator's mailbox.
5. Attach attendance report to the application and return to Mrs. Rutherford (school store) **no later than February 8.**
6. Check back with Mrs. Rutherford by the morning of **February 14th** to have your course selection sheet signed.

Return completed applications to Mrs. Rutherford in the school store or room 2070.

Which Internship Program Should I Apply For?

You should read the following requirements for each Internship Program and submit your application according to these statements.

CCE (Cooperative Career Education)

To enroll in CCE, you should have a job NOT covered by SBE or Marketing Programs. Such jobs would include, but are not limited to: agriculture, construction, industrial trades, mechanic/automotive, daycare, health care, chef/culinary arts, drafting, maintenance, or cosmetology.

You must complete the application/interview process. Upon approval, you will enroll in the CCE year long course as well as the CCE work program.

Marketing

To enroll in Marketing, you should have a marketing career goal and job. Such careers would include, but are not limited to: retail/cashier, sales, bank tellers, floristry, advertising/promotions, waiter/waitress, hotel/motel services, tourism/travel services, fashion merchandising, public relations, marketing director, customer service, or host/hostess.

You must complete the application/interview process. Upon approval, you will enroll in Marketing 101, Creative Marketing through Entrepreneurship, or Sports & Entertainment Marketing, as well as the Marketing work program.

SBE (Supervised Business Experience)

To enroll in SBE, you should have a business or technology career goal and job. Such careers would include: accounting, administrative support, bookkeeping, school administration office, data processing, office management, personnel/training, technology support, web design/publishing.

You must complete the application/interview process. Upon approval, you will enroll in Business Technology I, Advanced Desktop/Web Page, or Accounting I or II year long course as well as the SBE work program.

Application for Internship Program

Name _____ Age _____ Grade _____

Address _____ Phone _____

_____ Cell Phone _____

Date of birth _____ Email address: _____

Name of parent or guardian with whom you live: _____

Explain your career goal: _____

Will you have transportation available to go on interviews and to work? ___ Yes ___ No

Are there any limitations on distance you wish to travel, hours, etc.? _____

Will you be participating in school activities that may affect the hours you will be available for employment? ___ Yes ___ No If so, what activities? _____

Are you presently working? ___ Yes ___ No If so, where? _____

Will you continue to work there for the Internship Program or will you seek other employment?

One of the requirements for the Internship Program is that you be enrolled in a related class. Place a check mark before each course you plan to enroll in next year.

_____ Accounting I or II _____ Business Technology I _____ Advanced Web
_____ CCE _____ Marketing

How many credits will you have at the end of your junior year? _____ Overall GPA? _____

In accordance with the provisions of The American With Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964 (as amended), Title IX of the Educational Amendments of 1972, PL 93-112, and Section 504 of the Rehabilitation Act of 1973 and the regulations thereunder, it is the policy of the Lee's Summit R-7 School District that no person shall, because of age, sex, race, disability, or national origin be excluded from participation in be denied the benefits of, or subjected to discrimination under any education program or activity of the District, including the employment of staff personnel.

Written district policies concerning the rights and responsibilities of employees and students are available for inspection at the administrative office of the District.

Inquiries by persons about their protection against discrimination under The Americans With Disabilities Act, Title IX, Title VI, or PL 93-112 and the Section 504 may be directed in writing or by telephone to: Paul A. Shruot, Director of Human Resources, Lee's Summit R-7 School District, 600 SE Miller, Lee's Summit, MO 64063, (816) 524-3368

Please list your current schedule of classes and teachers:

MY JUNIOR YEAR SCHEDULE

Hour	Class	Teacher
1 st		
2 nd or 2/3A		
3 rd or 2/3B		
4 th or 4/5A		
5 th or 4/5B		
6 th or 6/7A		
7 th or 6/7B		

This is a sample training agreement. Formal agreements must be signed in the Fall by your internship coordinator, a parent and yourself. Please have parents sign this sample to indicate that they approve of your intent to enroll in this program.

LEE'S SUMMIT WEST HIGH SCHOOL STUDENT TRAINING AGREEMENT

STUDENT _____

In applying for an Internship Program for the _____ school year, I agree to the following guidelines:

- I will maintain a 90% attendance record and an acceptable conduct record while in the Internship Program.
- That my job used as my training station for this program must be approved by the coordinator in charge.
- I will receive one unit of credit for my employment if I work an average of at least ten hours per week or two units of credit for the school year for my employment if I work an average of 20 hours per week.
- This is a full-school year training program and that credit for the job portion of the program will only be given upon completion of the training. Students planning to graduate at the semester should not be on the program.
- My release time from each school day will be based upon my hours of employment and the number of credits I need for graduation.
- If I am absent from school because of illness, I cannot go to work that day unless in very unusual circumstances and then only with **prior** approval granted by the coordinator.
- I may not seek other employment during the school year.
- If **fired** because of my inability to function appropriately, I will no longer have the privilege of remaining on the Internship Program.
- I will call my program coordinator to report the reason for being absent on any give day in addition to contacting the attendance secretary.
- I must pass the related class (Business Technology I, Advanced Desktop/Web Page, Accounting I or II, CCE, or Marketing 101, Creative Marketing, or Sports & Entertainment) in which I am enrolled to remain on the Internship Program.

By signing this agreement, I acknowledge that I will abide by the above guidelines. Failure to abide by these guidelines may result in probation or dismissal from the internship program with an "F" grade and placement in a full schedule second semester. Disciplinary action will be assigned at the discretion of the program coordinator based on state department standards.

Parent

**RETURN TO RUTHERFORD
BY FEBRUARY 8th**

=

**Teacher Recommendation
For an
Internship Program**

_____ has applied for admission in an Internship Program. This program provides experience and training opportunities on the job and makes use of the skills learned in class. Many factors other than grades must be considered to select deserving, capable young people who can best benefit from the training program. Having previously taught this student, you are able to help me make a decision regarding the student's admission in the internship program. Your opinions will be kept strictly confidential. Thank you for your input.

Please rate the student in the following areas:

	Above Average	Average	Below Average
Academic Performance			
Judgment			
Initiative			
Appearance			
Leadership Quality			
Follows Directions			
Reliable			
Perseverance			
General Conduct			
Positive Response to Criticism			
Works Well With Others			

Remarks _____

Teacher's Signature _____



Lee's Summit West High School
Christy Rutherford
Marketing Coordinator
2600 SW Ward Rd Lee's Summit, MO 64082
(816) 986-4036



MARKETING INTERN INFORMATION SHEET
PLEASE RETURN TO ROOM 2070 BY MAY 31ST

NAME: _____

STREET ADDRESS: _____

CITY: _____ STATE: MO ZIP CODE: _____

HOME PHONE: _____ CELL PHONE: _____

EMAIL: _____

PARENT(S) NAMES: _____

Are you currently employed in the job you will use for the internship program? _____ YES _____ NO

If you answered yes, please give me the following information:

NAME OF EMPLOYER: _____

ADDRESS: _____

PHONE NUMBER: _____

OFFICE USE ONLY

_____ GPA _____ CREDITS AS OF MAY 07

SPRING 2007



**MARKETING
EDUCATION TRAINING STATION
EVALUATION CHECKLIST**



TRAINING STATION _____

Check the items that apply to this training station.

The training station:

- ___ 1. has an accessible location
- ___ 2. observes federal and state laws and employment regulations
- ___ 3. has up-to-date facilities and equipment
- ___ 4. has a favorable reputation in the community
- ___ 5. provides a safe, ethical environment for the student
- ___ 6. provides on-going training programs for employees
- ___ 7. demonstrates a willingness to work with the teacher-coordinator and the student
- ___ 8. provides the types of learning experiences to support the curriculum, not merely part-time employment
- ___ 9. designates supervisory personnel to serve as training sponsors
- ___ 10. evaluates the student in writing on a periodic basis
- ___ 11. promotes school attendance and the standards/rules of the program
- ___ 12. provides the minimum number of hours of employment per week
- ___ 13. provides a wage compensation with other beginning level employees in the same job
- ___ 14. provides an opportunity for advancement
- ___ 15. relates to the field of marketing

Student Forms

These forms are given to students and kept on file for each student. Some coordinators choose the binder method, requiring each student to provide a 3 ring binder prior to the start of school, while others will use a folder system.

- **Blank Training Plan** – This form is given to students to complete for the coordinator. They are to fill in duties and tasks they will complete at their work station.
- **Early Release Card Example (Blue Springs)** – This is given to the students to show school personnel proof of early release for internship purposes. Suggestion regarding this document is that if a student loses their card he or she should be required to purchase a new one. Some coordinators charge up to \$5.00 for a new card.
- Hours Worked, Pay Records, Work Release Forms are all forms that students would complete on a weekly basis as part of their internship grade. Examples included:
 - **Hours Worked Example (Francis Howell)**
 - **Blank Payroll Record**
 - **Blank Work Release**
- **Weekly Assignments Example** – Summary of all assignments due at the end of the semester. It also includes a weekly identifier that will state how many hours the student should be working according to instructor guidelines.

MARKETING INTERNSHIP TRAINING PLAN

STUDENT TRAINEEDATE

TRAINING STATIONRATED BY

5=Excellent 4=Above Average 3=Average 2=Below Average 1=Poor

LEARNING EXPERIENCES

EVALUATION BY PERIOD

	1st	2nd	3rd	4th
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Percentage that you would give the student at this time _____ %
 (last given _____ %)

Marketing Internship

is a member of the Blue Springs High School Marketing Internship Program and is released from school each day during the 2009-10 school year



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Francis Howell Marketing Work Program Hours Worked Record



For the **Scheduled Hours** **Actual Hours Worked** **Total Hours Worked** **Money Earned**
 Week of: _____

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.			

**Note: Credit is determined by Semester: ½ unit of credit for 160 hours per semester
 1 unit of credit for 320 hours per semester**

PAYROLL RECORD

Name _____

Training Station _____

Grading _____

Period _____

Year _____

PAY PERIOD From To	Total Hours	Hourly Rate	Overtime Rate	Gross Pay	DEDUCTIONS				Net Pay	Net Pay to Date	
					Fed. Tax	FICA	Medicare	Mo. Tax			Other
				0						0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
										0	0
TOTALS	0			0	0	0	0	0	0	0	0

Student's Name:		
Training Station:	Position:	
Supervisor/Manager:		

Day	Date	Hours on the Job		Total Daily Hours	School Attendance (circle one)
Mon	8/24		to		YES OR NO
Tues	8/25		to		YES OR NO
Wed	8/26		to		YES OR NO
Thur	8/27		to		YES OR NO
Fri	8/28		to		YES OR NO
Sat	8/29		to		No School
Sun	8/30		to		No School
		Total hours this week			
		Your hourly wage here		x \$	
		Total week's earnings		= \$	

Record your on-the-job experiences during the week by describing your on-the-job responsibilities and interactions with fellow employees, supervisors, and customers. Identify accomplishments (new and/or improved performance of job and human relations skills) that you feel good about as well as concerns and problems that you may have had this week.

Explain the role of your business (workstation) in our society. In other words, how does your business serve our society?

Marketing Internship Weekly Assignments *(subject to change)*

Week	Date	Assignment	Work Hours	
1	Aug 28	Notebooks: Forms, Weekly Report (WR) ASSNG #1: Study of My Job DUE 9/18	½ credit	1 credit
2	Sept. 4	WR / Excel Spreadsheet – Payroll Record (PR) ASSNG #1: Study of My Job DUE 9/18	15	25
3	Sept. 11	WR / PR	30	50
4	Sept. 18	WR / PR ASSNG #1: Study of My Job DUE ASSNG #2: Communicating DUE 10/2	45	75
5	Sept. 25	WR / PR / Payroll Record Check	60	100
6	Oct. 2	WR / PR ASSNG #2: Communicating DUE ASSNG #3: Scheduling DUE 10/16	75	125
7	Oct. 9	WR / PR ASSNG #3: Scheduling DUE 10/16	90	150
8	Oct. 16	WR / PR ASSNG #3: Scheduling DUE ASSNG #4: Networking DUE 11/6	105	175
9	Oct. 23	WR / PR	120	200
10	Oct. 30	WR / PR / Payroll Record Check	135	225
11	Nov. 6	WR / PR ASSNG #4: Networking DUE ASSNG #5: Interview DUE 12/4	150	250
12	Nov. 13	WR / PR ASSNG #5: Interview DUE 12/4	165	275
13	Nov. 20	WR / PR / Thanksgiving Activity	180	300
14	Nov. 27	WR / PR	195	325
15	Dec. 4	WR / PR ASSNG #5: Interview DUE	210	350
16	Dec. 11	Semester Conference	225	375
17	Dec. 18	Semester Final	240	400

Employer Forms

These forms are used with employers before and during the student's internship.

- **Employer Verification Letter Example (Lee's Summit) / Employment Verification Example (Lee's Summit)** – These forms are sent with the student at the beginning of the semester to be given to their employer to verify employment. It also acts as a letter of introduction to the program and the coordinator.
- **Work Evaluation/Employer Evaluation**– These forms can be sent with the student prior to your grading period to be completed by the employer. Some coordinators will drop a form off and then have the employer return it through the mail, some coordinators require students to return the form. Examples include:
 - **Blank Work Evaluation**
 - **Employer Evaluation Example (Francis Howell)**
 - **Employer Evaluation Example (Blue Springs)**
 - **Employer Rating Sheet Example (Lee's Summit)**
- **Calling Card Example (Francis Howell)** – This form is for the purpose of on-going communication and documentation between the coordinator and the employer. Phone calls and face-to-face visit outcomes can be recorded on this form.
- **Change of Employment Example (Blue Springs)** – Should a student need to change jobs, this form will provide documentation stating rationale. It also provides the coordinator with actions completed by the student regarding steps to finding new employment. The coordinator's approval or disapproval of the job change is also documented. It is important to note that some coordinators do not allow any job changes unless an extreme situation; other coordinators allow 1 job change within the year.



**Lee's Summit West High School
Christy Rutherford
Marketing Coordinator
2600 SW Ward Rd Lee's Summit, MO 64082
(816) 986-4036**



August 7, 2007

Dear Employer:

I would like to take this opportunity to thank you for participating in the marketing internship program at Lee's Summit West High School. The training and experience that your company provides is a valuable part of the student's educational experience.

The other way in which you help the student is through quarterly evaluations. I will be getting these to you about two weeks prior to the end of the grading period. It is important for these evaluations to be fair and accurate representation of the student's job performance for the given period. If there are areas that need work, please feel free to indicate these to me. Likewise, positive areas of performance enable me to give the student praise in the areas in which they are doing well. While the evaluations do help determine the student's grade, semester grades are also affected by classroom performance. Indicating areas that need improvement does not sentence a student to a bad grade, but simply helps me gear classroom instruction to better meet their needs.

In addition to formal evaluations, I will be calling periodically to touch base with you on any situations in which you might need my assistance. Please remember that since semester credit is tied to this job, it is very important to contact me if any situation should arise that would jeopardize the student's job standing, and thus, their credit. If you have any questions or concerns please feel free to contact me at 816-986-4036.

I am looking forward to meeting and working with you in the coming year to provide the best possible training for our students. Thanks again for your participation.

Sincerely,

Christy Rutherford
Marketing Coordinator



Lee's Summit West High School
Christy Rutherford
Marketing Coordinator
2600 SW Ward Rd Lee's Summit, MO 64082
(816) 986-4036



EMPLOYMENT VERIFICATION
 MARKETING EDUCATION PROGRAM

Date: _____

Dear Employer:

As the cooperating employer, your signature and completion of this form allows the student-intern to participate in the Marketing Internship Program at Lee's Summit West High School. Students earn high school credit for their work experience. The central focus of the internship program is the development of occupational competence, using employment in the workplace as the key source of learning.

I would like to thank you for providing occupational training for student learners. If you have any questions, please call me at (816) 986-4036. I will contact you soon to discuss the student, the Marketing Internship program, and answer any questions that you might have.

_____ is employed by our business.
 Name of Student Intern

 Name of Business

 Telephone Number

 Street Address

 City/Zip Code

 Email Address

He/she began employment with us on _____ and will work approximately _____ hours per week at a rate of pay of _____.

Duties will include: _____

 Signature of Supervisor

 Title

 Printed Name of Supervisor

Marketing Internship Training Evaluation

STUDENT:	Lee's Summit West HS
TRAINING STATION:	

Rating Scale: **10-9 = Excellent** **6-5 = Average**
 8-7 = Above Average **4-3 = Acceptable, but needs improvement**
 2-1 = Not acceptable, needs significant improvement

Training Plan Goals:	Grading Periods			
	1	2	3	4

MARKETING COMPETENCIES

Personal Appearance: Neat, well-groomed, appropriately dressed				
Job Knowledge:				
Quality of Work:				
Quantity of Work:				
Attitude Towards Co-Workers:				
Ability to Take Criticism:				
Self-Confidence and Maturity:				
Adaptability:				
Dependability: Prompt, trustworthy, follows directions, meets obligations				
Communication Skills:				
Motivation:				
Ability to Learn:				
Initiative:				
Attitude Toward Supervisors:				

Comments:

Employer Signature: _____

Date: _____

Francis Howell High School
Marketing
Work Program

2009-2010



Work Program Grade is based on:

33% Employer Evaluation 33% Time Sheet 33% Class work

Employer Evaluation (Reminder total points on the evolution must add up to desired work grade.)

- ❖ 90-100 points = A
- ❖ 80-89 points = B
- ❖ 70-79 points = C
- ❖ 60-69 points = D
- ❖ 59 or below = F

Thank you for completing the Work Program Evaluation. You may return this to the student/employee or you may choose to mail it to the following address (please keep the due date in mind):

**Francis Howell High School
7001 South Hwy. 94
St. Charles, MO 63304**

Attention: Larry Anders

If you have any questions or concerns contact: Larry Anders (636) 851-4729



Francis Howell Work Program Employer Evaluation



Due Date: _____

Employee Name: _____ Evaluators Name: _____

Date: _____ Job Site: _____

Rating Scale:

5= excellent 4=above average 3=average 2=below average 1= poor

- | | | |
|--|-----------|---------------------------------|
| 1. Listens carefully to instructions | 5 4 3 2 1 | Poor listener |
| 2. Masters concepts | 5 4 3 2 1 | Needs repeated instructions |
| 3. Positive response to criticism | 5 4 3 2 1 | Negative response to criticism |
| 4. Works well with employees | 5 4 3 2 1 | Poor team worker |
| 5. Works well with management | 5 4 3 2 1 | Works poorly with management |
| 6. Exhibits self-control | 5 4 3 2 1 | Loses control easily |
| 7. Is dependable | 5 4 3 2 1 | Is not reliable |
| 8. Exhibits good judgment | 5 4 3 2 1 | Inclined to jump to conclusions |
| 9. Is self-confident | 5 4 3 2 1 | Lacks confidence |
| 10. Shows Initiative | 5 4 3 2 1 | Performs only routine tasks |
| 11. Makes good appearance | 5 4 3 2 1 | Should improve appearance |
| 12. Emergency absence only | 5 4 3 2 1 | Frequent absences |
| 13. Seeks understanding of business | 5 4 3 2 1 | Never asks questions |
| 14. Arrives on time | 5 4 3 2 1 | Frequently late |
| 15. Exhibits knowledge of products/services | 5 4 3 2 1 | Needs to learn more |
| 16. Keeps work area orderly | 5 4 3 2 1 | Is careless |
| 17. Performs general work assignments accurately | 5 4 3 2 1 | Frequent errors |
| 18. Completes work assignments | 5 4 3 2 1 | Is not thorough |
| 19. Uses equipment properly | 5 4 3 2 1 | Damages equipment |
| 20. Creates a positive image of business | 5 4 3 2 1 | Creates a negative image |

Specific Job Duties:

- | | |
|----------|-----------|
| 1. _____ | 5 4 3 2 1 |
| 2. _____ | 5 4 3 2 1 |
| 3. _____ | 5 4 3 2 1 |
| 4. _____ | 5 4 3 2 1 |
| 5. _____ | 5 4 3 2 1 |

Please circle overall grade the student deserves this quarter: A B C D F
 (Total points should reflect total grade) 90-100 points = A; 80-89 points = B;
 70-79 points = C; 60-69 points = D; 59 or below = F

**Marketing Education Program – Blue Springs High School
EMPLOYER EVALUATION
Ms. Linda Friedel, Coordinator**

Student: Klenklen, Chandler

Date: Spring 2009-1

Training Station Fazolli

Grading Period

Please return by: Mar 15, 2009 **Circle the grade represents this student's performance -**

A B C D F

Personal Appearance and Grooming

1	2	3	4	5	6	7	8	9
Clothes not appropriate for job. Grooming needs attention.		Dresses adequately for job. Is usually adequately groomed.			Dresses well and is usually well groomed.		Always very well dressed. Makes a fine appearance.	

Comments:

Job Knowledge

1	2	3	4	5	6	7	8	9
Knowledge of the job is limited.		Knowledge of job is adequate to answer most common questions.			Well informed on the job and related work.		Well informed on the job and makes the most of knowledge experience.	

Comments:

Quality of Work

1	2	3	4	5	6	7	8	9
Careless and makes frequent and repetitive errors.		Work usually passable and requires some follow-up			Usually does a good job and requires little follow-up		Consistently excellent performance. Errors are rare	

Comments:

Quantity of Work

1	2	3	4	5	6	7	8	9
Output is frequently below the required amount.		Turns out the required amount or work but seldom more.			Usually does more than is expected.		Output is unusually high. An exceptionally fast worker.	

Comments:

Customer Relations

1	2	3	4	5	6	7	8	9
Little interest in maintaining good customer relations. Irritates customers.		Occasionally irritates customers. Uses little tact and diplomacy.			Courteous and helpful to Customers. Uses tact and diplomacy.		Unusually good customer relations. Builds customer patronage.	

Comments:

Attitude Towards Co-Workers

1	2	3	4	5	6	7	8	9
Has difficulty in working with others.		Teamwork is adequate for good performance, does own share of work.			Works well with others. Meets others halfway.		Extremely effective in working with others. Goes out of the way to help.	

Comments:

Ability to Take Criticism

1	2	3	4	5	6	7	8	9
Resents criticism. Has a chip on shoulder.		Resents criticism but does the job. Occasionally flares up.			Accepts criticism and fairly even-tempered.		Accepts and uses criticism in personal development & is even tempered.	
Comments:								

Self-Confidence and Maturity

1	2	3	4	5	6	7	8	9
Is very immature. Has complete lack of self-confidence and poise.		Seems immature at times. Has little self confidence.			Is mature and shows poise and self-confidence.		Is very confident and self-assured for age.	
Comments:								

Adaptability

1	2	3	4	5	6	7	8	9
Has great difficulty in adjusting to new work and requires repeated instructions.		Requires detailed instructions in adapting to new tasks.			Can turn from one type of work to another with little time and instruction.		Leans new duties quickly and adjusts to changed conditions easily.	
Comments:								

Dependability

1	2	3	4	5	6	7	8	9
Is unreliable and will not accept the responsibility required of the job.		Accepts responsibilities but not entirely reliable.			Accepts responsibility of the job and normally can be depended on.		Accepts responsibility and is completely dependable on the job.	
Comments:								

Communication Skills

1	2	3	4	5	6	7	8	9
Poor or awkward grammar affect job performance.		Occasionally has difficulty in communicating with others.			Usually communicates effectively with others.		Communicates clearly, pleasantly, conveying spirit and enthusiasm.	
Comments:								

Motivation

1	2	3	4	5	6	7	8	9
Wastes time unnecessarily. Unable to identify work that need to be done.		Does only the obvious work.			Works steadily. Does a good day's work.		Does more than required. Has high degree of enthusiasm and interest.	
Comments:								

Attendance

Has the student's attendance been satisfactory for the requirements of the job? Yes No

Additional Comments:

Employer Signature _____

Date _____

Student Signature _____

Teacher Signature _____

Lee's Summit West High School
 2600 SW Ward Rd
 Lee's Summit, MO 64082
 816-986-4000

Christy Rutherford
 Marketing Coordinator
 816-986-4036

Employer's Rating Sheet

 Student-Trainee

 Date

 Training Station

 Rated by

Personal Appearance and Grooming

1	2	3	4	5	6	7	8	9
Clothes not appropriate for job. Grooming needs attention.		Dresses adequately for job. Is usually adequately groomed.		Dresses well and is usually well groomed.		Always very well dressed. Makes a fine appearance.		

Job Knowledge

1	2	3	4	5	6	7	8	9
Knowledge of the job is limited.		Knowledge of job is adequate to answer most common questions.		Well informed on the job and related work.		Well informed on the job and makes the most of knowledge and experience.		

Quality of Work

1	2	3	4	5	6	7	8	9
Careless and makes frequent and repetitive errors.		Work usually passable and requires some follow-up.		Usually does a good job and requires little follow-up.		Consistently excellent performance. Errors are rare.		

Customer Relations

1	2	3	4	5	6	7	8	9
Little interest in maintaining good customer relations. Irritates customers.		Occasionally irritates customers. Uses little tact and diplomacy.		Courteous and helpful to customers. Uses tact and diplomacy.		Unusually good customer relations. Builds customer patronage.		

Attitude Towards Co-Workers

1	2	3	4	5	6	7	8	9
Has difficulty in working with others.		Teamwork is adequate for good performance, does own share of work.		Works well with others. Meets others halfway.		Extremely effective in working with others. Goes out of the way to help others.		

Ability to Take Criticism

1	2	3	4	5	6	7	8	9
Resents criticism. Has chip on shoulder.		Resents criticism but does the job. Occasionally flares up.		Accepts criticism and fairly even-tempered.		Accepts and uses criticism in personal development and is even-tempered.		

Self-Confidence and Maturity

1	2	3	4	5	6	7	8	9
Is very immature. Has complete lack of self-confidence and poise.		Seems immature at times. Has little self-confidence.		Is mature and shows poise and self-confidence.		Is very confident and self assured for age.		



Marketing Work Program Coordination Call Card

Students Name _____ Year: _____

Students Phone Numbers: Home _____ Cell _____

Name of Job Site: _____

Address: _____

Evaluators Name/Title: 1. _____

2. _____

Job Site Phone Number: (____) _____

Students First Day of Employment: _____

Students Job Site Duties: _____

Students Wage: _____ E-Mail Address: _____

1st Semester Schedule

2nd Semester Schedule

Hr	Class	Teacher	Room	Hr	Class	Teacher	Room
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			

Students Name: _____

Comments: _____

DATE	Items Discussed	Contact Person	Grade

PLACE OF EMPLOYMENT – CHANGE REQUEST

Marketing Education Program – Blue Springs High School
Ms. Linda Friedel, Coordinator

TOPIC: **Termination** _____ **Job Change Request** _____

Student: _____ Employer: _____

Length of Employment: _____

Reason for Change (give details): _____

Current Employment Situation (new job, places applied, etc.): _____

Signed: _____
Student

Date: _____

Approved: _____

Disapproved: _____

Teacher's Signature: _____

Date: _____

Note: Your Training Agreement states that changes can be made only with prior approval from the Marketing Education Teacher Coordinator.

Training Agreement Forms

These forms are for all parties involved in the internship of the student. This includes the student, parent/guardian, coordinator, and employer. It is designed to act as a contract regarding program guidelines. Examples include:

- **Training Agreement Example (Lees Summit)**
- **Training Agreement Example (Blue Springs)**
- **Training Agreement Example (Francis Howell)**

___ SBE
___ CCE
___ Marketing

Year _____



Lee's Summit West High School
2600 SW Ward Rd
Lee's Summit, MO 64082
816-986-4000

Training Agreement

Student: _____ Training Supervisor: _____
Address: _____ Training Station: _____
Residence Phone: _____ Address: _____
Parent/Guardian: _____ Telephone: _____

1. The **student** agrees to:

- a. Not go to work if he/she did not attend school unless previously approved with Coordinator.
- b. Be punctual, properly dressed and groomed, and loyal.
- c. Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
- d. If dismissed from employment due to negligence or misconduct, proved by school investigation, the student may be dropped from the program and will not receive course credit.
- e. Keep required records of the work experience program.
- f. Maintain a minimum "C" grade each grading period in all his/her high school classes.
- g. Contact the teacher-coordinator before resigning.
- h. Make the training station priority if employed in a second job.
- i. Maintain 90% attendance in order to remain on the internship program.
- j. Work an average of 10 hours per week to earn 1 unit of credit or an average of 20 hours per week to earn 2 units of credit.

2. The **parent/guardian** agrees to:

- a. The student's training station.
- b. Ensure student has transportation to and from work.
- c. Assist in promoting the value of the student's experience by cooperating with the training supervisor and teacher-coordinator as needed. If a problem should arise, the coordinator should be contacted first.
- d. Attend parent/teacher-coordinator conferences when necessary.

3. The **teacher/coordinator**, on behalf of the school, agrees to:

- a. Provide classroom instruction at the school related to the student's duties and responsibilities at the training station.
- b. Visit the student on the job at intervals for the purpose of evaluation/progress a minimum of 2 times per semester.
- c. Show discretion as to time and circumstances for visits, especially when work at the training station is more demanding.
- d. Develop an instructional management plan correlating classroom work to work experience.

- () e. Notify student's parent/guardian of any major problems on the job or in related class.
- () f. Terminate student's employment with a training station if the student is in danger, or if any employment laws are being violated.

4. The **training supervisor** agrees to:

- () a. Provide the student with opportunities to learn how to do many jobs well in this business through the training plan's goals.
- () b. Assign the student new responsibilities according to their ability and progress.
- () c. Assist the coordinator to make an honest appraisal of the student's performance and progress. These reports will be provided once per grading period in a timely matter.
- () d. Avoid subjecting the student to unnecessary hazards.
- () e. Contact the coordinator before discharging the student.
- () f. Conform to all federal, state, and local laws and regulations regarding employment and compensation of students.

5. All parties agree to:

- a. The length of the cooperative education period will include a minimum of ___ hours commencing _____ and terminating _____.
- b. A beginning wage of _____ per hour.

We, the undersigned, who have initialed in the appropriate places agree that we have read and understand the purpose and intent of Lee's Summit High School's Training Agreement. Failure to comply with this agreement may result in dismissal from the work program.

Student: _____ Employer: _____

Parent/Guardian: _____ Teacher: _____

Anti-Discrimination Statement

In accordance with the provisions of The Americans With Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964 (as amended, Title IX of the Educational Amendments of 1972, P.L. 93-112, and Section 504 of the Rehabilitation Act of 1973 and the regulations thereunder, it is the policy of the Lee's Summit R-7 School District that no person shall because of age, sex, race, disability, or national origin be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity of the District, including the employment of staff personnel.

Written district policies concerning the rights and responsibilities of employees and students are available for inspection at the administrative office of the District.



TRAINING AGREEMENT
 Marketing Education Program - Blue Springs High School
 Ms. Linda Krehbiel, Coordinator



Student _____ Training Station _____

1. The student agrees to:
 - a. To be regular in attendance and punctual to all classes and on the job.
 - b. Be loyal, properly attired and groomed, courteous and considerate of the employer, customers, and others, and do an honest day's work.
 - c. Not quit my job until the teacher coordinator and I have discussed all consequences; after discussing the resignation process, I agree to provide my employer with a written resignation that gives **at least a two-week** notice.
 - d. Carry out my training on the job in such a manner that I will reflect positively upon myself, the work release program, and my school.
 - e. Perform all related study assignments with earnestness and sincerity and to submit all assignments by the deadlines.
 - f. Keep an accurate account of my work hours (avg 15) and submit them weekly.
 - g. Maintain a payroll record and submit it every six weeks.

2. The parent/guardian agrees to:
 - a. The student's training station.
 - b. Provide transportation for the student to and from work.
 - c. Assist in promotion the value of the student's experience by cooperating with the employer and teacher when needed.

3. The teacher coordinator, on behalf of the school, agrees to:
 - a. Give systematic instruction at the school related to the student's duties and responsibilities at the training station.
 - b. Visit the student on the job at intervals for the purpose of evaluation.
 - c. Show discretion as to time and circumstances for visits.

4. The employer agrees to:
 - a. Provide the student with opportunities to learn how to do many jobs well in the business and provide an average of 15 hours per week.
 - b. Assign the student new responsibilities according to their ability and progress.
 - c. Assist the teacher to make an honest appraisal of the student's performance and progress.
 - d. Avoid subjecting the student to unnecessary hazards.
 - e. Contact the teacher concerning student dismissal from their job.

It shall be agreed that all parties in this program will not discriminate in training and/or employment opportunities on the basis of race, color, religion, gender, origin, or handicap.

We, the undersigned, agree that we have read and understand the purpose and intent of this Training Agreement.

Student _____ Employer _____

Parent _____ Teacher Coordinator _____

**FRANCIS HOWELL SCHOOL DISTRICT
COOPERATIVE WORK EXPERIENCE
TRAINING AGREEMENT**

Student Name _____

School _____

Worksite Place of Employment and Address _____

Supervisor Name _____

Phone # _____ E-Mail _____

The Student-Learner Agrees:

1. To be at least 16 years of age and to secure a Social Security number.
2. To be employed in an approved work location by the end of the second week of school in order to remain in the program. The student understands that the coordinator will assist in placement by providing advice, suggestions, and possible job leads, but the primary responsibility for securing, accepting and continuing employment throughout the school year belongs to the student/employee.
3. To provide his/her own transportation to and from work.
4. Good attendance is required to maintain any job. The Cooperative Work Experience student will lose work program credit upon the 8th absence/incident from school. This policy applies to all absences, excused and unexcused. If credit is lost, the student will be placed in regular classes, study hall, or In-School Alternative Program to fill the remainder of the school day.
5. To attend school and work regularly and not to work without going to school, nor go to school without going to work, unless previously discussed with the teacher/coordinator. Failure to adhere to this part of the agreement may result in the student-learner's receiving appropriate academic and/or disciplinary action.
6. To comply with the policies of the work program employer as well as Cooperative Work Experience policies. This includes notifying the employer, according to company policy, if unavoidably detained, ill, or unable to report for work as scheduled. The student will also notify the coordinator in the event of an absence from school. This is to be done prior to 7:25 a.m. on the day of the absence.
7. To discuss unpleasant job situations with the coordinator and with the job supervisor—not with other students, coworkers, etc.

8. To represent the school and employer by showing honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn. If dismissed from employment due to negligence or misconduct, the student may be dropped from the program and will not receive school credit for the work program. It is also understood that if the student is terminated, he/she will be placed in regular classes, study hall, or In-School Alternative Program to fill the remainder of the school day.
9. To work a minimum of 10 hours per week for one unit of credit per year, or 20 hours per week for two units of credit per year. Total hours worked must be a minimum of 160 hours per semester to receive one-half unit of credit, and 320 hours per semester to receive one unit of credit.
10. To provide two-weeks' notice when terminating a job, unless the employer gives special permission to do otherwise.
11. To make job changes only with prior approval of the coordinator; the coordinator reserves the right to change the student's job if necessary. A job change without prior approval of the coordinator will result in loss of credit for the work program during the current semester.
12. To be scheduled to work within 2 weeks when it is necessary to make a job change.
13. To refrain from socializing with friends and family and from telephoning/e-mailing/texting while on the job.
14. To be evaluated by the coordinator and the employer at different intervals consisting of approximately once each quarter throughout the year.
15. To be aware that Cooperative Work Experience students are not eligible to receive unemployment benefits upon termination of employment.
16. To submit to the coordinator, at minimum, a bi-monthly work record showing total hours worked with copies of check stubs attached. Failure to submit accurate documentation will result in loss of credit.
17. To take part in the Employer Appreciation Activity.
18. To complete promptly all necessary reports and paperwork.

The Parents of the Student-Learner Agree:

1. To encourage the student-learner to carry out effectively his/her duties and responsibilities.
2. To assume responsibility for the student's conduct and safety from the time the student leaves school, reports to work, leaves the job, and arrives home.
3. To make inquiries concerning the student-learner's training, wages, or working conditions through the teacher/coordinator rather than directly to the employer.

4. That the student-learner must attend school regularly and not go to work without going to school, nor go to school without going to work, unless previously discussed with the teacher/coordinator. Failure to adhere to this part of the agreement may result in the student-learner's receiving appropriate academic and/or disciplinary action. If a student will be absent from school or work, the teacher/coordinator and employer should be notified as soon as possible.
5. To offer assistance to the coordinator, serve as a resource person, or help in other ways that would benefit the student and school.

The Employer Agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of the student's career objectives.
2. To employ the student-learner for at least the minimum number of 10 or 20 hours per week throughout the entire current school year as agreed upon at the time of employment.
3. To adhere to policies and practices which prohibit discrimination on the basis of race, color, national origin, sex, or handicap.
4. To provide on-the-job instructional materials and occupational guidance for the student.
5. To assist in the evaluation of the student-learner approximately four times during the current school year, usually once per quarter.
6. To comply with all federal and state regulations including child labor laws and minimum wage regulations.
7. To ensure that background checks have been completed on all employees so that no person working with the student has been accused or convicted of a felony.
8. To ensure that safety instruction and/or training will be provided.
9. To ensure that any work performed in occupations declared hazardous shall be under the direct and close supervision of a qualified and experienced person.
10. To adhere to income tax and Social Security withholding regulations.
11. To consult with the teacher/coordinator concerning the student-learner and to discuss with the coordinator any difficulties that may arise.
12. To inform the teacher/coordinator before or immediately following the dismissal of the student-learner.

The Teacher/Coordinator Agrees:

1. To provide the necessary related classroom instruction.

- 2. To visit, telephone, e-mail, or conference as needed with the student, employer, and parents.
- 3. To assist with training problems of the student-learner.
- 4. To assist the employer in the evaluation of the student-learner.
- 5. To keep accurate records pertinent to the student and the school.
- 6. To relate any job leads appropriate to the skill level of the student seeking employment.

I HAVE READ THE ABOVE AGREEMENT AND AGREE TO CARRY OUT THE RESPONSIBILITIES DELEGATED. I UNDERSTAND THAT THIS DOCUMENT IS A MEMORANDUM OF TRAINING, NOT A LEGAL CONTRACT. THIS DOCUMENT REPRESENTS STATE COOPERATIVE WORK EXPERIENCE POLICY AND THE FRANCIS HOWELL SCHOOL DISTRICT'S PROCESS FOR MEETING THAT POLICY.

EMPLOYER SIGNATURE _____

PARENT SIGNATURE _____

STUDENT SIGNATURE _____

COORDINATOR SIGNATURE _____

PRINCIPAL SIGNATURE _____

SUPERINTENDENT SIGNATURE _____

THE FRANCIS HOWELL SCHOOL DISTRICT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, SEX, NATIONAL ORIGIN, ETHNICITY, DISABILITY, RELIGION, SEXUAL ORIENTATION, OR PERCEIVED SEXUAL ORIENTATION.