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DEVELOPED GUIDELINES FOR A CAREER NEXT STEP HIGH
SCHOOL PLACEMENT CENTER COMPARED TO EXISTING
HIGH SCHOOL PLACEMENT PRACTICES IN SELECTED
URBAN HIGH SCHOOLS IN UTAH

by

Jimmie B. Wallace

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF EDUCATION

in

Industrial and Technical Education

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1974

ACKNOWLEDGEMENTS

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I am appreciative of the efforts made by Dr. John F. Van Derslice, Chairman of my doctoral committee, in providing suggestions for the direction of the dissertation. I am grateful to my entire committee, Dr. Austin Loveless, Dr. Carl Wallis, Dr. Terrance Hatch, and Dr. Robert Wininger for the encouragement, trust, and direction they have provided throughout my doctoral program.

I want to thank those persons in Ogden City School District who helped conduct and participate in the study. A special thanks to Dr. Frank S. Blair, Career and Vocational Education Director, Ogden City Schools.

My sincerest appreciation and gratitude are extended to my parents, relatives and friends who have given me much needed encouragement and have been patient and understanding during the course of this program.

To my wife, Sandra, I extend my deepest gratitude for her understanding, encouragement, and sacrifices made during the course of this program. To Rodney, Michael, and Christopher, three dearly loved young people. May their search for a career bring them work and life that are as meaningful to them as their living has been for their parents.

Special thanks are extended to Mrs. Janice Perry, my typist, whose competence and diligence made the completion of this study possible.

Jimmie B. Wallace

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ABSTRACT

Developed Guidelines for a Career Next Step High School Placement
Center Compared to Existing High School Placement Practices in
Selected Urban High Schools in Utah

by

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Utah State University

Major Professor: Dr. John F. VanDerslice
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The purpose of this study was to investigate and analyze community power actors' responses to a questionnaire, in order to gain information to be used in developing Career Next Step High School Placement Center guidelines.

The study was a descriptive research which employed the reputational technique to identify community power actors and the survey technique to gain information from selected urban schools for comparative purposes.

The reputational technique surveyed 31 Ogden Community power actors and the survey technique was administered to 26 selected urban high schools in Utah.

Guidelines were developed for the following major areas:

1. Functions of a Career Next Step High School Placement Center.
2. People and/or organizations to be employed by a school district to work in a placement center.
3. Individuals and/or organizations that should provide a service to students at the center.
4. Location for a center, individuals to be in charge, and the center's hours.
5. Individuals and organizations to be represented on the advisory council.
6. Services to students that should be provided by the center.

Analysis of the survey results from the selected urban high schools revealed that:

1. 19 of the responding 24 indicated they had student placement services in their school.
2. 12 of the 19 indicated their school had a Career Next Step Placement Center.
3. 6 of the 19 indicated their school had a counseling and guidance placement service.
4. One of the 19 schools indicated they had a cooperative education placement service.
5. Of the 5 schools that indicated they did not have a placement service at their school, 4 indicated they thought a Career Next Step

High School Placement Center would best serve their school's needs.

6. The remaining one school thought a counseling and guidance placement service would best serve that school.

In comparing the responses from the selected 26 urban high schools to the developed guidelines for a Career Next Step High School Placement Center, from community power actor responses, there were 25 items of difference determined.

(209 pages)

CHAPTER I

BACKGROUND AND NATURE OF THE STUDY

The purpose of this study was to develop guidelines for the establishment of a Career Next Step High School Placement Center. The study also compared those guidelines to current selected urban high school placement practices in the state of Utah in order to determine areas of difference.

Background for the Study

With the emphasis and direction career education is giving our public schools, education as we have known it in the past is undergoing a vast change. Dr. Sidney P. Marland, former U.S. Commissioner of Education, has been very influential in setting the direction and trends for career education. In fact, he has been given credit for coining the term Career Education. Dr. Marland interprets career education to include all phases of education from pre-school through adulthood (American Vocational Journal, 1972, p. 35). This new concept, and it is a concept because career education is not meant to be a course offering within a curriculum but rather a concept to be interwoven into all courses in all curriculum offerings, is giving our public educational systems insight into developing a newly directed curriculum that will make learning relevant for all students.

Presently vocational education has the stigma of being for those students who are only capable of working with their hands and academic education is for those students who are able to function on a more intellectual level. This approach to education suggests two diverse tracks in our present system, one general education and the other vocational education. Dr. Marland suggests we rid ourselves of this false dichotomy between things academic and things vocational and through career education develop a program that will make learning meaningful and relevant to each individual student. To give further support to Dr. Marland's stand, the United States Department of Labor predicts that eight out of ten jobs in the near future will require less than a four year baccalaureate degree, but will require some post-secondary schooling of a vocational and technical nature. The National Advisory Committee on Career Education, writing for the Department of Labor, urges schools, as a part of career development, to become more responsible for its students by assisting them in placement whether it be a permanent career position or a temporary position while they pursue post-secondary schooling.

Hoyt, Evans, Mackin, and Mangum expressed in their book, Career Education, What It Is and How To Do It (1972, p. 122) the need for high school placement as a part of total career education when they wrote, "if formal education is to devote a significant portion of its total efforts to readying students for work, better means must be found to aid students in the transition from school to work. The public employment service, in spite of its long years of effort, is not regarded by either schools or employers as an adequate solution."

The authors go on to indicate that there seems to have been a deficiency in philosophy and vision on the part of schools and communities as being the reason schools have not accepted this responsibility much earlier. They write that "schools have thought their task completed upon handing out a diploma. They have, in general, treated the labor market with disdain." (Hoyt, Evans, Mackin and Mangum, 1972, p. 122)

The authors further suggest that "it would appear necessary for systematic, coordinated, and comprehensive job placement programs be established through the joint efforts of formal education, the public employment service, and the occupational society itself." (Hoyt, Evans, Mackin and Mangum, 1972, p. 122)

In a position paper on career education, dated May 12, 1972, the Utah State Board of Education suggested a list of five programs that would be implemented in the State of Utah to further career development. One of the programs suggested was a high school placement program. The State Board of Education writes,

At high school graduation or at the time a person leaves school, each student will be successfully placed at his next step. This may include entry-level employment, military service, technical school, college, homemaking, or any other temporary or permanent goal identified by the student under wise counseling at the school. (Position Paper on Career Education, 1972, p. 1)

In a draft copy titled Guidelines for Industrial Arts in Career Education, prepared by U.S. Task Force members, the authors, in writing about specific characteristics of career education, state that "more specifically, career education

must exhibit the following characteristics" and list as characteristic number four, "Provide all individuals with comprehensive placement services for the next stage of their career development." (Guidelines for Industrial Arts in Career Education, 1972, p. 6) They then go on to write that a goal of career education is "to provide services for placing every person in the next step in his development whether it be employment or further education." (Guidelines for Industrial Arts in Career Education, 1972, p. 10) In still another paper drafted by the Utah Vocational Association in 1972 the author states that,

Because the school system must be held accountable for an instructional program which prepares students for gainful employment, educators must accept the responsibility for the successful preparation and/or placement of the student in his next step of career development. (Utah Vocational Association 1972, p. 1)

The 1972 amendments to the 1963 Vocational Education Act are discussed in the article "from Washington" on Theodor Schuchat in School Shop, September 1972. Under the section "Occupational Education," the article states "it was the House, however, that added to the bill a new program of grants to strengthen occupational preparation, counseling, and placement in elementary and secondary schools. . . ." (School Shop, 1972, p. 176)

The Utah Advisory Council for Vocational and Technical Education in its 1971 annual report strongly urges that "schools accept the responsibility for the successful placement of the student in his next step in life, whether it be post-secondary training, full-time employment, or some special category such as homemaking or military service." (Utah Advisory Council, 1971, p. 1)

Reference is made to an evaluation study which the Council conducted within the state of Utah. One of the findings is that "high school administrators have not yet accepted it as a responsibility to help graduates, or those who leave before graduation, locate employment." (Utah Advisory Council, 1971, p. 16)

Near the end of the publication the Council has a list of ten recommendations listed in priorities of importance. Listed as priority number four is a recommendation that all schools accept the ". . . responsibility for the successful placement of the student in his next step in life, whether it be post-secondary training, full-time employment, or some special category such as homemaking, military service, etc. . . ." (Utah Advisory Council, 1971, p. 17)

The Need for the Study

An essential element appears to be missing from suggested outlines for adopting a total career education program. Articles published by the Ohio Center for Career Development, at The Ohio State University, Mesa Public Schools' federally funded Career Development Project, articles by former U.S. Commissioner of Education, Dr. Sidney P. Marland, and others, all indicate a need for high schools to accept the responsibility for next step placement. The missing element is a set of guidelines to follow in establishing a Career Next Step High School Placement Center. Without guidelines to help establish direction, a school district might unwisely spend its money and waste valuable time following

an improper direction in establishing a Career Next Step Placement Center.

Statement of the Problem

The present absence of guidelines for the development of a Career Next Step High School Placement Center limits the effectiveness of a school district's efforts expended toward a total career education curriculum.

Purpose of the Study

The purpose of this study was to develop guidelines for the development of a Career Next Step High School Placement Center using, in part, the reputational technique to identify community power actors. The study also compares those guidelines to current urban high school placement practice in the state of Utah in order to determine areas of difference in the present placement practices as compared to the developed guidelines for a Career Next Step High School Placement Center.

Reputational Technique

The reputational technique is one of three major methods or techniques that has been used to identify community power structures. The first method is a technique used to identify individuals who have the potential for power. These are individuals holding formal positions in the community. This method is

not used as much as others because studies indicate that there is little relationships between persons holding formal positions and persons who actually have the most power in a community. The second method or technique is a study of actual events or decisions in order to determine who has been the most influential in determining the outcome of events or decisions. Besides being time consuming, this technique makes the assumption that all power actors do something that can be visibly detected. Studies indicate that power actors may or may not display their power visibly. The third method involves the identification of individuals reputed to have power and influence by other community members. (Powers, Ronald C. Identifying the Community Power Structure. North Central Regional Extension Publication No. 19. NCRS-5 Leadership Series No. 2, November 1965)

Proponents of the three techniques have recently begun to suggest that the best method is probably a combination of two or even three methods. However, most investigators agree that as a workable instrument for an individual to use who wishes to identify the power actors in a community for a given issue, the reputational technique can be used, with validity, by itself (Aiken, Michael, Mott, Paul E. The Structure of Community Power. Random House, New York. 1970).

The steps to follow in using the reputational technique are:

1. Define the geographical area.
2. Define the issue areas for which power actors are to be identified.
3. Select an appropriate number of knowledgeable.

4. Develop an approach or instrument to be used in contacting knowledgeable.
5. Develop appropriate questions for the issue area.
6. Write down your own perception of who the power actors are for the issue area.
7. Interview each knowledgeable.
8. Summarize the information obtained from the knowledgeable.
9. Check reliability. Select two or three of the persons receiving the most votes and ask them the same questions asked the knowledgeable.
10. Make final adjustments in the names to be included in the pool of power actors.

(For a complete explanation of each step see Appendix A.)

This method was selected for use in this study.

Specific Objectives

The specific objective of this study was to investigate, compose, and analyze the responses of identified Ogden Community power actors and selected urban high school placement personnel to items on a research instrument developed by the researcher. From the compiled data, as acquired from the research design and research instrument, solutions to each of the following were sought:

1. The identity of the problem area knowledgeable in the Ogden City School District, Ogden, Utah.
2. To gain information that would identify the problem area power actors in the Ogden City School District, Ogden, Utah.
3. To gain information from the power actors to be used in developing the Career Next Step High School Placement Center guidelines.
4. Survey by telephone selected urban schools in the state of Utah to determine existing high school placement efforts. Selected high schools are those with student populations from 1,200 to 2,200 in order to be similar in student population to Ogden's two high schools, the district for which this study was designed.
5. To compare existing urban high school placement practices to the developed Career Next Step High School Placement guidelines to determine areas of difference.

Procedure

In order to obtain sufficient information on which to base recommendations for a Career Next Step High School Placement Center guidelines, the following was necessary:

1. A review of the literature was conducted. The literature provided information on high school placement centers that are already established and

provided some insight into what other service organizations, etc., should be involved in a Career Next Step Placement Center.

2. Using the Reputational Technique, identify the problem area knowledgeable for the Ogden City school district.

3. Identified knowledgeable supplied names of people that were used in determining problem area power actors within the Ogden City school district.

4. Power actors supplied information that was used in developing the Career Next Step High School Placement Center guidelines.

5. A descriptive survey technique was used to gather data required to determine current placement practices in urban high schools in Utah.

6. A statistical comparison between current placement practices and the developed Career Next Step High School Placement guidelines was made.

Limitations of the Study

This descriptive research employed the reputational technique and the survey method using a research instrument developed by the researcher. The limitations of this study are:

1. The Ogden City School District was used as a model for developing the Career Next Step High School Placement Center guidelines.

2. This study was concerned with the development of guidelines and not implementation.

3. For the purposes of this study selected urban high schools were those with student populations of 1,200 to 2,200 and located in or near a city.

4. For the purposes of this study Career Next Step High School Placement is considered a part of the total career education concept. Next step placement is concerned with assisting academic and vocational education with the task of preparing students for their next step in life. Next step may include entry-level employment, military service, technical school, college or university, housewife, or any other temporary or permanent career goal identified by the student. These goals may be accomplished in part by wise counseling and guidance at school or in a Career Next Step Placement Center.

Definition of Terms

The terms used throughout this study were used in accordance with the following definitions:

Counseling - A process usually involving direct contact of students with a counselor, individually or in groups, to help students better understand themselves, their position in college and society, their attitudes toward themselves and others, their particular characteristics, as a person, and the opportunities or alternatives available to them (Hopke, 1968, p. 87).

Guidance - A longitudinal process of continuous assistance to pupils. Guidance services will vary on each educational level, but generally a well-developed program provides: (1) individual counseling and testing,

(2) inventory and appraisal service, (3) information services to pupils and staff, (4) group guidance and orientation programs, and (5) vocational-educational guidance, placement, and followup (Hopke, 1968, p. 167).

Issue Areas - Areas of current concern. Examples of issue areas are education, agriculture, industrial development, health, urban redevelopment (Powers, 1965, p. 9). The issue area for this study is education, more specifically establishing guidelines for a Career Next Step High School Placement Center.

Knowledgeables - Individuals who, by virtue of their occupation, are likely to have an opportunity to see, hear, and know a good deal about various community issues (Powers, 1965, p. 9).

Power actors - Individuals within a community who possess authority and influence. Authority is the right to control actions of others. Influence is that part of a person's power attributable to his control or access to resources relevant to the proposed social action (Powers, 1965, p. 6).

Power pool - Individuals who are the top community power actors. Of the power pool there may be some specialization or structuring by issue area (Powers, 1965, p. 7).

Reputational technique - A technique used to identify individuals reputed to have power by other community members (Powers, 1965, p. 8).

Vocational counseling - To help the client to determine what he hopes to get from his job, what he has to offer in exchange for what he hopes to get,

and in what occupation he will have the best chance of getting what he wants (Hopke, 1968, p. 382).

Vocational guidance - A systematic effort, based on knowledge of the occupations and on acquaintance with the study of the individual, to inform advise, or cooperate with him in choosing, preparing for, entering upon, or making progress in, his occupation (Hopke, 1968, p. 385).

CHAPTER II

REVIEW OF LITERATURE

Introduction

A career planning and placement program seeks to make the concepts of career education an integral part of the regular school curriculum. William Scovell, Coordinator of Career Planning at San Mateo Union High School, San Mateo, California, writes that,

When properly approached, career planning requires good decision-making skills and it is reasonable to expect that every student who graduates will possess these skills, and will have had multiple opportunities to apply them to those decisions which directly affect his life. (Scovell, 1972, p. 1)

Information and facts the student needs may come from the classroom, other students, school activities, community activities, business and industry, counseling and guidance, parents, or any other experience or source (Scovell, 1972). The task of personnel involved in career planning and placement will be that of coordinating information from all these and other sources and making it available in a usable form to students who want and need it.

According to Gene Bottoms, "Members of the guidance staff have particular responsibility for the placement program, as well as helping students choose curriculums which will increase their employability following school

leaving." (Bottoms, 1971, p. 16)

School Counseling and Guidance

Most research indicates that students who receive vocational counseling come closer to finding total satisfaction in their career choices than do those who were forced to make occupational or Career Next Step decisions without such assistance. It has been determined that those students who were vocationally counseled made more realistic vocational choices, received higher pay, and were employed more often and longer than those without vocational counseling (Rosengarten, 1962).

Eli Ginzberg writes that even though vocational guidance and counseling, as we now know it in schools today, has been proved to be better than no counseling at all it is still not doing the job for which it is responsible. Due in part to the growth of technology and the ever-increasing complexity of society young people have been progressively removed from the much needed contact with the world of work to the point where most of them know little if any of occupational characteristics and career decision making skill requirements (Ginzberg, 1972, p. 3).

According to Reinhart, Slack and Buettner, "the 1968 National Advisory Council on Vocational Education found that vocational education was effective but did not reach many students who needed it, and that the transition from vocational to work could be improved if schools assumed greater responsibility for

helping students to find jobs and succeed in them." (Reinhart, Slack, and Buettner, 1973, p. 78)

Dr. Sidney P. Marland, former U.S. Commissioner of Education, writes that if career education is to succeed it requires the use of good decision-making skills and with the direction and emphasis given Career Education it is reasonable to expect every student who graduates to possess these skills as well as entry level skills into a career of his or her choice. He further states that ,

... career education will include all students. They will learn about a wide range of career possibilities in our technologically advanced society. They will learn what is involved in getting a job and holding it. They will receive sound guidance and counseling to help them consider their interests and abilities in relation to potential careers. They will learn of the occupational needs of the nation as projected.

They will be helped to develop career decision-making skills. They will get specific job skills. And they will get actual help in finding a job, because if career education is to succeed it cannot merely deliver its graduates to the labor market. There is a destructive gap between school and job, and the way to eliminate it is to bridge it ourselves as teachers. (Marland, 1972, p. 35)

According to Associate U.S. Commissioner for Adult, Vocational and Technical Education, Dr. Robert M. Worthington, our present system very often results in hasty, ill-planned or advised career decision making and most often

... fails to offer individuals the option of changing directions during their years of preparation or of obtaining new training and shifting occupations later in life. (Worthington, 1973, p. 19)

Operating within the bounds of our present system, Worthington writes that schools

... neither provide students with adequate career guidance and counseling while in school nor adequate opportunities for counseling, retraining, and re-entry once they have left the system. (Worthington, 1973, p. 19)

Dr. Marland writes that our schools must not only be concerned about their graduates but must also accept the added responsibility of providing a service to its dropouts. Today, if a student drops out of school at grade 10, age 16, he is most often as ill-equipped to function in society as if he had never gone to school at all because of our present day social expectations. Those ten grades should be meaningful and represent a level of success of some kind (Marland, 1972). The Dictionary of Occupational Titles lists more than 20,000 possible jobs or careers in America, with enough diversity to encompass everyone's interests and abilities. Yet, according to Worthington, each year more than

... 2.5 million of our young people graduate from high school or drop out of college or high school with no planned career and few, if any, marketable skills. It costs us \$28 billion a year to 'educate' them for potential failure. (Worthington, 1973, p. 18)

According to Dr. Marland, the success a student has in school, regardless of how small, "should mean an automatic entry ticket to a great many jobs." (American Vocational Journal, March 1972)

Of every ten students in high school, two receive occupational training of some sort and three go to college and one of those leaves before graduation. According to the former Commissioner of Education, Dr. Marland,

This means that more than one-half of all students now in high school ought to have opportunities, counseling, and attractive options in occupational training. The system, and the attitudes of young people and their parents, foreclose these conditions in most schools. (Marland, 1972, p. 35)

For years our secondary schools have been very strongly college-oriented and most of the effort, planning, and aspirations have been directed toward the academic program. Yet, the Department of Labor indicates that for now and in the foreseeable future "... 80 percent or more of all jobs in the future will require less than four years of college. Most of these jobs will require vocational-technical education." (Utah State Advisory Council for Vocational and Technical Education, January 1971)

The Utah State Advisory Council goes on to state that "High schools should be as concerned with preparing and placing their students in jobs after high school as they are in preparing and placing them in college." (Utah State Advisory Council for Vocational and Technical Education, January 1971)

In 1972 the Utah State Advisory Council further stressed the need for a Career Next Step Placement service when they wrote that:

Schools shall accept the responsibility for successful placement of the student in his next step in life, whether it be post-secondary training, full-time employment or some special category such as homemaking, military service, etc; and inasmuch as most of the employment opportunities for

young people will be in the vocational-technical area, the schools will provide opportunities for a majority of students to prepare for employment in this area, and in addition, the schools will provide career guidance counseling that will encourage students to prepare for employment in existing and anticipated occupations. (Utah State Advisory Council, 1972)

Before a Career Next Step High School Placement Center can function, as experts in the field have indicated it should, placement service must be more than a simple referral of students to jobs. Lillian Buckingham, department head, placement services, Baltimore Public Schools, writes that placement services

... should in fact be rooted in guidance and counseling.

The transition from school to work is perhaps the most difficult adjustment a person is ever called on to make. It is also one of the most crucial, for how that adjustment is made can mean the difference between a lifetime of achievement and one of frustration. (Buckingham, 1972, p. 63)

Many writers in the field are advocating a need for change in guidance and counseling techniques. As previously stressed most guidance and counseling personnel are more concerned about college placement than they are of Career Next Step Placement or even job placement. Placement itself is extremely important, because what is more important in life than dealing with human beings? "When we treat people as things, we develop employment agencies rather than placement offices." (Larsen and Hunter, 1971, p. 16)

The Northwest Community College Placement Association was formed to help strengthen and broaden the guidance and counseling aspects of placement.

They were concerned with the need for providing exit guidance that would help the student through the frustrating task of finding a suitable occupational or Next Step Placement. They were seeking a Next Step which holds promise for continued personal satisfaction and development as well as maximum personal productivity in our economy. Operating under this philosophy they were able to reach some conclusions about placement services. These conclusions would apply to a Career Next Step High School Placement Center as well as they apply to college placement operating under the redefined role guidance and counseling must accept. The conclusions reached are:

1. Placement centers should find summer employment for students and staff.
2. Placement or career selection is not something that happens at a point in time--it is a process.
3. Placement should be concerned with helping the student locate a position he or she is interested in and really wants, not just a job so they will be employed.
4. Centers should provide assistance in helping students to figure out and decide what they really want.
5. Placement services should provide help and guidance to direct the student to help himself.
6. Placement work should be oriented to the individual seeking employment and not to the service itself.
7. A successful placement or career next step center must also have support from administration complete with compliments and suggestions for improvement of school and placement information.

8. A successful placement or career next step center must also have the support of faculty members. Faculty members must be willing to serve on committees, locate employment, advise students, etc.
9. Last but not least, they recommend a placement library to assist students in firming up a career or next step choice.

(Larsen and Hunter, 1971, pp. 15-16)

The placement capacity of the counselors could be organized into at least three components: (1) The in-school activities, that is, know what the school offers; (2) Cooperative activities with industry; and (3) Community or public relations (Gutcher and Blake, 1971).

Worthington writes that the U.S. Office of Education envisions Career Education as having five levels. The first level is "Career Awareness" and spans the years from kindergarten through sixth grade. The second level is "Occupational Information" and/or "Career Exploration" and covers grades seven through nine. The third level is "Job Placement" and "Specialized Career Education" and extends from grade ten to twelve of fourteen. The fourth is "Specific Occupational Preparation" at the post-secondary level. And the fifth level is "Adult and Continuing Education." This level is concerned with the continued personal development and enrichment of the adult citizen as a decision maker at a time when he faces the challenge of family life, community problem solving and expanded leisure time (Worthington, 1973, p. 20).

When one examines these five levels of Career Education it is very evident that the Federal Government is also very concerned about placement of the

individual, not just physical job placement but placement of the total individual. The Department of Education hopes to give direction for establishing programs and services that will provide as many decision making exercises and options open and available to the individual as possible.

In order to more fully investigate all the options that can and should be available to individuals the U.S. Office has funded four Career Education Models.

The "School-Based Model." This is divided into three levels. First, K-6. The academic program is expanded to make children aware of the many fields that are now and will be open to them in the coming years. Second, 7-9. During this stage students are encouraged to explore in some depth two, three, or more broad career job cluster areas. Field trips, mini courses and hands-on experiences are suggested at this level. And third, Senior High School. It is hoped that by this time each student will have made a tentative career choice, based on numerous realistic experiences, and begun appropriate training.

The "Employer Based Model." This model is designed to be a total education program for a cross-section of youngsters aged 13 to 18 who find school offerings unchallenging and want to try a different approach to learning. This model is operated by public and private industry and uses employer know-how and where possible employer facilities. It provides academic and job-related preparation.

The "Home-Community Model." This particular model is designed to enhance the employability of out-of-school adults. TV and radio programs are used to encourage people to use the career preparation services available in their own communities. The staff will provide counseling, guidance, and some instructional services.

And last, the "Rural-Residential Model." This model is designed for disadvantaged families living in remote rural areas with few, if any, career opportunities. Families are given the opportunity to move temporarily to a training center so every member of the family can learn new skills for employment, homemaking, or further study (Worthington, 1973, pp. 21-22).

When each of these four models is examined it is evident that the central theme running through each of them is a concern for the individual and his ability to make a realistic Career Next Step decision that will bring him happiness and make him a positive productive contributor to society. The concept is for total realistic placement. The government is saying we, as a nation, need relevant guidance, counseling, experiences, and opportunities that will provide the individual with valid decision making skills so he or she can select a career or occupation from the 20,000 plus jobs and/or careers that he or she fits into.

Technology has greatly influenced the direction the emerging guidance and counseling person must take. Today most young people will have to change jobs or occupations four or five times during their lifetime (Veen, 1969). Knowing that most young people must change jobs several times during their working life, a long-range policy of teaching simple, specific job skills no

longer makes sense, yet it is reasonable to expect all students to learn the necessary entry skills for their first job. For the most part workers must be trained for clusters of jobs so they may switch from one job to another as technology advances. To help alleviate this problem and make our school curriculums more relevant we must increase the options open to the students in our public school systems. The vocational education act of 1963 and its amendments make possible many of the needed changes in education. The Act and amendments focus on programs to assist in curing many of the past deficiencies by supporting programs in vocational education that are realistic and relevant to the needs of today's students. The legislation is aimed at making occupational preparation a goal of the public school system, beginning in elementary school and continuing through the post-secondary and adult school level (Veen, 1969).

The 1968 Vocational Education amendments emphasize:

- (1) the vocational education needs of all population groups,
- (2) educating and manpower priorities in economically depressed areas and those with high rates of unemployment;
- (3) development of new careers and occupations; and (4)
- introduction and expansion of exploratory occupational education projects, cooperative work-experience programs, and work-study programs at the public school level. Educators should move quickly in planning curriculum and new approaches to reach all youth and many adults. (Veen, 1969, p. 26)

According to Veen, some of the steps that can and should be taken at any local level in order to reach those students most in need of new educational programs would be: (1) Curriculum improvement that would stimulate

innovative changes to provide realistic vocational programs at all skill levels for youth and adults; (2) Exploratory occupational education programs should be provided for orientation and guidance of 7, 8, and 9 grade students. These programs should acquaint them with the demands and options open to them in the changing world of work; (3) Occupational-oriented programs should be initiated for all students in grades 10-12 with skill-development programs for some high school students which lead to post-secondary, on-the-job, or in-school preparation for careers which would encourage students at the secondary level to make tentative occupational choices; and

(4) Job placement and follow-up services should be part of each high school program. Schools now assume full responsibility for baccalaureate-bound students by placing them in an academic program suitable to their future needs, but public secondary schools have avoided responsibility for initial job placement. High schools should assume responsibility for placing in their first jobs students who are not going to college. Placement services also should be extended to dropouts who return to school for vocational training and to persons taking post-secondary vocational and technical education. The success of a placement program will require the cooperation of business, industry, and labor, which, in turn, will gain the services of well-educated and well-trained employees. Co-operative efforts between schools and local employment services should be expanded. (Veen, 1969, p. 27)

Howard Rosen reports on a study of recent vocational school graduates indicating that counseling, if at all, is very sporadic and passive.

Too often counseling is job-oriented, not career oriented. The longrun is not discussed and students are not exposed to a full exploration or a variety of job possibilities, career ladders, and the advantages and disadvantages of these jobs. The youngsters indicated they did not learn about earnings or working conditions from their vocational school counselors.

Many recent vocational school graduates do not depend upon school placement services but seek jobs on their own. School facilities often are used only as a last resort. Except for those schools which run cooperative work-study programs. (Rosen, 1967, p. 7)

This study goes on to say that they found,

... very few of the school officials interviewed in Chicago and St. Louis that felt that counseling in nonvocational high schools was adequate. They complained that counselors were poorly qualified, knew little about the skilled occupations, and placed too much emphasis on college careers. (Rosen, 1967, p. 7)

Just what are the future trends for guidance and counseling? According to Mildred McQueen, Research Editor of the Science Research Association in Chicago, Illinois, "There is a growing feeling that guidance must touch the lives of many more youngsters and touch them more deeply." (McQueen, 1973, p. 48)

Ten general trends pointing the direction in which guidance and counseling seem to be moving are outlined by Mildred McQueen in her article "Trends in Guidance and Counseling." They are as follows:

1. "Team effort with use of paraprofessionals and other helpers, including students, and use of technological and media aids." (McQueen, p. 48)

Many believe that guidance and counseling personnel must have a closer team relationship with teachers, administrators, social workers, school nurses, physicians, and psychologists, as well as with parents and others in the community. The use of paraprofessionals and other kinds of aids, such as student

assistants and volunteer mothers, will increase. Greater use of computer systems and other mechanical aids will relieve counselors of the work involved in scheduling, testing and record keeping that currently take up so much of their time. McQueen further states that it is also believed by many that the team approach with its helpers and media aids, will give counselors time to work both individually and with small groups of students.

2. "Use of Group Approach." (McQueen, p. 48) McQueen feels that more training in group processes and the most effective methods for dealing with various age groups will give counselors a technique for providing help to a large number of youngsters through group counseling. In some schools counselors are seeing students in groups of around six in number to discuss such things as school policy, to clarify the counselor's role, to consider student school problems, etc.

3. "Experimentation with new procedures and techniques such as behavior modification and reality therapy." (McQueen, p. 49) Research shows that rewards do work in improving classroom behavior and by using behavior modification techniques, along with traditional counseling methods it has also been proven to be effective in changing and improving the behavior of disruptive students. "Reality therapy is a method that seeks to guide the student to constructive action rather than probe his innermost feelings, so that he eventually sees how to solve his problems." (McQueen, p. 49)

4. "Use of both directive and nondirective counseling." (McQueen, pp. 49-50) The controversy over the merits of insight (nondirective) coun-

seling and behavior-modification (directive) techniques will cease.

In the past, counselors have hesitated to make any judgment of client actions, but the new confronting counselor may point out ways in which the student's behavior contributes to his problems, and suggest methods for changing that behavior. (McQueen, p. 50)

5. "More work with special groups such as the disadvantaged." (McQueen, p. 50) According to McQueen special training in the form of course work, internship, or supervised work experience is often needed to work with the disadvantaged and minority group youth, since counselors may lack an understanding of the aspirations and attitudes of these students.

6. "More parent guidance." (McQueen, p. 50) McQueen states that parents in low-income and minority groups may need special help if they are to cooperate with the school in improving the quality of their children's lives. More guidance and educational programs must be provided for all parents in this decade.

7. "More emphasis on guidance for students not going to college." (McQueen, p. 50) McQueen points out a criticism that is directed toward guidance programs by many people today, that of placing guidance emphasis on college-bound students' problems at the expense of other students. Vocational guidance, however, is now becoming a major priority.

New motivational techniques have been developed, including multimedia projects and simulation materials such as the Job Experience Kits produced by Science Research Associates. Soon computerized vocational guidance systems will become important support for the counselor. School-to-work transition is

getting more attention; in the future, job guidance, counseling for placement, and follow-up will become a major function of every high school--as important as college placement. (McQueen, p. 51)

8. "Counseling in areas new to schools, such as drug-education."

(McQueen, p. 51) Counselors must not only have knowledge about the problem but must be able to provide sources of help and referral procedures. Sex education and related problems such as teenage marriages, unmarried mothers, and venereal disease are other areas in which guidance is needed according to Mildred McQueen.

9. "Two-way help and sharing problems among students." (McQueen,

p. 51) McQueen says, students of the same and may help one another in group sessions and older students may serve as aids to show younger ones how to solve behavioral or social problems.

10. "Provision of more information about guidance and its services to students and the school staff." (McQueen, p. 51) McQueen writes that:

Studies indicate a definite need for counseling centers to combine student-faculty orientation with a public relations approach. Although some counseling interviews must be scheduled, it has been shown that counseling is more effective with self-referred students. It is important that youngsters feel free to get help when they have a problem. (McQueen, p. 51)

In a study of student opinions of counseling and guidance, published in 1972, it was revealed that the most important attribute of the counselor in the opinion of the students, is to "be a friend when you need one." (McQueen, p. 51)

Employment Security and Counseling

Gene Bottoms, in discussing job placement as being a necessary function of career development, says

Job placement should be a systematic effort within the total school program. Members of the guidance staff have particular responsibility for the placement program, as well as helping students choose curriculums which will increase their employability following school leaving. To do this counselors must be aware of local and regional employment opportunities, and have accurate and up-to-date information about business, industry and agricultural enterprises which employ former students. Such information whether gathered by the counselor or some centralized agency should provide both pros and cons to enable the student to evaluate his employment prospects more realistically. This information should be quite specific. Student should also be assisted throughout the process of applying for a job and starting to work. Follow-up of each student placed is advocated to avoid his being trapped in a deadend low paying entry job. (Bottoms, 1971, p. 17)

Edwin L. Herr writes that in order for employment security to begin providing a much broader service to include more of the people who really need and deserve that service they too much change their mode of operation. Herr states that until about 1968 a counselor in employment security has by and large been more concerned with direct placement whereas the school counselor has been more concerned with academic placement. The employment service counselor has taken his task to be to assist a client to become employed, hopefully optimally, as quickly as possible, without regard to the total individual and his career next step.

The employment service counselor has historically been responsible for a clientele broader in age and occupational history than has the school counselor. (Herr, 1969, p. 38)

According to Herr, recent federal legislation has broadened even further the clientele to be served by the employment service and by implication has expanded the period of potential contact with these clients. An example of these new responsibilities given to employment security is the testing and counseling of all 18 year olds who are unable to meet and pass the "mental" standards for induction into the Armed Forces as well as identifying those persons of all ages to be recruited, trained and guided into available training programs as provided by the area Redevelopment Act of 1961 and the Manpower Development Act of 1962. In addition, "the Economic Opportunity Act of 1964 assigned to the employment service the task of intervening and counseling for a variety of work training programs." (Herr, 1969, p. 39)

Federal legislation is trying, through the various vocational acts, to change the operational pattern of the employment service.

The employment service as the most directly identified Federal Manpower Agency can no longer simply match with jobs those persons who come to the Employment Service Office for services or assistance. (Herr, 1969, p. 39)

Herr stresses, as has already been pointed out, the agency is now required by law to identify and recruit as well as make available appropriate training experiences for a wider classification of persons than has been true previously in the history of this agency. To accomplish these new assignments the agency

is putting greater emphasis upon professional counseling than upon job advising and they are stressing "...greater articulation between school counselors and Employment Service counselors as well as between Employment Service counselors, teachers, rehabilitation persons and industrial representatives." (Herr, 1969, p. 39)

In cooperative arrangements, "...there is nothing to preclude Employment Service counselors from actually being housed in the school as now happens in isolated urban situations." (Herr, 1969, p. 39) This kind of environment will enhance the delivery of services which the Employment Security Service counselors can provide in areas of placement or as an information resource to school guidance and counseling personnel.

One study which examines the possibilities of a cooperative agreement between school counselors and Employment Security Service suggested that services provided by Employment Security Service such as

... aptitude testing, employment counseling, placement, proficiency testing, a source of local employment trends by industry and by occupation, information on DDTA classes, speakers at career days or to classes, a source of local wage rates, consultation on work-bound students, information on shortage occupations, and consultation on potential dropouts, (Herr, 1969, p. 40)

could all be utilized by the public school counselor.

In order for school counselors to be able to take full advantage of the possibilities for assistance from Employment Security Service they must be educated and trained in a different fashion. However, in spite of the inherent

weakness of the guidance and counseling profession, it has the potentiality for providing important services which are sorely needed by many persons.

The Conservation of Human Resources Project has made a number of proposals directing its study toward helping the counseling profession realize its full potential for service. Some of the recommendations to the profession are as follows:

1. Abandon psychotherapeutic focus and concentrate, as in the beginning, on educational and career guidance.
2. Firmly link counseling services to other kinds of client support. Unless the counselor can deliver concrete help to students with inferior educational preparation, for example, he might as well forego counseling. Students who need remedial education, help in entering a training program, and help in getting a job are likely to look upon general advice as worthless.
3. Make major reforms in the education and training of guidance counselors. These should include emphasis on the World of Work and pathways into it, stress on mobilizing and using all available community resources for helping clients, and supervised field work to improve student-counselors ability to listen to and interact with their future clients.
4. Work to change the almost universal regulation that only teachers can become certified school counselors and thereby widen the funnel through which recruits into counseling must pass.
5. Expand guidance resources for both young and mature adults, who are at a critical period in their lives, and retard the slow but steady trend toward bringing guidance services into the elementary school. (Ginzberg, 1972, p. 6)

To improve career guidance, the public should take the following steps.

1. Recognize that guidance can make a contribution to improve career decision making and work adjustment for many persons, but that it cannot compensate for basic inadequacies which often exist in our educational or other preparatory and employing institutions.
2. Take the initiative--as businessmen, union members, and the like--in forming relationships with schools which will provide youth with broadened opportunities for work exposure and experience and the school system with advisory services.
3. Become involved, through such organizations as parent-teacher associations, in the direction, scope, and emphasis of school guidance services. (Ginzberg, 1972, p. 6)

Ginzberg writes that not enough is really known about the World of Work, Career Development, and how or who should be linked with placement services to be able to provide the best and most functional assistance to an individual seeking to select an occupation within his qualifications and that one that he will be most comfortable in.

Government at all levels and private foundations should make research funds available for students of the world of work and of career development so that we better understand the various factors, both institutional and personal, that contribute to career decisions and career success. (Ginzberg, 1972, p. 6)

The Conservation of Human Resources Project recommended that:

1. The employment service, working in closer liaison with the schools, provide improved transitional services for terminal high school students.

2. Better linkages be formed at state and local levels between the employment security service and other manpower-related agencies in the interest of clients.
3. Foundation support be given to setting up a model for guidance services for older workers approaching retirement. (Ginzberg, 1972, p. 6)

Career Guidance

Current research seems to indicate that our ever increasing complex society needs strong career guidance services. We are now, and are becoming even more, concerned that there be equal opportunity in employment as well as open pathways to employment. We as a society are no longer willing to leave such matters to birth and chance. Along with these pressures from society we must also contend with the changing requirements in industrial jobs, altered market conditions for professional manpower, the development of paraprofessional occupations, and many other labor market trends which make occupational selection more difficult than ever. Considering the influence and pressures these conditions are exerting on our young people today it is very evident that good quality career guidance is a must (Ginzberg, 1972).

In a Mesa Public Schools Publication titled Wonderful World of Careers the district views support services as having the responsibility for developing and maintaining systems and services designed to aid in the implementation of the Career Curriculum and the achievement of career education objectives. To accomplish this task Mesa has divided support into four systems:

1) pupil data system, 2) career information system, 3) educational resources system, and 4) guidance and placement system.

In discussing the guidance and placement segment of the total support system, the Mesa Public School writes that:

The guidance and placement system is concerned with the professional guidance and placement of students within the system. Rather than limiting the scope of placement available to the student, this system offers guidance of educational placement job placement and special services placement. (Flatt, 1972, p. 11)

Mesa Public Schools sees educational placements responsibility as planning to "insure that the student is enrolled in the right educational program." (Wonderful World of Careers, p. 11) The student is to receive guidance covering his training requirements, while at the same time being provided with information about career demands. The project views job placement as being the most critical aspect of the system. In order for this segment of the system to function it will require the "utmost cooperation between the school and the employers in the community. Realizing that not all students are geared for college, a system is being developed to provide for a 'hands-on' or on-the-job experience while they are in school." (Flatt, 1972, p. 11)

Mesa Public Schools explicitly state that counselors involved in job placement "will be aware of occupational, labor, and labor union trends and practices in seeking places for jobs." (Flatt, 1972, p. 11)

By assigning this new direction for counselors, the goal Mesa Public Schools hoped to achieve was that of providing job placement for every student who does not elect to go on to college or into an advanced technical training program.

As a part of their job placement service, Mesa Public Schools also have a special services placement which is designed to assist students with special needs, such as handicapped or those with educational and behavioral disabilities. The goal of this service is to meet the needs of these students, while eliminating the deficiencies causing their difficulties whenever possible. It is desired to get these young people ready for educational or job placement. Areas covered by this placement service are special education, reading programs, speech therapy, social welfare programs and programs for the emotionally handicapped and the juvenile delinquent.

Theories of Vocational Behavior

Because one's selection of a career or occupation is such an essential part of life, for most individuals, finding satisfaction or happiness in that occupation is of the utmost importance. Through vocational counseling and guidance individuals are helped to find their rightful places in the world of work and society.

In order to better understand the problems of vocational guidance and counseling personnel and the new role many are advocating they must accept, some of the major theories of vocational behavior are examined by this writer.

Theories investigated for this study were: (1) trait-factor, (2) patterns theory, and (3) motivational theory.

Trait-factor theory

Present theories of vocational development can be traced to Frank Parsons, Director of the first vocational guidance center in the United States. Parsons provided the framework for the first theory of occupational choice. In 1909 he advocated a scientific approach to vocational counseling which he outlined in a three-phase approach: (1) study and understanding of self, (2) study of the requirements of occupations, and (3) true reasoning about the relationships among the facts obtained (Bailey, 1968, p. 4).

As Parsons' theory was developed it was characterized by a concern with measurable attributes as predictors of educational and vocational success. As a result the psychology of individual differences became the basis of vocational psychology. Super (1954) and Pepinsky and Pepinsky (1954) have called this practice the actuarial method. They defined the underlying theory as the trait theory of vocational guidance. Katz (1963) provides a concise definition of this theory:

To oversimplify this theory holds that first, the individual is in effect "keyed" to one or a few "correct" occupational positions; second, if left to his own devices, he would probably gravitate toward the right choice, but with some wasted motion and time and some possibility of missing the proper target altogether; third, the "key" should therefore be learned--and can be learned--quite easily in adolescence; fourth, all educational decisions should be determined by the requirements and characteristics imputed to this "appropriate" vocation; fifth, the occu-

pational goal should remain constant over a period of time and subsidiary decisions should accordingly be consistent. In short, the final goal can be known early and can--and should--determine all preliminary decisions (for example, choice of high school curriculum and other educational alternatives) leading up to it. (Katz, 1963, p. 6)

Emphasis given to intelligence testing was one of the first applications of the psychology of individual differences. For guidance purposes mental tests were used to discover students' general level of intelligence. Proctor (1920) believed that intelligence levels could be used as a means of selecting school subjects and was a "significant" predictor of success in a particular subject. Proctor further concluded that "the best way in which to arrive at an estimate of a given pupil's probable success in a specific high school subject [was] to discover the general level of his intelligence." (Proctor, p. 381)

The Army's use of the Alpha Intelligence Test during World War I gave the intelligence testing movement its greatest stimulus. Some individuals were so impressed with the success of the Army intelligence testing program that they believed a method had finally been found to classify all human beings for all sorts of purposes. (Super, 1957)

The Army had a great need to successfully place men which resulted in studies designed to link intelligence levels with occupational classifications. Researchers concluded that a table of occupational standards could be used in the Army with resulting increased efficiency in the placement of men. (Yerkes, 1921, p. 837)

As a result of the classification of occupations by intelligence levels vocational counselors attempted to establish occupational-intelligence standards to assist them in the process of vocational counseling and personnel selection. In 1922 Fryer established five occupational levels: 1) Professional, 2) Technical, 3) Skilled, 4) Semi-skilled, and 5) Unskilled. He used intelligence as the basis for this grouping. Next he developed a table listing occupational designations. The occupations were indexed according to the average intelligence scores of a few hundred samples. He used the intelligence mean for the occupation presented as the score average, and the score range indicated the range of intelligence within which one could expect success in that occupation. Examples of occupational score averages are: Engineer 161, Clergyman, 152, Teacher 122, and Fireman 27. From his classification Fryer concluded: "The occupational territory of an individual is bounded by his intellectual capacity; he is blocked off into an occupational field with intelligence as the standard for classification. . . ." (Fryer, 1922, p. 275)

The emphasis after World War I and up to World War II was that of prediction, that is attempts were made to predict how successful an individual would be in the occupation of his choice (Bailey, 1963). This period saw a shift in emphasis to the evaluation of aptitudes, abilities, and interests. Ability tests were constructed to predict success in vocational endeavors. Vocational guidance became a simple matching of the person and the job, which is commonly referred to as the trait-factor approach (Paterson, 1949).

During the depression of the 1930's a study by the University of Minnesota involving hundreds of unemployed workers added much knowledge to the vocational guidance program. Results of this study gave increased knowledge on intelligence testing, clerical aptitude tests, mechanical ability tests, tests of manipulative dexterities, vocational interest blanks, and personalities. From this the accepted procedure of matching abilities and interests with occupational requirements and trends became a popular and accepted guidance procedure (Bailey, 1968).

Increasing attention was given to the measurement of basic psychological functions in aptitude tests and aptitude test batteries in the 1930's (Stuit, 1949). In 1933 the United States Employment Security Service launched a five-year study to develop a test battery through a process of job and worker analysis. This resulted in the development of the United States Employment Services General Aptitude Test Battery or GATB. The theory used to develop the GATB was that a large variety of tests could be boiled down to several factors, and that a large variety of occupations could be clustered into groups according to similarities in the abilities required (Dvorak, 1956).

The GATB could be administered to a counselor to determine his individual Aptitude Profile. It was then possible to compare the Individual Aptitude Profile with the 20 Occupational Aptitude Patterns to determine the fields of work that were most suitable for the individuals' abilities (Dvorak, 1947).

The major purpose of this research was to furnish employment offices and other cooperating agencies with information and tools to assist in the proper

counseling, classification and placement of workers. Thus, this technique was in direct support to the widespread acceptance of vocational counseling as a process of matching abilities and interests with occupational requirements and trends (Crites, 1965; Super, 1954).

Another emphasis in occupational counseling was given to experimental and theoretical studies of the nature of abilities (Stuit, 1949). Work-sample tests were constructed to present a task that is similar to a job or some component of a job. The Army Air Force Classification battery consisted of a series of work-samples to present a task similar to that of a pilot operating an airplane in flight. The Army Air Force used this battery of tests or work samples for predicting success in a pilot selection program (Katz, 1963).

The evolvement of the trait centered approach to vocational counseling reached its peak in the years following World War II. The early results of factor analysis studies indicated that there was considerable duplication in what was measured by different psychological tests.

Based on results of factor analysis studies, the emphasis approaching mid-century was primarily on the measurement of pure factors for the differential prediction and selection for civilian occupations (Crites, 1965).

During this time guidance practices were aimed at differential prediction through the application of trait-and-factor theory, with a growing concern that deficiencies existed in both theory and practice. Thorndike and Hagen (1959) conducted a study in 1955 involving 10,000 men who had been given a battery of aptitude tests in 1943. Their investigation was based on tests ad-

ministered to applicants for Aviation Cadet status in the Army Air Force in World War II. Information concerning their educational and vocational history was analyzed as well as their aptitude test scores.

The results showed that occupational groups differed with respect to personal background variables as well as aptitude test scores. The patterns were, in most cases, sensible and in accord with what might be expected. The authors rationalized that these differences should be "thought of as chance variables and ones that probably would not hold up in another sample." (Thorndike and Hagen, 1959, p. 50)

With respect to the prediction of success within an occupation, however, their conclusions were quite different.

As far as we were able to determine from our data, there is no convincing evidence that aptitude tests or biographical information of the type that was available to us can predict degree of success within an occupation insofar as this is represented in the criterion measures that we were able to obtain. This would suggest that we should view the long-range prediction of occupational success by aptitude tests with a great deal of skepticism and take a very restrained view as to how much can be accomplished in this direction. (Thorndike and Hagen, 1959, p. 50)

In general, our conclusion must be that although the differentiation between occupations with respect to score on a group of tests is real, still this differentiation is less sharp than the test enthusiast would suggest, in this case when the occupations are all at approximately the same level and when the tests are limited to a battery of tests of abilities. We can hardly assert that the evidence presented in our results gives strong support for using tests to guide individuals into one or another of a set of occupations all at approximately the same level in the occupational hierarchy. (Thorndike and Hagen, 1959, p. 323)

In conclusion the authors write that individuals get into occupations for a variety of reasons, many of which are not at all related to their ability or their appropriateness for the occupation (Thorndike and Hagen, 1959).

Even though the trait-and-factor theory was being questioned, methodology based on this approach continued to dominate vocational guidance practice. In 1962 Berry and Wolfe referred to this method as "the greatest myth in vocational guidance." (Berry and Wolfe, 1962, p. 3)

Patterns theory

It was not until the early 1950's that alternative theories of vocational behavior began to emerge. These theories were known as Pattern Theories. The theory attempted to establish generalizations and patterns that give knowledge about occupations and the people in them (Berry and Wolfe, 1962).

The best known Pattern theories are those dealing with Life Stages. Super (1960) credits two Austrians, Buehler and Lazarsfeld, with laying the groundwork for these modern theories.

The theory was first introduced by Buehler, who labeled the life stages: 1) growth, 2) exploration, 3) establishment, 4) maintenance, and 5) decline. People go through corresponding developmental stages at similar ages, and vocational development fits into this same pattern (Berry and Wolfe, 1962).

In 1951 two different theories of vocational life stages were formulated. The first was by a research team composed of Ginzberg, Ginzberg, Axelrod, and Herma; the second by two industrial sociologists, Miller and Form. The purpose of Ginzberg's study was to establish generalizations about types of occupational choices young people make before and after college. As a result they found that the process of occupational decision-making could be analyzed in terms of three stages (Ginzberg, Ginzberg, Axelrod and Herma, 1951):

1. Fantasy--through age eleven. It is during this time that an individual thinks about an occupation in terms of his wish to be an adult. He believes he can be whatever he wants to be.
2. Tentative--continues through age seventeen. This is when an individual recognizes the problems of deciding on a future occupation. His choices are determined by interests, capacities, and values.
3. Realistic--begins at about seventeen and is composed of stages of exploration, crystallization, and specification.

(Ginzberg, et al., 1951)

Following is their general theory relating to occupational choice:

First, occupational choice is a process which takes place over a minimum of six or seven years, and more typically, over ten years or more. Secondly, since each decision during adolescence is related to one's experience up to that point, and in turn has an influence on the future, the process of decision-making is basically irreversible. Finally, since occupational choice involves the balancing of a series of subjective elements with the opportunities and limitations of reality, the crystallization of occupational choice inevitably has the quality of a compromise. (Ginzberg, et al., 1951, p. 198)

Miller and Form describe life stages from the point of view of work characteristics. They have identified five work periods: 1) preparatory,

2) initial, 3) trial, 4) stable, and 5) retirement. These also are very similar to Buehler's life stages except that one does not have to move from one period or stage to another. Their interests was in describing kinds of work periods which are characteristic of various occupational patterns. After Miller and Form had investigated career patterns and concluded that

... personal motivation and hard work explain the career pattern and that occupational success can be attained regardless of social background.

Forces making for the location at various occupational levels have been identified and described. Social background, native ability, historical circumstances, and acquired personality traits are the influences determining a given career pattern. These forces may be considered as intertwined and pulling upon each worker with different intensities at various times in his career. (Miller and Form, 1951, pp. 583-585)

Donald Super, one of the most notable people in the area of vocational development, began development of a vocational theory in the early 1950's. He attempted to synthesize current knowledge and to begin formulation of a comprehensive theory of vocational development (Super, 1953). Super, in his theory, listed twelve main "elements" of vocational development. They are:

- 1) individual differences, 2) occupational multi-potentiality of the individual,
- 3) occupational ability patterns, 4) identification with parents and the role of models, 5) continuity of the adjustment process, 6) life stages, 7) career patterns, 8) development can be guided, 9) development is the result of interaction, 10) dynamics of career patterns, 11) job satisfaction, and 12) work as a way of life.

Super organized his twelve elements into a summary statement of a comprehensive theory and stated it in a series of ten propositions:

1. People differ in their abilities, interests, and personalities.
2. They are qualified, by virtue of these characteristics, each for a number of occupations.
3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits...
4. Vocational preference and competencies ... and hence their self concepts, change with time and experience, making choice and adjustment a continuous process.
5. This process may be summed up in a series of life stages...
6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.
7. Development through the life stages can be guided ...
8. The process of vocational development is essentially that of developing and implementing a self concept ...
9. The process of compromise between individual and social factors, between self concept and reality, is one of role playing.
10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values. (Super, 1953, pp. 189-190)

In 1951 Super began a long-term research project to clarify and test his theoretical model. His research was a project of the Horace Mann-Lincoln

Institute of School Experimentation, Teachers College, Columbia University, and utilized a sample of 142 eighth-grade and 143 ninth-grade boys (Super, 1954, 1955).

In setting up a model for Career Pattern Study, Super (1957) synthesized previous generalizations of life stages into the following:

1. Growth Stage (Birth-14). Self-concept develops through identification with key figures in family and in school; needs and fantasy dominate early in this stage; interest and capacity become more important in this stage with increasing social participation and reality-testing. Substages of the growth stage are: Fantasy (4-10), Interest (11-12), and Capacity (13-14).
2. Exploration Stage (Age 15-24). Self-examination, role tryout, and occupational exploration take place in school, leisure activities, and part-time work. Substages of the exploration stage are: Tentative (15-17), Transition (18-21), and Trial (22-24).
3. Establishment Stage (Age 25-44). Having found an appropriate field, effort is put forth to make a permanent place in it. There may be some trial early in this stage, with consequent shifting, but establishment may begin without trial, especially in the professions. Substages of the establishment stage are: Trial (25-30 and Stabilization (31-44).
4. Maintenance Stage (Age 45-64). Having made a place in the world of work, the concern is now to hold it. Little new ground is broken, but there is continuation along established lines.
5. Decline Stage (Age 65-on). As physical and mental powers decline, work activity changes and in due course ceases. New roles must be developed; first that of selective participant and then that of observer rather than participant. Substages of this stage are: Deceleration (65-70) and Retirement (71-on). (Super, 1957, pp. 40-41)

Super believes this outline gives a description of the nature of vocational behavior which seems characteristic of each life stage and it indicates the approximate age limit of the stages. Super feels this is important because it furnishes a base for two major concepts: 1) that vocational development is "an ongoing, continuous, generally irreversible process." and 2) that it is "an orderly, patterned process." (Super, 1957, p. 42)

Super again revised his vocational development theory in the early 1960's. He viewed an individual's occupational choice as an attempt to implement a self-concept. According to Super, individuals select vocations with role requirements consistent with their self-images. The processes by which self-concept affects vocational development are identified as the processes of formation, translation, and implementation (Super, 1957).

Tiedeman, in discussing the decision making process, believes that vocational development is oriented by each of several decisions with regard to school, work, and life. For each decision the problem may be divided into two periods: 1) that of anticipation which may be subdivided into exploration, crystallization, and choice, and 2) that of implementation and adjustment which can be further divided into stages of induction, transition, and maintenance. Tiedeman writes that all decisions potentially consist of these stages. "Vocational development then is self-development viewed in relation with choice, entry, and progress in educational and vocational pursuits." (Tiedeman, 1961, p. 18)

Tiedeman, more than anyone else, has emphasized the work history as the criterion for the study of vocational behavior. The elements of work

history are: 1) the kinds of positions chosen, 2) their sequences, and 3) the duration of stay in each (Holland, 1964).

Motivational theory

Motivational theory is primarily concerned with the reason people work and the meaning of satisfaction (Bailey, 1968).

Work. Individuals interpret work in a variety of ways. For many, it indicates a means of earning a living. According to research findings of Morse and Weiss (1955), if men had enough money to satisfy all their needs and wants, they would still want to work, so work means much more than just earning a living. Most people take work for granted not fully realizing what it means to them. "The other activities of daily living depend in large measure upon the nature and conditions of one's work." (Peters and Hansen, 1966, p. 1)

When Morse and Weiss (1955) asked what work meant to various classes of people they found that for: 1) middle class people -- work allowed them to gain a sense of accomplishment, 2) working class -- work meant having something to do; and without work, there was no chance for physical activity, 3) the farmer -- work meant keeping busy, and could hardly consider not working.

Satisfaction. Satisfaction or dissatisfaction is how the worker himself views his job as well as various aspects of the work environment including supervisions, co-workers, working conditions, hours, pay and type of work (Scott et al., 1960).

In discussing satisfaction and dissatisfaction, Locke writes that it is "a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing." (Locke, 1968, p. 10)

According to Locke (1968) too many studies correlate satisfaction with age, tenure, pay, and education. As a result, correlations are low and inconsistent because these measures are not based on values as perceived by the individual.

Motivational work theory

Maslow (1954) listed human needs in the hierarchy of: 1) psychological, 2) safety, 3) belongingness and love, 4) importance, respect, self-esteem, independence, 5) information, 6) understanding, 7) beauty, and 8) self-actualization. Only when the lower needs are satisfied will or can a man seek a higher need level. Example, if a man is hungry, he will accept any kind of work to earn money for food.

Anne Roe (1956) applied Maslow's theory to occupations in an attempt to relate motivational speculations to vocational behavior. In her theory of vocational choice she explained it in terms of child-parent relationships. She believed that parental attitudes and home atmosphere in early childhood are crucial forces in determining adult choices. More clearly she was saying that the warmth or coldness of parental attitude is believed to shape an individual's orientation toward persons or nonpersons. This orientation ramifies into

patterns of special abilities and interests which are given expression in the pattern of the adult's life; in his personal relationships; in his emotional reactions; in his activities; and in his vocational choice. "More than any other aspect of life, the occupation usually reflects most clearly the coalescence of the genetic and experiential variables...." (Roe, 1957, p. 217)

Bordin (1963) attempted a similar orientation when they set up a series of dimensions to account for all of the gratifications which work can offer. They write that the dimensions of work have to be carried out via a repeated weaving back and forth between job analysis, personality traits, and the assumptions regarding childhood experiences (Bordin et al., 1963).

With emphasis on career development programs Borow (1960) was inspired to assess various vocational-theories. Even though each theory had a slightly different approach he summarized the distinguishing characteristics of all theories of vocational behavior into the following:

1. Emphasis is upon the generation of hypothetical constructs and the consequent use of explanatory principles and causal connections rather than exclusively upon the invention and use of intervening variables in the testing of response-response laws.
2. Current formulations in psychodynamics are invoked to account for vocational development and choice in terms of the subject's need structure.
3. Ego psychology (self theory) is employed both to specify an important source of knowledge about the subject's behavior and to hypothesize about the relations between his perceptions and his social choices

4. Movement through major prevocational choices and subsequent vocational choices is postulated as a law-ful, hence, hypothetically predictable process. The term "career pattern" has been invented to convey the notion of this orderly progression from position to po-sition
5. Vocational development theory emanates from general developmental theory and its derivable laws hold a for-mal relationship to those of general development theory.
6. Life-long vocation-related behaviors occur within an ordered sequence of life stages and are to be interpreted with references to the vocational developmental tasks which each successive life stage possess in the culture.
7. Childhood experiences contribute importantly to the dif-ferentiation of capacities and motives and, consequently, to the history of the individual's career development.
8. Longitudinal research design is generally preferable to cross-sectional research design since the evolution of adequate career development theory requires the contin-uous mapping of the linkage between antecedent condi-tions and consequent behavior. (Borow, 1960, pp. 63-64)

Review of Research in Progress

Ogden City Schools, Ogden, Utah submitted a proposal to the Utah State Department of Vocational and Technical Education and to the U.S. Com-missioner of Education in Washington, D.C. on December 14, 1972. A large portion of the proposal deals with a proposed counseling and guidance delivery and support system. A large section of the proposed support system is con-cerned with student placement.

Specific objectives for Ogden City Schools' proposed Next Step Place-ment are:

1. A placement center will be established as a component part of the total career education support system. Assistance in planning and placement for the career next step will be provided the following individuals: students advancing to junior high school, students advancing to high school, high school graduates, students being re-admitted to school and students who have dropped out or are considering dropping out of school. The placement program will provide for self-appraisal through testing and counseling as well as guidance and counseling services through a delivery and support system for total career education.
2. The career placement center will be actively involved in assisting teachers in locating viable field trips for themselves in order to better acquaint them with the real world or work.
3. The total placement center will make provisions for better utilization of the now-existing career resource center by:
(a) collecting data on the most relevant occupations at the local, state, and national levels, (b) by coordinating all off-campus career education learning activities, (c) by providing lists of resource people to be used by teachers in the classroom, and (d) by providing follow-up studies and information. (Ogden City School District, Proposal Submitted to U.S. Commissioner of Education, Washington, D.C., December 14, 1972)

It is further proposed by Ogden City Schools that all counseling, guidance, delivery and support systems be provided to students, parents, and the community on an extended day to begin before the regular school day and to continue on after the regular school day plus evening and weekends.

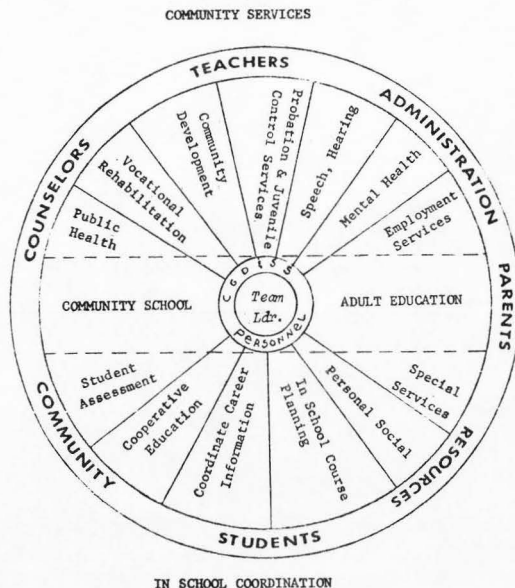
Ogden City Schools view the success of a Career Next Step Placement Program depending a great deal on the ability of counseling and guidance personnel to readily accept a new role for their profession. The district feels that before implementation can occur the counselors must accept their new role.

Ogden believes the place to begin changing the counselor's role is at the junior high school. Once the counselor has accepted his new role and changed to meet the new requirements he is then ready to be the learning team coordinator. As coordinator he must coordinate all the support activities from within the school as well as all of those available to the student outside the school.

It is desirous that this role change will permit the counselors in the Ogden City Schools to handle their overwhelming job with new skills, methods and status which is relevant to the present learning situation and the methods of behavior change.

The CGDSS (Counseling Guidance Delivery System and Support) for total career education can be visualized by the use of a model drawing. The wheel on the following page indicates how the cooperative interrelation of all school and community services can be coordinated by the CGDS system team leader. These services can be brought to focus on the total learning and experiencing process as well as on the needs of any individual learner.

Counseling Guidance Delivery and Support Systems



A Breakdown of the Efforts of School & Community

For visual purposes only a separation of school and community services for total career education is presented below. In actual operation the overlap of these services will assist in their coordination and utilization.

School

Students
Counselors
Teachers
Administrators
Para-Professionals
Remedial Teachers
Learning Disability Teachers
District Supervisory & Support Personnel
Pupil Personnel
Career Resource Center
Placement Center

Community Services

Representative from Employment Service
Special Clinical & Medical Personnel
Representative from Community Ethnic
Paternal Organizations & Clubs
Representative from Public Health
Representative from Mental Health
Representative from Probation & Juvenile
Community Development Organization
Parents
Religious Organization
Industrial & Business Organization
Civic Organization & Local Government
Post High School & Higher Education

Figure 1. A breakdown of the efforts of school and community.

Summary

Career placement and planning seeks to make the concepts of career education an integral part of the regular school curriculum.

The classroom, other students, community and school activities, business, counseling and guidance, parents, and any other sources of information become a huge resource center for facts and information that the student needs. The guidance staff will have particular responsibility for the placement program. Research indicates that students who receive vocational counseling come closer to finding satisfaction in their chosen career field than those who do not.

Our present school system neither provides students with adequate career guidance and counseling while in school nor adequate opportunities for counseling, retraining, and re-entry once they have left the system (Worthington, 1973).

According to Reinhart, Slack and Buettnner (1973) "...the transition from vocational class to work could be improved if schools assumed greater responsibility for helping students to find jobs and succeed in them."

The 1971 Utah State Advisory Council writes that "high schools should be as concerned with preparing and placing their students in jobs after high school as they are in preparing and placing them in college." In 1972 the Utah State Advisory Council further stressed the need for a Career Next Step Placement Service when they wrote that, "Schools shall accept the responsibility for successful placement of the student in his next step in life, whether it be post-

secondary training, full time employment or some special category such as homemaking, military service, etc."

Many writers are advocating a change in guidance and counseling techniques because for the most part guidance and counseling personnel are more concerned about academic placement than they are about job placement. In a study of student opinions of counseling and guidance it was revealed that the most important attribute of the counselor is to be a friend when you need one.

Gene Bottoms writes that job placement should be a systematic effort within the total school program.

Employment Security must become more active in the placement of high school students. School counselors and Employment Security services must work much closer in the future than they now do.

Because one's selection of a career or occupation is such an essential part of life, finding satisfaction or happiness in that occupation is of the utmost importance.

To better understand the problems of vocational counseling and guidance three major theories of vocational behavior were investigated.

The development of intelligence testing brought about a completely new outlook to vocational guidance. This concept developed into the trait-factor theory, which advocated the determination of an individual's mental and physical factors and matched them to a vocation which had similar characteristics.

After World War II, the patterns theory was introduced. This theory identified life stages which occurred at different times in people's lives. Advocates of this theory believed that people go through developmental stages at similar ages, and vocational development fits into this pattern. In setting up a model for Career Pattern study, Donald Super (1957) synthesized previous generalizations of life stages into the following. (1) Growth stage (birth to 14), (2) Exploration Stage (age 15-24), (3) Establishment Stage (age 25-44), (4) Maintenance Stage (age 45-64), and Decline Stage (age 65-on).

The third theory was related to why people work and what satisfaction meant. This theory was usually referred to as the motivational theory. This theory attempted to determine the role work played in a vocation and what made an individual satisfied or dissatisfied with his occupation.

The literature review indicated the need for:

1. Vocational counseling and guidance to be a part of any successful student placement program.
2. A change in counseling and guidance techniques.
3. Schools to assume a greater responsibility for helping students to find jobs and to succeed in them.
4. A placement center to be more than just job placement.
5. Employment Security to become more active in the placement of high school students.

6. A better understanding of the problems of vocational counseling and guidance.

CHAPTER III

METHOD OF PROCEDURE

Introduction

This study involved the use of the reputational technique to determine community power actors who provided information that was used in the development of Career Next Step High School Placement Center guidelines. To complete the study the guidelines were then compared to existing high school placement practices in selected urban schools in the state of Utah in order to determine areas of difference.

Five specific objectives were investigated in the study. They are:

1. To identify the problem area knowledgeable in the Ogden City School District, Ogden, Utah.
2. To gain information that would identify the problem area power actors in the Ogden City School District, Ogden, Utah.
3. To gain information from the power actors to be used in developing the Career Next Step High School placement guidelines. (See Appendix B for sample of power actors' questionnaire.)
4. To survey, by telephone, selected Utah urban high schools with student populations from 1,200 to 2,200 to be similar in population to the high schools in Ogden, Utah, the district for which this study was designed.

5. To compare existing urban high school placement practices to the developed Career Next Step High School Placement Center guidelines to determine areas of difference.

The completion of this study was dependent upon the identification of Ogden community power actors, the development of two survey instruments, one to be mailed to the community power actors and the other a telephone survey instrument for the selected Utah urban schools, the data collection for the two instruments, and the selection of a statistical treatment.

Use of the Reputational Technique

The reputational technique is a method or technique used to identify community power structures. The structure and guidelines for this study were adapted from a North Central Regional Extension Publication, titled Identifying the Community Power Structure, by Ronald C. Powers (1965).

This method involved the identification of individuals reputed to have power and influence by other community members. Steps to follow in using the technique are as follows:

1. Select or define the geographical bounds for the study.
2. Select the issue areas in which power actors are to be identified.
3. Select an appropriate number of knowledgeable.
4. Develop an approach to be used in contacting knowledgeable.
5. Develop appropriate questions for each issue area.

6. The researcher should write down his own perception of who the power actors are for the issue area.
7. Interview each knowledgeable.
8. Summarize the information obtained from knowledgables.
9. Select two or three of the persons receiving the most votes and ask them the same questions asked knowledgeable.
10. Make final adjustments in the names to be included in the pool of power actors (Powers, 1965).

The geographical bounds for step one were confined to the Ogden City School District, Ogden, Utah.

The issue area of concern in step two was, who are the individuals, within the geographical bounds, that would be the most knowledgeable in the area of public school problems and most influential in determining the total structure for a Career Next Step High School Placement Center. These individuals must also be able to provide information that can be utilized in determining what services and functions are to be included in a Career Next Step High School Placement Center.

Step three utilized a chart depicting appropriate numbers of knowledgeable for given community sizes. The recommended number of knowledgeable for a city the population of Ogden is fifteen (Powers, 1965). (See Appendix C for criteria used to select knowledgeable.) Powers suggests that if the recommended number of knowledgeable do not produce the desired number of

power actors, increase the number of knowledgeable until the desire number of power actors is identified (Powers, 1965). Through a series of informal interviews with high school personnel, school district administrators, private business owners and public service employees the researcher compiled a list of individuals to accept the role of knowledgeable.

To comply with step four the researcher was required to write an introductory letter to each knowledgeable and develop a format to be used when personally contacting each knowledgeable. The format was needed and designed to provide each knowledgeable with the same information. Obtaining the same information from each was necessary so as not to bias the identification of their concept of community power actors. (For samples of the introductory letter and format used in contacting each knowledgeable see Appendices D and E.)

In developing key questions, as suggested in step five, in order to gain information from the knowledgables that will allow them to identify community powers actors, Powers suggests personally asking the knowledgables questions, after they understand the issue area, such as: Who are the persons in this community who have the most influence, carry the most weight, swing the biggest stick, who are the king pins, or who can get things done in the issue area. The issue area here is the development of guidelines for a Career Next Step High School Placement Center. Each knowledgeable is asked to identify his concept of ten community power actors. In addition they were asked to identify a maximum of four minority power people in the community

(for a sample of the format used in interviewing the knowledgeable see Appendix E).

In step six Powers suggests that any researcher using the reputational technique in order to identify community power actors should write down his concept of the power actors for the given issue area. This researcher did that prior to the personal interview with each knowledgeable. This material provides the researcher with some cross-reference information.

Step seven suggests an interview with each knowledgeable. The interview was initiated by mailing to each knowledgeable an introductory letter followed by a telephone call making an appointment for a personal interview. During the personal interview a list of fourteen names was obtained from each knowledgeable.

Step eight suggests the researcher summarize the information obtained from each of the knowledgables. This study presented a list of 150 names plus an additional 60 as minority power actors for a total of 210 identifications. In selecting the community power actors Powers (1965) suggests accepting any name that appears two or more times on the total list.

A reliability check is suggested at step nine. Once the pool of power actors was identified, reliability was checked by approaching three of the individuals most frequently named as power actors and asking them the same questions that were asked the knowledgeable. If the information from the knowledgeable was correct, the answers obtained from the three individuals will

closely duplicate the already compiled list.

Step ten suggests making any final adjustments in the names to be included in the pool of community power actors.

Validation of the Questionnaires

The prototype instruments were developed and a small number printed to be administered on a pilot basis to selected individuals. Individuals selected to participate in the pilot validation of the instruments represented a cross-section of duties and responsibilities as well as knowledge about the issue area. Input for revising, deleting, adding to and rearranging came from the Career and Vocational administrative staff, Ogden City School District, Ogden, Utah, Guidance, Counseling and Career resource personnel in Ogden and Ben Lomond High Schools, Ogden, Utah, representatives from business and industry, Ogden vicinity, Ogden, Utah, Utah State University teaching staff in the Industrial and Technical Education Department and doctoral students in the Industrial and Technical Education Department.

Each selected individual was asked to respond to the questionnaire in a critical manner marking and/or otherwise indicating areas of weakness, insufficient clarity, duplication, length and ease of tabulating.

Upon receipt of the critical analysis information from each of the selected individuals, a revised questionnaire was developed utilizing the new information obtained from the selected evaluators.

The revised edition of the instrument was again submitted to the evaluators for final approval before going into production printing.

Very minor changes were suggested for the second revision of the questionnaires. These suggestions were given consideration and a final draft of the questionnaires was prepared for printing.

Permission to Develop Career Next Step High School

Placement Guidelines for Ogden City

School District

Permission to develop Career Next Step High School Placement Guidelines for Ogden City School District was initially secured through the Career and Vocational Education Director. In consulting with various members of the Ogden City School District Administrative Staff, the Career and Vocational Education Director, and the Coordinator of the high schools career resource centers, a definition of Career Next Step High School Placement was developed that represented the views of the Ogden City School District.

A copy of the definition of Career Next Step High School Placement and a manifest outlining the procedure for the entire research was then submitted to the research review board of the Ogden City School District. The review board met and reviewed the intended use of this research and gave formal approval for its continuance.

Selection of Urban Schools to be

Used in the Research

The research was designed for the Ogden School District, Ogden, Utah. Ogden School District had two high schools, one of which had a student population of 1,676 and the other a student population of 1,906. It was decided by the researcher to survey urban high schools throughout the state of Utah with student populations from 1,200 to 2,200 in order to be similar in size to the high schools in Ogden, Utah, the district for which this study was designed. Twenty-six high schools were selected to participate in the study (see Appendix F for complete list of schools participating).

Questionnaire Pertaining to High School Placement

Permission to survey the selected high schools in each district was secured from the high school principal for each school in the district. A cover letter was developed and approved by the researcher's chairman as well as Ogden City School District administrative personnel. The cover letter was printed on Ogden City School District letterhead and signed by the researcher, the research chairman, and the director of career and vocational education, Ogden City School District. The letter was sent to the principal of each of the identified twenty-six high schools. (See Appendix G for copy of letter sent to each principal.)

The Procedure

Selection of the problem

Having read the writings of national career education leaders advocating the need for public schools to accept more responsibility for the placement of its students and then being unable to locate any research providing direction for establishing a high school placement center led the researcher to investigate the status of high school placement. As the preliminary review of literature progressed it became more evident, to the researcher, that very little structure is given to high school placement. Further investigation was unable to reveal any research specifically involved with Career Next Step High School Placement, an area of concern to the researcher and discussed by many advocates of Career Education.

The apparent need for and lack of research in the area of Career Next Step High School Placement directed the researcher to the idea of developing guidelines for a Career Next Step High School Placement Center and then to compare those to existing high school placement practices in selected high schools in the state of Utah.

Selection of the instrument

It was desirous on the part of the researcher to locate an instrument and/or questionnaire that had been validated and used in previous research to establish guidelines for a placement program. As Borg (1963) has indicated,

one of the primary reasons for a review of literature is to determine what work has taken place in the issue area so as to avoid duplication. The review of literature failed to reveal an instrument that had been used previously to establish guidelines for the development of a high school placement center. However, the review did reveal several techniques that could be used to identify community power actors. After careful examination of the possibilities the researcher selected the reputational technique to identify community power actors to provide information to be used in developing guidelines for the issue area.

The reputational technique was selected because past research indicates that it is as valid or more valid than the others considered, it is not excessively lengthy to administer, a single individual can administer the entire technique, and it can be used by itself with validity (Powers, 1965).

Survey knowledgeable

When fifteen knowledgeable had been identified an introductory letter was sent to each indicating they had been selected, as knowledgeable, to participate in a research project conducted through the joint efforts of Ogden City School District and Utah State University. The letter also indicated that the researcher would contact each of them within two weeks for a short personal interview. A personal appointment with one knowledgeable appeared to be impossible. That interview was conducted by telephone.

Each knowledgeable submitted a list of ten individuals they considered community power actors plus four individuals they considered minority group power actors.

Survey community power actors

Community power actors are those names that appear two or more times on the total list of 210 names compiled from the information obtained from the knowledgeable. Other research indicates that for a population of 210 names, 20 duplications should be the minimum number acceptable (Hunter, 17). Tabulation of the results produced a list of 31 individuals whose name appeared two or more times.

The identified community power actors were then mailed an introductory letter, a questionnaire, and a stamped and addressed return envelope. As a research technique to persuade respondents to complete and return the questionnaire as quickly as possible they were printed on bright colored astro-parchment paper and in addition a dime was attached to each introductory letter with a note asking the individual to take a break to fill out and mail the questionnaire (see Appendix H for a sample of the introductory letter). The rate of return was prompt.

Survey urban schools

Selected urban schools were surveyed by telephoning each school that had previously agreed to participate in the study and requesting the person most

knowledgeable about that schools placement practices to answer questions from a research instrument developed by the researcher.

Analysis procedure

The data were then processed and analyzed in accordance with the specific objectives of the study.

Objective 1. Identify the problem area knowledgeable in the Ogden City School District, Ogden, Utah.

As soon as the problem area or issue area had been identified the next step in using the reputational technique to identify community power actors was to identify problem area knowledgeable. In following suggested guidelines for identifying the knowledgeable, a list of criteria was developed which each of the knowledgeable must meet. It was also recommended and desirous on the part of the researcher to select knowledgeable that represented different community sectors.

To satisfy objective 1, it was necessary to have several informal meetings with the Ogden City Schools administrative personnel, Weber State College personnel, and established individuals in the Ogden Community to get their input for the knowledgeable selection.

Objective 2. Gain information from the identified knowledgeable in a person-to-person interview that will identify the problem area power actors in the Ogden City School District, Ogden, Utah.

After the knowledgeable had been identified in objective 1, it was then necessary to develop a format to be used in interviewing the identified knowledgeable. A standard format to be used in interviewing all the knowledgeable was necessary to provide all individuals with exactly the same information and to seek information from them in a uniform manner so as not to bias the results. The format gave all identified knowledgeable information such as: (1) researcher's name, (2) objective of the interview, (3) a definition of the problem area, (4) a definition of a Career Next Step High School Placement Center, (5) the reason information is needed from them, (6) how the information will be used, (7) and then they are asked to name ten individuals that they consider to be power actors knowledgeable in the problem area, (8) this question asks them if they think they belong to the group just named and the last question, (9) asks them to identify minority power people in the community (see Appendix E for a sample of format used).

Objective 3. Gain information from the power actors, using a research instrument developed by researcher, to be used in developing the Career Next Step High School Placement Center guidelines. Location and population to be served will be considered. Specific functions of each supporting service will also be determined.

Before information from the problem area power actors could be obtained the instrument had to be developed, per guides set in Objective 3, pilot tested, revised, reviewed, final revisions completed, and printed.

The findings for this objective were used to develop the guidelines for establishing a Career Next Step High School Placement Center. The questionnaire was divided into six major divisions and from ten to twenty-one questions under each division. Each of the questions were tabulated for a consensus of opinion and percentages of the total respondents were figured for each question.

In developing the recommended guidelines each of the subdivisions under the six major headings was either included or rejected as a result of the responses from the problem area power actors.

Objective 4. Survey all urban schools in the state of Utah, with populations from 1,200 to 2,200 to be similar in size to the high schools in Ogden, Utah, the district for which the study was designed, to determine existing high school placement efforts. The survey was conducted by telephoning each school and having the person in that school most familiar with its placement practices respond to questions from a research instrument developed by the researcher.

The instrument asked each high school surveyed if they had a school placement service or not. If they responded positively to the question they were then asked to identify the type of placement service their school offered. They were given a choice of three different types of school placement service plus a chance to describe a service not covered by the three choices. This portion of the instrument provided information that allowed the researcher to determine the percentage of urban schools in the state of Utah, similar in size

to Ogden's High Schools, that had a placement service of some description. In the schools that had a placement service it allowed the researcher to determine what type they had. In the schools that reported they did not have a placement service the researcher was allowed to determine what kind of a placement service they envisioned they should have.

The findings for this objective were used to establish Current Urban High School Placement Practices. The instrument was divided into six major divisions with from ten to twenty-one questions under each division. Each of the questions were tabulated for a consensus of opinion and percentages of the total respondents were figured for each question.

Objective 5. Compare existing urban high school placement practices to the developed Career Next Step Placement guidelines to determine areas of difference.

To complete this objective the researcher totaled the number of urban schools responding to the various school placement center definitions and those indicating that they did not have a placement service of any kind. The researcher then described areas of difference between the identified placement programs and the newly developed guidelines for a Career Next Step Placement Center.

Summary

This study was conducted in the state of Utah and designed specifically for Ogden City School District, Ogden, Utah. The study involved the use of the

Reputational Technique to identify Ogden community power actors in order to obtain their input into the development of guidelines for a Career Next Step High School Placement Center. The community power actors were surveyed by a research instrument developed by the writer.

Twenty-six selected Utah urban high schools were also surveyed by telephone using a research instrument developed by the writer. All Utah urban schools with student populations from 1,200 to 2,200 were selected to participate in the study. The urban high schools were surveyed to determine existing placement practices in schools with student populations similar to Ogden city's two high schools.

In the procedure of analysis, the power actor research instruments were tabulated yielding results for developing Career Next Step High School Placement Center guidelines.

The urban high school research instruments were tabulated revealing urban high school efforts in the area of placement. Tabulated results from the urban schools was then compared to the developed guidelines for a Career Next Step High School Placement Center to determine areas of difference.

The Career Next Step High School Placement Center guidelines were developed from the results obtained from the community power actors. The questionnaires were tabulated and the writer included in the guidelines those items that received the majority support from the power actors.

CHAPTER IV

FINDINGS

Introduction

The findings of this study, which used the reputational technique, were based on the responses of identified Ogden City community power actors and individuals knowledgeable in the area of high school placement from selected urban high schools in the state of Utah. Results were limited to the accuracy of scoring and analysis of the instruments. The results of five specific objectives were sought:

1. The identity of problem area knowledgeable in the Ogden City School District, Ogden, Utah.
2. To gain information that would identify the problem area community power actors from the identified knowledgeable.
3. To gain information from the community power actors to be used in developing guidelines for a Career Next Step High School Placement Center.
4. To gain information from selected urban high schools in the state of Utah pertaining to their particular school's placement practices.
5. To compare existing high school placement practices, in selected urban high schools in Utah, to the developed guidelines for a Career

Next Step High School Placement Center to determine areas of differences. The foregoing five objectives were analyzed as outlined in Chapter III.

Subjects in the Study

The study, to develop guidelines for a Career Next Step High School Placement Center, was comprised of fifteen Ogden community problem area knowledgeable who identified thirty-one Ogden Community power actors, and twenty-six selected urban high schools in the state of Utah. (See Appendix H for a complete list of selected high schools.) The individual in each of the selected high schools most knowledgeable about that school's placement practices was asked to respond to a research instrument.

If the responses from the community power actors were to be meaningful the reliability of the power actor selection had to be verified. To check the reliability of the community power actors selection the researcher selected three of the individuals most frequently named by the knowledgeable and asked them the same questions that were asked the knowledgeable. The three community power actors duplicated ten of the fourteen names they each provided. This represents a 71 percent duplication. If the names provided by the community power actors had a 50 percent or more duplication of the already compiled list of names obtained from the knowledgeable the results were considered reliable.

The criteria used to select urban high schools was to select schools in the state of Utah that had student populations similar to Ogden's two high schools, the district for which this study was designed. Ogden's two high schools have populations of 1,676 and 1,906. To avoid a bias in operational procedure, the researcher selected schools from about 400 population less than the smallest high school to about 400 more than the largest high school in Ogden. This criteria provided the researcher with a list of twenty-six urban high schools in the state of Utah. Permission to survey each high school was obtained from the schools principal. The actual survey was conducted by telephone. The individual in each school most familiar with that school's placement practices was asked to respond verbally to questions from the researcher's instrument.

Results

Objective number 1

The first objective was to identify the problem area knowledgeable in the Ogden City School District, Ogden, Utah. The selection of knowledgeable was made from a pool of individuals who are, in fact, knowledgeable in the issue or problem area. To assist in the selection of knowledgeable a list of specific criteria was developed that each knowledgeable must meet. Each knowledgeable had to:

1. Be knowledgeable of Ogden City School affairs or in some way affiliated with the Ogden City School District.

2. Be involved in school district decision making activities or actually making decisions for the Ogden School District.
3. Possess a knowledge of current problems facing the Ogden City School District.
4. Have been a resident of the community for from 5 to 10 years and know something of its organizational and/or power structure.

To provide additional structure to the selection of knowledgeable the researcher identified six individuals from sectors of the community such as school administration, state college faculty, private business, and industry. In an informal interview they were asked to identify individuals they thought knowledgeable in the issue area, individuals who met the developed criteria for selection, and individuals who by the virtue of their occupations have an opportunity to see and hear about the issue area. It was from this composite of information that the issue area knowledgeable were selected. Research by R. C. Powers indicated that for a community the size of Ogden, Utah fifteen knowledgeable should be identified to supply information for determining community power actors. For the purposes of this study fifteen knowledgeable were identified.

Objective number 2

The second objective was to gain information, in a person-to-person interview with the identified knowledgeable, that would identify the problem area community power actors.

Prior to the actual interviewing of knowledgeable a standard format outline developed by R. C. Powers was modified and revised to be used in this study (see Appendix B for sample of format used).

Fourteen of the fifteen knowledgeable were contacted by telephone and appointments made for personal interviews. One individual was interviewed by telephone because a personal appointment appeared to be impossible. The knowledgeable produced 210 names they envisioned as being community power actors.

The 210 names, whose identity will remain anonymous, were carefully tabulated and any name that appeared more than once was recorded. Final tabulation revealed a list of thirty-one names that appeared two or more times on the total list. For the purposes of this study these thirty-one names became the Ogden Community power actors.

Objective number 3

The third objective was to gain information from the community power actors to be used in developing Career Next Step High School Placement Center guidelines. Information was obtained by the use of a survey-type instrument developed by the researcher.

The prototype instrument was developed at the conclusion of the review of literature. The instrument was reviewed and critically evaluated by Ogden City School District administrative staff, employees in private business, Utah State University graduate faculty and Utah State University graduate students. Revisions were then made on the instrument as a result of the critical analysis.

The questionnaires were then mailed to the community power actors.

Response to Survey

Twenty-seven responses were received from the thirty-one questionnaires mailed to the identified community power actors in the Ogden, Utah area. This represents an 87 percent return. There were no responding questionnaires eliminated. Some of the respondents did not complete all of the items in the questionnaire, and the accompanying tables and statistics for those items and sections are based on the number responding.

Table 1 represents a graphic representation of the various community sectors from which the power actors were comprised.

Results of the survey

Table 2 presents a breakdown of the power actors' responses to the question, "What should be the important functions of the Career Next Step High School Placement Center?"

Of the twenty items listed in Table 2, the Ogden community power actors rated all but four items higher than no importance. In item number fourteen, 4 percent of the power actors felt that it was of no importance for the Center to be involved in the evaluation of academic programs. Four percent also indicated that item number nine, a simulated work environment, was of no importance. Tabulation of item number sixteen also indicates that 4 percent of the

Table 1. Community sectors from which Ogden Community power actors were derived

Community sectors	Number of power actors
1. Government employee (Hill Air Force base and Internal Revenue Service)	7
2. Private business (Realtor, Commercial Printing, Janitorial Service, Private Business College, & Dentist)	7
3. College Faculty (Weber State College, Ogden, Utah)	5
4. Industry (Thiokol Corp.)	4
5. Public School Administration (Ogden City School District Office & High School Personnel)	4
6. Public Services (Ogden City Government, Employment Security & Weber County Promotion Service)	<u>4</u>
Total Number of Power Actors	31

Note: Of the 31 Ogden Community Power Actors, 5 were minority. This was a 16 percent minority representation, which is representative of the minority population in Ogden, Utah.

power actors do not favor the Center providing assistance to students for locating summer employment. In item number twenty, 22 percent of the power actors felt that it was of no importance for the Center to be involved in locating summer employment for teachers.

Five of the twenty items received the majority of the responses as being extremely important. Thirty-seven percent of the power actors felt that curriculum development was an extremely important function of the Center. When

asked to rate the importance of providing assistance to students in program planning, 48 percent rated it extremely important. Forty-one percent felt it extremely important for the Center to provide assistance to students in applying for employment or Career Next Step. The highest single percentage, 63 percent, was given to item number one, encouraging the student to help himself. Forty-eight percent of the power actors felt it extremely important that a function of the Center be that of providing the students with career counseling.

On this portion of the power actor questionnaire all twenty-seven respondents responded to every item.

There were two suggestions for additional functions not listed. They were: (1) Evaluate educational systems that produce the instructor, (2) Make students aware of the job probability in fields within the community or area.

Table 3 presents Ogden community power actors' reaction toward staffing the placement center.

One hundred percent of the twenty-seven responding power actors believed that a school counselor should be employed by the Center. The next highest percent of responding power actors was 78 percent which indicated a positive need for para-professionals in the placement center. Sixty-nine percent of those responding saw a need for aides to be employed by the school district to work in the center. Of the responding power actors 63 percent saw a need for representatives from Employment Security at the center.

There were three items that received significantly high percentages of the votes as not being needed in the center: (1) Seventy-eight percent of those

Table 2. Distribution of responses from community power actors. "What should be the important functions of the Career Next Step High School Placement Center?"

	Total Number Respondents	Extremely Important	% Extremely Important	Very Important	% Very Important	Important	% Important	Little Importance	% Little Importance	No Importance	% No Importance
1. Encourage student to help himself	27	17	63	4	15	6	22		0		0
2. Assist student in program planning	27	13	48	8	30	6	22		0		0
3. Career counseling	27	13	48	10	37	4	15		0		0
4. Assistance in applying for employment or Career Next Step	27	11	41	9	33	6	22	1	4		0
5. Curriculum development	27	10	37	8	30	8	30	1	4		0
6. Assist and encourage students who have dropped out to re-enter school	27	10	37	3	11	13	48	1	4		0
7. Cooperative programs	27	9	33	9	33	9	33		0		0
8. Arrange student interviews with experts of industry	27	9	33	10	38	6	22	2	7		0
9. Arrange for student experiences in simulated work environment (mini-courses)	27	8	30	9	33	7	26	2	7	1	4

Table 2. (Continued)

	Total Number Respondents	Extremely Important	% Extremely Important	Very Important	% Very Important	Important	% Important	Little Importance	% Little Importance	No Importance	% No Importance
10. Evaluating vocational programs	27	8	30	13	49	5	19	2	7		0
11. Arrange for student work observations	27	7	26	10	37	8	30	2	7		0
12. Dropout follow-up studies	27	4	15	9	33	7	26	7	27		0
13. Direct exploratory experiences	27	6	22	5	19	12	44	4	15		0
14. Evaluating academic programs	27	5	19	10	37	5	19	5	22	1	4
15. Adult education	27	5	19	5	19	11	41	6	22		0
16. Locate summer employment for students	27	5	19	6	22	10	37	5	19	1	4
17. Community surveys	27	4	15	9	33	7	26	7	27		0
18. Arrange temporary employment for students	27	4	14	5	19	13	48	5	19		0
19. Placement co-ordinators to work with teachers	27	3	11	12	49	10	37	2	7		0

Table 2. (Continued)

20. Locate summer employment for teachers	2	27	Total Number Respondents
		2	Extremely Important
21. Other	2	7	% Extremely Important
		4	Very Important
		15	% Very Important
		8	Important
		30	% Important
		6	Little Importance
		22	% Little Importance
		7	No Importance
		26	% No Importance

Table 3. Distribution of responses from community power actors. "Should the following people be employed by the school district to work with the placement center?"

	Total no. respondents	No. response	No. yes	% yes	No. no	% no
1. School counselor	27		27	100	0	0
2. Para-professionals	27		21	78	6	22
3. Aide	26	1	18	69	8	31
4. Representative of Employment Security	27		17	63	10	37
5. Minority	27		14	52	13	48
6. Students	27		12	44	15	56
7. Representative from business	27		7	26	20	74
8. Representative from industry	27		7	26	20	74
9. A parent representa- tive	27		6	22	21	78
10. Other						

responding did not see a need for a parent representative at the center. (2) It was felt that a representative from industry was not needed by 74 percent of the power actors. (3) Also 74 percent did not see the need for a representative from business.

Fifty-six percent of the community power actors did not see a need for students to be employed at the center.

There were no write-in suggestions for persons to be employed at the center other than those listed. The power actors responded to all the questions except one. There was one no response as to whether an aide should be employed by the school district or not.

Table 4 graphically portrays the responses of power actors when asked if the following should provide a service to students at the center.

Items one and two both received a 96 percent positive response for services to students from Employment Security and representatives from industry. Eighty-nine percent of the power actors felt that special education and 88 percent believed that volunteers should provide a service to the students. All of the thirteen items listed on Table 4 received a positive majority response. The smallest percentage in favor of any items was 67 percent which was for item number thirteen, representatives from CAP, WIN, NYC and similar organizations.

There were two power actors who did not respond to item number nine and one each for items seven and six.

Table 4. Distribution of responses from community power actors. "Should the following people and/or organizations provide a service to students at the center?"

	Total respondents	No response	No. yes	% yes	No. no	% no
1. Employment Security	27		26	96	1	4
2. Representative from industry	27		26	96	1	4
3. Special education	27		24	89	3	11
4. Juvenile authorities	27		23	67	9	33
5. Minority representatives	27		23	85	4	15
6. Volunteers	26	1	23	88	3	12
7. Para-professionals	26	1	22	85	4	15
8. Psychologist	27		22	81	5	19
9. Community school	25	2	22	88	3	12
10. Armed services	27		22	81	5	19
11. Parent representative (volunteer)	27		20	74	7	26
12. Unions	27		20	78	6	22
13. Representatives from CAP, WIN, NYC and similar organizations	27		18	67	9	33
14. Other						

There were no additional comments or suggestions for any individual, group or organization to provide additional services to the students.

Information regarding location, personnel, and hours for the center are shown in Table 5.

Item one, "Should the center be open in the evening?" received the most positive responses, 96 percent of those responding or twenty-six out of twenty-seven. Seventy-three percent indicated they thought that if a center was located in a high school the principal should be directly responsible for its activities. It was indicated by 63 percent of the power actors that each high school should have a center. Sixty-three percent envisioned guidance and counseling personnel as being in charge of the center.

Fifty-nine percent of the respondents were not in favor of having only one center and having it detached from any school.

Items two and three were both omitted from one respondent's questionnaire because he failed to answer those questions.

Table 6 presents responses to survey questions on whether or not the center should have an advisory council and if so, who should be on it.

Ninety-six percent or twenty-six out of twenty-seven respondents indicated the need for an advisory council for the center. Ninety-six percent also indicated their desire for employment security to be represented on that advisory council. A 96 percent response was also given in favor of having industry and minorities represented on the council. The responding power actors gave a

Table 5. Distribution of responses from community power actors. "Where should the center be located, who should be in charge, and what should its hours be?"

	Total respondents	No response	No. yes	% yes	No. no	% no
1. Should the center be open in th evenings?	27		26	96	1	4
2. If center is located in high school should the principal be di-rectly responsible for its activities?	26	1	19	73	7	27
3. Should the center be open earlier than the rest of school each day?	26	1	18	69	8	31
4. Should the center be open on weekends?	27		17	63	10	37
5. Should there be a center in each high school?	27		17	63	10	37
6. Should guidance and counseling personnel be in charge?	27		12	63	10	37
7. Should there be only one center for the district and have it detached from any school?	27		11	41	16	59
8. Other						

Table 6. Distribution of responses from community power actors when asked if the center should have an advisory council and if so, who should be on it

	Total respondents	No response	No. yes	% yes	No. no	% no
1. Should the center have an advisory council?	27		26	96	1	4
2. If yes, should the following be represented on the advisory council?						
A. Employment Security	26	1	25	96	1	4
B. Minority	26	1	25	96	1	4
C. Unions	25	2	25	100	0	0
D. School counselors	26	1	24	92	2	8
E. Parent	26	1	24	92	2	8
F. Business	24	3	24	100	0	0
G. Industry	26	1	23	96	1	4
H. Teacher	25	2	22	88	3	12
I. Armed Services	24	3	17	71	7	29
J. Other	26					

100 percent response to having business and unions represented on the council.

The largest negative response to any of the listed services being represented on the council was a twenty-nine percent negative response given to the armed services.

From the total number respondents there were eighteen "no responses" recorded. They ranged from one per question to three per question with the exception of question number one which was answered by all twenty-six respondents.

There were five respondents who write in additional suggestions for people and services to be represented on the advisory council. The suggestions are:

1. Representatives from Weber State College.
2. Government officials should be represented.
3. Weber County and Ogden City should be represented.
4. Students should be included.
5. Career resource center managers.
6. Post high school training instructions including local college.
7. Government and education (college).
8. Post high school educational representatives.

Services the center should provide are presented in Table 7.

Table 7. Distribution of responses from community power actors. "Should the center provide the following services?"

	Total respondents	No response	No. yes	% yes	No. no	% no
1. Provide student evaluation and testing.	27		26	96	1	4
2. Coordinate in-school instruction related to on-the-job training.	27		25	93	2	7
3. Provide Career Next Step Placement assistance (refer to definition on cover sheet).	27		25	93	2	7
4. Provide counseling and guidance assistance to in-school students.	26	1	25	96	1	4
5. Provide career audio-visual aide films, tapes, etc.	26	1	25	96	1	4
6. Provide career books, magazines, monographs, etc. for the student use.	26	1	25	96	1	4
7. Provide job placement for students who graduate.	27		24	89	3	11
8. Provide counseling and guidance assistance to individuals wanting to return to school.	26	1	24	92	2	8
9. Provide student evaluation any time student desires it.	26	1	24	73	7	27

Table 7. (Continued)

	Total respondents	No response	No. yes	% yes	No. no	% no
10. Provide career games and role playing experiences for students.	26	1	23	88	3	12
11. Provide job placement for individuals who do not graduate.	26	1	21	81	5	19
12. Provide programmed career materials.	26	1	21	81	5	19
13. Supervision of on-the-job training?	25	2	20	80	5	20
14. Provide for computer-assisted student initiated career activities.	25	2	18	72	7	28
15. Provide computer storage and retrieval services for students.	25	2	15	60	10	40
16. Provide a service of any kind to individuals who are no longer connected with school.	26	1	14	54	12	46
17. Other			4			

All sixteen items on Table 7 received majority responses in favor of having the center provide that service to students. The highest percentage of positive responses were for items one, four, five, and six, all with a 96 percent

positive response. The smallest positive response was for item number sixteen, should the center provide a service of any kind to individuals no longer connected with the school, which received a 54 percent response in favor.

Twelve of the sixteen items received at least one "no response" tabulation. Items thirteen, fourteen, and fifteen received two "no response" tabulations.

There were four respondents who suggested services to be provided by the center that were not listed in that section. They were:

1. Probability of employment in any field of Utah.
2. Probability of expected pay in any field.
3. Probability of advancement and progress in any given field.
4. Probability of need for future education or training in a particular field and its related fields.
5. Rewards available for each additional year of training or education in a given field.
6. Motivational and personal image training.
7. Field trips.
8. Consider contracting operation of center to industry.

The questionnaires were tabulated in accordance with the procedure outline and the following Guidelines for a Career Next Step High School Placement Center were established.

Guidelines for establishing a Career Next
Step High School Placement Center

I. The important functions of a Career Next Step High School Placement Center are as follows:

- a. To conduct student dropout follow-up studies.
- b. To provide input into academic and vocational curriculum development.
- c. To administer cooperative education programs.
- d. To provide input into the evaluation of academic programs.
- e. To provide input into the evaluation of vocational programs.
- f. To provide assistance to students in planning their educational program.
- g. To provide assistance to students who are applying for employment in their chosen career next step.
- h. To provide placement center coordinators to work with teacher to plan placement programs for students.
- i. To provide encouragement and direction to assist students in directing themselves toward career next step choices.
- j. To arrange for students to observe various work occupations in order to assist them in their career decisions.
- k. To arrange simulated work experiences for students through the use of mini-courses.
- l. To arrange for students to have mock job interviews with individuals from industry.

m. To provide Career Next Step counseling to students.

II. The following people and/or organizations should be employed by a school district to work with its student placement center.

- a. An individual representing employment security.
- b. A school counselor should be employed to work in the placement center.
- c. The placement center should employ a student aide.
- d. The placement center should also employ a minority to represent the minority population.
- e. A para-professional should also be employed by the placement center.

III. The following individuals and/or organizations should provide a service to students at the placement center.

- a. Employment security should provide counseling, guidance, advisory, and placement services to students.
- b. Representatives from industry should provide guidance and job information services to the students.
- c. Volunteer parents should provide placement information and job opportunity services to students.
- d. A representative from organizations such as CAP, WIN, NYC, etc, should be closely associated with the school placement center to provide services to those students needing them.
- e. The various branches of the Armed Services should all provide an information service to students at the placement center.

- f. Representatives from the various local unions should provide numerous services to the placement center students.
 - g. Special education should provide a unique service to students in the placement centers who need such a service.
 - h. The local juvenile authorities should provide counseling, guidance, and information services to students at the placement center.
 - i. Local minority group representatives should provide a service to students at the placement center.
 - j. Someone representing the evening community school should provide an information service to students at the placement center.
 - k. The school psychologist should provide a unique service to those students in the placement center in need of such a service.
 - l. Community para-professionals should provide information, career awareness, and some job placement services to students.
 - m. Community volunteers should provide services to students in placement centers in whatever capacity they are competent in.
- IV. Responses from the community power actors indicated the location of the placement center, the individuals to be in charge, and the hours for the center should be as follows.
- a. There should be a placement center located in each high school.
 - b. High school guidance and counseling personnel should be in charge of the center.

- c. The high school building principal should be in charge of the guidance & counseling personnel directing the placement center.
 - d. The placement center should be open earlier than the rest of the school each day.
 - e. The placement center should be open during the evening hours each day.
 - f. The placement center should be open to students on weekends.
- V. Community power actors indicated that the center should have an advisory council and the following individuals and/or organizations should be represented on the council.
- a. An individual representing employment security.
 - b. A school counselor should be on the advisory council.
 - c. A parent should be on the advisory council.
 - d. An individual representing local industry should be on the council.
 - e. The local minority population should be represented on the council.
 - f. A representative of the armed forces should be on the advisory council.
 - g. A high school teacher should be a member of the advisory council.
 - h. An individual representing a local business merchant should be on the council.
 - i. A representative from one or more of the local unions should be on the council.
- VI. Ogden community power actors indicated that a Career Next Stop Placement Center should provide the following services to students.

- a. Placement center personnel should supervise on-the-job training of students.
- b. The placement center should coordinate the students in-school instruction as it relates to his cooperative education.
- c. The placement center should assist in providing job placement for students who graduate from high school.
- d. The placement center should attempt to provide job placement for students who do not graduate from high school.
- e. The placement center should provide Career Next Step Placement assistance to students regardless of what the next step placement consists of.
- f. The placement center should provide guidance and counseling assistance to students who are still in school.
- g. The placement center should provide guidance and counseling to individuals who have dropped out of high school and are wanting to return to school.
- h. The placement center should provide career testing and evaluation for students.
- i. A student should be able to go to the placement center to be evaluated any time he desires.
- j. A high school placement center should provide a placement service to individuals who are no longer connected with the school.

- k. The placement center should provide for computer-assisted student initiated career selection activities.
- l. Computer storage and retrieval of career information for students should be a service of placement centers.
- m. Placement centers should provide career games and role playing experiences for students.
- n. Programmed career materials should be provided to students through the placement center.
- o. The placement center should provide career audio-visual aides, films, tapes, etc. for student use.
- p. Career books, magazines, monographs, etc. should be provided by the placement center for student use.

Objective number 4

The fourth objective was to gain information from selected urban high schools in the state of Utah pertaining to their particular school's placement practices.

The prototype research instrument was developed by the researcher and administered to a selected group for a critical analysis. Those critically evaluating the instrument were Ogden City School Administrators and directors of Ogden City Schools Career Resource Centers, Utah State University graduate faculty and graduate student staff.

Revisions were administered to the instrument and reviewed again.

Each of the selected 26 urban high schools in Utah was then contacted by telephone. Table 8 shows the number of schools contacted and the percentage that participated.

Table 8. Number of selected urban high schools in Utah and the percent of schools that participated

	Number Surveyed	Survey Responses	% Return
Selected Utah urban schools (populations from 1,200 to 2,200)	26	24	92

The first question the research instrument sought information for was, "Of the twenty-six schools surveyed, how many had a placement service of any kind?"

Table 9 presents this information as well as indicating the kind of placement service they had, plus schools who indicated that they did not have a placement center indicated the kind of placement service they thought would best serve their school.

Nineteen of the responding twenty-four schools indicated that their school did have a placement service of some kind. This represented a 79 percent positive response.

Table 9. Distribution of responses from selected urban high schools. "Questions pertaining to their school's placement program."

	Total respondents	No. yes	% yes	No. no	% no
1. Does your school have a placement service of any kind?	24	19	79	5	21
<hr/>					
	Multiple place- ment services	No. of respondents	% of total respondents		
2. Respondents who answered no. 1 <u>yes</u> indicated they had the following types of placement services:					
a. Career Next Step High School Placement Center	2	10	68		
b. Counseling and Guidance Placement Center	2	6	42		
c. Informal Departmental Job Placement		2	11		
d. A type of placement service not mentioned above (describe)		1*	5		
Total			126%**		
3. Respondents who answered question no. 1 <u>no</u> indicated they thought the following type placement service would best serve their school.					
a. Career Next Step High School Placement Center		4	80		
b. Counseling and Guidance Placement Center		1	20		
c. Informal Departmental Job Placement		0			
d. A type of placement service not mentioned above (describe)		0			

*A cooperative educational placement program.

**Percent totals more than 100% because some respondents indicated they had more than one kind of placement center.

Of the nineteen respondents who indicated their school had a placement service, thirteen, or 68 percent indicated their school was involved in Career Next Step High School placement. Forty-two percent said their school was involved in a counseling and guidance placement practice. Informal departmental job placement was indicated by 11 percent. One school or 5 percent indicated their school had a placement service not mentioned above. They indicated that service was cooperative job placement.

The percentage for this section total more than 100 percent because some indicated their school was involved in more than one kind of placement service.

Of the five respondents who indicated their schools did not have a placement service of any kind, four or 80 percent indicated that they thought the placement service that would best suit their needs would be that of a Career Next Step High School Placement Center.

Table 10 graphically illustrates the distribution of responses from the selected urban high schools when asked what activity or function their school's placement center is involved in.

Of the twenty activities and functions listed the higher percentage of selected urban schools indicated they thought a placement center should be engaged in all of them except two, adult education and that of locating summer employment for teachers. Sixty-three percent felt that the placement center should not be involved in finding summer employment for teachers.

Table 10. Distribution of responses from selected urban high schools. "Is your placement center engaged in the following activity or function?"

	Total respondents	Yes	% yes	No	% no
1. Encourage students to help themselves	19	19	100	0	0
2. Arrange temporary employment for students	19	19	100	0	0
3. Assist students in program planning	19	18	94	1	6
4. Assist students in applying for employment	19	18	94	1	6
5. Having placement coordinators work with teachers	19	18	94	1	6
6. Provide career counseling	19	18	94	1	6
7. Arrange for student work observations	19	18	94	1	6
8. Arrange for student interviews with experts from industry	19	17	89	2	11
9. Evaluating vocational programs	19	17	89	2	11
10. Cooperative programs	19	17	89	2	11

Table 10. (Continued)

	Total respondents	Yes	% yes	No	% no
11. Curriculum development	19	17	89	2	11
12. Assist and encourage dropouts to re-enter school	19	16	84	3	16
13. Direct exploratory experiences	19	16	84	3	16
14. Locate summer employment for students	19	16	84	3	16
15. Arrange for student experiences in simulated work environments (mini-courses)	19	15	79	4	21
16. Drop out follow-up studies	19	13	69	6	31
17. Community surveys	19	13	69	6	31
18. Evaluating academic programs	19	10	52	9	48
19. Adult education	19	7	37	12	63
20. Locate summer employment for teachers	19	2	11	17	89
21. Other		3			

Two items received 100 percent in favor of a placement center being engaged in that function or activity. Those two items receiving total support are: (1) encourage students to help themselves, (2) arrange temporary employment for students. Of those respondents signifying their belief that a center should be involved in the listed functions and activities, the item receiving the least amount of support is item number eighteen, evaluating academic programs, showing a 52 percent in favor.

Table 11 shows the percentage of the selected urban schools in favor of or in opposition to a school district employing a school counselor to work in the placement center. Ninety-five percent believed a school counselor should be employed by the center and 84 percent gave support to a center employing para-professionals.

Seventy-four percent believed an aide should be employed by the center and 47 percent gave support to a center employing students.

Strong opposition was shown in items five, six, seven, eight, and nine. In item nine, 95 percent believed the center should not employ a parent, 89 percent opposed items seven and eight, the center hiring representatives from businesses and minorities. Eight-four percent were not in favor of hiring representatives from business or employment security.

Table 12 shows the distribution of responses from urban schools when asked if they thought the following agencies, groups, and/or individuals should provide a service to students in a placement center.

Table 11. Distribution of responses from selected urban high schools. "Are the following individuals employed by the school district to work in the placement center?"

	Total respondents	Yes	% yes	No	% no
1. School counselor	19	18	95	1	5
2. Para-professional	19	16	84	3	16
3. Aide	19	14	74	5	26
4. Student(s)	19	9	47	10	53
5. Representative from business	19	3	16	16	84
6. Representative of Employment Security	19	3	16	16	84
7. Representative from industry	19	2	11	17	89
8. Minority	19	2	11	17	89
9. A parent	19	1	5	18	95
10. Other		1			

Table 12. Distribution of responses from selected urban high schools. "Do the following agencies, groups and/or individuals provide a service to students at the center in your school?"

	Total respondents	Yes	% yes	No	% no
1. Representative from industry	19	17	89	2	11
2. Armed Forces	19	17	89	2	11
3. Special education	19	15	79	4	21
4. Psychologists	19	15	79	4	21
5. Employment Security	19	15	79	4	21
6. Representative from CAP, WIN, NYC, etc.	19	14	74	5	26
7. Community school	19	14	74	5	26
8. Juvenile authorities	19	12	63	7	37
9. Para-professional	19	12	63	7	37
10. Volunteers	19	12	63	7	37
11. Minority representative	19	9	47	10	53
12. Parent representative (volunteer)	19	7	37	12	63
13. Unions	19	7	37	12	63
14. Other					

Items one through ten received 63 percent or more positive response from all the respondents.

Eighty-nine percent of the responding schools indicated that representatives from industry and the armed forces do provide a service to their school's placement center. Special education, psychologists, and employment security are agencies and/or individuals that are providing a service to students through their placement center in 79 percent of the schools interviewed. Representatives from CAP, WIN, NYC, other agencies, and community school are providing services to school placement centers in 74 percent of the schools contacted. Juvenile authorities, para-professionals, and volunteers provide a service in 63 percent of the schools surveyed.

Table 13 indicates the area of placement center location, personnel in charge and the hours of operation.

One hundred percent of the urban schools that responded to the survey instrument indicated there is a center in each of the high schools. Five percent signified there was only one center for the entire district.

One hundred percent of those responding thought that guidance and counseling personnel should be in charge of the center.

An 85 percent majority indicated that their placement center was not open on weekends. Forty-seven percent or nine out of nineteen expressed that the principal was directly responsible for the center.

Table 13. Distribution of responses from selected urban high schools. "Where is the center located, who is in charge, and what are the hours?"

	Total respondents	Yes	% yes	No	% no
1. Is there a center in each high school in your District?	19	19	100	0	0
2. Are guidance and counseling personnel in charge of the center?	19	19	100	0	0
3. Is the center open earlier than the rest of the school each day?	19	12	63	7	37
4. Is the center open in the evenings?	19	12	63	7	37
5. If the center is located in a high school, is the principal directly in charge of its activities?	19	9	47	10	53
6. Is the center open on weekends?	19	2	15	17	85
7. Is there only one center for the district?	19	1	5	18	95
8. Other		1			

There is one addition to the list of questions about the center's location, hours, and personnel in charge. One respondent indicated that a work coordinator, or career coordinator should be in charge of the center.

Table 14 shows percentage of selected urban schools having a placement center advisory council and the members on that council.

Eight of nineteen or 42 percent of the responding urban schools indicated they had an advisory council.

Of the groups listed as potential advisory council members the ones receiving the highest percentage of opposition was the armed services, employment security, minority, and unions. Thirty-two percent of the responding urban schools omitted those areas from their advisory council.

There was one suggestion for an additional member of the advisory council. It is for a representative from the Chamber of Commerce.

Table 15 shows the responses of the responding urban schools when asked if their center provides the following services.

The service that received the highest negative response was item number sixteen, provide computer storage and retrieval services for students, which received a 95 percent majority response.

There was 95 percent in favor of a center providing that service given to items one, two, and three.

There was one suggestion for a center to provide a service not listed on the table. That respondent indicated their center provided college placement materials.

Table 14. Distribution of responses from selected urban high schools. "Does your placement center have an advisory council and who is on it?"

	Total respondents	Yes	% yes	No	% no
1. Does your placement center have an advisory council?	19	8	42	11	58
2. Are the following people on the council?					
(a) School Counselors	8	8	100	0	0
(b) Teachers	8	8	100	0	0
(c) Business	8	7	88	1	12
(d) Industry	8	7	88	1	12
(e) Parents	8	3	37	5	63
(f) Employment Security	8	2	25	6	75
(g) Minority	8	2	25	6	75
(h) Armed Service	8	2	25	6	75
(i) Unions	8	2	25	6	75
(j) Other					

Table 15. Distribution of responses from selected urban high schools. "Does your center provide the following services?"

	Total respondents	Yes	% Yes	No	% No
1. Provide counseling and guidance assistance to in-school students.	19	18	95	1	5
2. Provide for student evaluation and testing	19	18	95	1	5
3. Coordinate in-school instruction related to on-the-job training.	19	18	95	1	5
4. Supervise on-the-job training.	19	17	89	2	11
5. Provide career audio-visual aids, films, tapes, etc.	19	15	79	4	21
6. Provide Career Next Step Placement assistance.	19	14	74	5	26
7. Provide counseling and guidance services to individuals wanting to return to school.	19	13	68	6	32
8. Provide career books, magazines, monographs, etc. for student use.	19	13	68	6	32
9. Provide job placement services for individuals who do not graduate.	19	12	63	6	37

Table 15. (Continued)

	Total respondents	Yes	% Yes	No	% No
10. Provide job placement to students who graduate.	19	10	52	9	48
11. Provide a service of any kind to individuals who are no longer connected with the school.	19	8	42	11	58
12. Provide programmed career materials.	19	8	42	11	58
13. Provide career games and role playing experiences for students.	19	4	21	15	79
14. Provide for computer assisted student initiated career activities.	19	3	15	16	85
15. Provide for student evaluation any time the student wants it.	19	2	11	17	89
16. Provide computer storage and retrieval services for students.	19	1	5	18	95
17. Other					

Current High School Placement Practices
in Selected Urban Schools in Utah

Utah urban high school placement practices were determined from responses of individuals in each of the participating schools who were responsible for that school's student placement program. Questions receiving the majority of the responses favoring an item was accepted and those items receiving the majority of the responses in opposition were not accepted as part of the urban high school placement practices.

Utah urban high school placement practices

I. Is your placement center engaged in the following activity or function:

- a. Encourage students to help themselves.
- b. Arrange temporary employment for students.
- c. Assist students in program planning.
- d. Assist students in applying for permanent employment.
- e. Have placement coordinators work with teachers.
- f. Provide career counseling.
- g. Arrange for student work observations.
- h. Arrange for student interviews with experts from industry.
- i. Evaluating vocational programs.
- j. Involved in cooperative education programs.
- k. Involved in curriculum development.
- l. Assist and encourage dropouts to re-enter school.

- m. Direct exploratory experiences for the students.
- n. Locate summer employment for the students.
- o. Arrange for student experiences in simulated work environments
(mini-courses).
- p. Conduct student dropout follow-up studies.
- q. Conduct community surveys.
- r. Evaluate academic programs.

II. Are the following individuals employed by the school district to work in your school's placement center?

- a. School Counselor.
- b. Para-professional.
- c. Aide.

III. Do the following agencies, groups and/or individuals provide a service to students at the center in your school?

- a. Representatives from industry.
- b. Armed services.
- c. Special education.
- d. Psychologist.
- e. Employment security.
- f. Representatives from CAP, WIN, NYC, etc.
- g. Community evening school.
- h. Juvenile authorities.
- i. Para-professionals.

- j. Volunteers.
- IV. Where is your center located, who is in charge, and what are the hours?
- a. The placement center is located in the high school.
 - b. Guidance & counseling personnel are in charge of the center.
 - c. The center is open earlier than the rest of the school each day.
 - d. The center is open in the evenings.
- V. Only eight or 42 percent of the 19 participating schools indicated their schools placement center had an advisory council. The following individuals and/or organizations are reported by the majority of the eight schools as being on their advisory counsel.
- a. School counselors.
 - b. Teachers.
 - c. Individuals from business.
 - d. Individuals from industry.
- VI. Does your school's placement center provide the following services?
- a. Provide counseling and guidance assistance to students in school.
 - b. Provide for student evaluation and testing.
 - c. Coordinate in-school instruction related to on-the-job training.
 - d. Supervise on-the-job training.
 - e. Provide students with career audio-visual aids, films, tapes, etc.
 - f. Provide students with career next step placement assistance.
 - g. Provide counseling and guidance services to individuals wanting to re-turn to school.

- h. Provide career books, magazines, monographs, etc. for student use.
- i. Provide job placement services for individuals who do not graduate.
- j. Provide job placement for students who graduate.

Objective number 5

To compare existing high school placement practices, in selected urban high schools in Utah, to the developed guidelines for a Career Next Step High School Placement Center to determine areas of difference.

Table 9 shows that 79 percent of the responding urban schools or nineteen out of twenty-four indicated they had a placement service at their school. Sixty-eight percent of those nineteen indicated their school had a Career Next Step Placement Center as per the definition on the first page of the research instrument.

Eighty percent of the remaining five schools, or four out of five, indicated their school did not have a placement center but were of the opinion that a Career Next Step Placement Center would best serve their school.

Developed Career Next Step High School Placement Center

Guidelines as Recommended by Community Power Actors

Guidelines for the Career Next Step High School Placement Center were developed from Ogden Community power actor responses to questions on a research instrument. Questions receiving the majority of the power actor

responses favoring that item were accepted and those items receiving the majority of the power actor responses in opposition were not accepted to be included in the guidelines.

Guidelines

- I. The important functions of a Career Next Step High School Placement Center are as follows:
 - a. To conduct student dropout follow-up studies.
 - b. To provide input into academic and vocational curriculum development.
 - c. To administer cooperative education programs.
 - d. To provide input into the evaluation of academic programs.
 - e. To provide input into the evaluation of vocational programs.
 - f. To provide assistance to students in planning their educational program.
 - g. To provide assistance to students who are applying for employment in their chosen career next step.
 - h. To provide placement center coordinators to work with teachers to plan placement programs for students.
 - i. To provide encouragement and direction to assist students in directing themselves toward career next step choices.
 - j. To arrange for students to observe various work occupations in order to assist them in their career decisions.
 - k. To arrange simulated work experiences for students through the use of mini-courses.

- .l. To arrange for students to have mock job interviews with individuals from industry.
 - m. To provide Career Next Step Counseling to students.
- II. The following people and/or organizations should be employed by a school district to work with its student placement center.
- a. An individual representing employment security.
 - b. A school counselor should be employed to work in the placement center.
 - c. The placement center should employ a student aide.
 - d. The placement center should also employ a minority to represent the minority population.
 - e. A para-professional should also be employed by the placement center.
- III. The following individuals and/or organizations should provide a service to students at the placement center.
- a. Employment security should provide counseling, guidance, advisory, and placement services to students.
 - b. Representatives from industry should provide guidance and job information services to the students.
 - c. Volunteer parents should provide placement information and job opportunity services to students.
 - d. A representative from organizations such as CAP, WIN, NYC, etc. should be closely associated with the school placement center to provide services to those students needing them.

- e. The various branches of the Armed Services should all provide an information service to students at the placement center.
 - f. Representatives from the various local unions should provide numerous services to the placement center students.
 - g. Special education should provide a unique service to students in the placement centers who need such a service.
 - h. The local juvenile authorities should provide counseling, guidance, and information services to students in the placement centers.
 - i. Local minority group representatives should provide a service to students at the placement center.
 - j. Someone representing the evening community school should provide an information service to students at the placement center.
 - k. The school psychologist should provide a unique service to those students in the placement center in need of such a service.
 - l. Community para-professionals should provide information, career awareness, and some job placement services to students.
 - m. Community volunteers should provide services to students in placement centers in whatever capacity they are competent in.
- IV. Responses from the community power actors indicated the location of the placement center, the individuals to be in charge, and the hours for the center should be as follows.
- a. There should be a placement center located in each high school.

- b. High school guidance and counseling personnel should be in charge of the center.
 - c. The high school building principal should be in charge of the guidance & counseling personnel directing the placement center.
 - d. The placement center should be open earlier than the rest of the school each day.
 - e. The placement center should be open during the evening hours each day.
 - f. The placement center should be open to students on weekends.
- V. Community power actors indicated that the center should have an advisory council and the following individuals and/or organizations should be represented on the council.
- a. An individual representing employment security.
 - b. A school counselor should be on the advisory council.
 - c. A parent should be on the advisory council.
 - d. An individual representing local industry should be on the council.
 - e. The local minority population should be represented on the council.
 - f. A representative of the armed forces should be on the advisory council.
 - g. A high school teacher should be a member of the advisory council.
 - h. An individual representing a local business merchant should be on the council.
 - i. A representative from one or more of the local unions should be on the council.

VI. Ogden community power actors indicated that a Career Next Step Placement Center should provide the following services to students.

- a. Placement center personnel should supervise on-the-job training of students.
- b. The placement center should coordinate the students in-school instruction as it relates to his cooperative education.
- c. The placement center should assist in providing job placement for students who graduate from high school.
- d. The placement center should attempt to provide job placement for students who do not graduate from high school.
- e. The placement center should provide Career Next Step Placement assistance to students regardless of what the next step placement consists of.
- f. The placement center should provide guidance and counseling assistance to students who are still in school.
- g. The placement center should provide guidance and counseling to individuals who have dropped out of high school and are wanting to return to school.
- h. The placement center should provide career testing and evaluation for students.
- i. A student should be able to go to the placement center to be evaluated any time he desires.

- j. A high school placement center should provide a placement service to individuals who are no longer connected with the school.
- k. The placement center should provide for computer-assisted student initiated career selection activities.
- l. Computer storage and retrieval of career information for students should be a service of placement centers.
- m. Placement centers should provide career games and role playing experiences for students.
- n. Programmed career materials should be provided to students through the placement center.
- o. The placement center should provide career audio-visual aides, films, tapes, etc. for student use.
- p. Career books, magazines, monographs, etc. should be provided by the placement center for student use.

Current High School Placement Practices
in Selected Urban Schools in Utah

Utah urban high school placement practices were determined from responses of individuals in each of the participating schools who were responsible for that school's student placement program. Questions receiving the majority of the responses favoring an item was accepted and those items receiving the

majority of the responses in opposition were not accepted as part of the urban high school placement practices.

Utah urban high school placement practices

I. Is your placement center engaged in the following activity or function?

- a. Encourage students to help themselves.
- b. Arrange temporary employment for students.
- c. Assist students in program planning.
- d. Assist students in applying for permanent employment.
- e. Have placement coordinators work with teachers.
- f. Provide career counseling.
- g. Arrange for student work observations.
- h. Arrange for student interviews with experts from industry.
- i. Evaluating vocational programs.
- j. Involved in cooperative education programs.
- k. Involved in curriculum development.
- l. Assist and encourage dropouts to re-enter school.
- m. Direct exploratory experiences for the students.
- n. Locate summer employment for the students.
- o. Arrange for student experiences in simulated work environments
(mini-courses).
- p. Conduct student dropout follow-up studies.

- q. Conduct community surveys.
- r. Evaluate academic programs.

II. Are the following individuals employed by the school district to work in your school's placement center?

- a. School Counselor
- b. Para-professional
- c. Aide

III. Do the following agencies, groups and/or individuals provide a service to students at the center in your school?

- a. Representatives from industry.
- b. Armed services.
- c. Special education.
- d. Psychologist.
- e. Employment security.
- f. Representatives from CAP, WIN, NYC, etc.
- g. Community evening school.
- h. Juvenile authorities.
- i. Para-professionals.
- j. Volunteers

IV. Where is your center located, who is in charge, and what are the hours?

- a. The placement center is located in the high school.
- b. Guidance & counseling personnel are in charge of the center.

- c. The center is open earlier than the rest of the school each day.
- d. The center is open in the evenings.

V. Only eight or 42 percent of the 19 participating schools indicated their schools placement center had an advisory council. The following individuals and/or organizations are reported by the majority of the eight schools as being on their advisory council.

- a. School counselors.
- b. Teachers.
- c. Individuals from business.
- d. Individuals from industry.

VI. Does your school's placement center provide the following services?

- a. Provide counseling and guidance assistance to students in school.
- b. Provide for student evaluation and testing.
- c. Coordinate in-school instruction related to on-the-job training.
- d. Supervise on-the-job training.
- e. Provide student with career audio-visual aids, films, tapes, etc.
- f. Provide students with career next step placement assistance.
- g. Provide counseling and guidance services to individuals wanting to re-
turn to school.
- h. Provide career books, magazines, monographs, etc. for student use.
- i. Provide job placement services for individuals who do not graduate.
- j. Provide job placement for students who graduate.

When comparing the developed Career Next Step High School Placement Center guidelines to the Current High School Placement Practices in selected Utah urban high schools the items of difference are as follows:

Areas of Difference Between the Placement Practices in Selected
Urban High Schools in Utah and the Developed Guidelines
for a Career Next Step High School Placement Center

I. The important functions of a placement center.

Placement practices in selected urban high schools in Utah included all the items pertaining to the functions of a placement center suggested in the developed guidelines for a Career Next Step High School Placement Center plus five additional items.

- a. Arrange for temporary employment for students.
- b. Assist and encourage students who have dropped out of school to re-enter school.
- c. Direct career exploratory experiences for students.
- d. Locate summer employment for students.
- e. Conduct community surveys.

II. People and/or organizations employed by a school district to work with the placement center.

The developed career next step placement guidelines included all individuals reported to be employed by schools specifically to work in the placement program plus two additional representatives.

- a. Representative from employment security.
- b. A minority.

III. Agencies, groups and/or individuals that provide a service to students at the placement center.

All agencies, groups, and/or individuals reported to be providing a service to students at placement centers in selected Utah urban highschools are included in the developed Career Next Step High School Placement Guidelines plus the developed guidelines include three additional individuals and organizations.

- a. Volunteer parent representative.
- b. Unions.
- c. Minority representatives.

IV. Location of a placement center, the individuals in charge, and the hours for a center.

In addition to all items indicated by the selected urban high schools the developed Career Next Step High School Placement Guidelines suggest two additional items for control and operation of placement center.

- a. The school principal should be directly in charge of the center's activities.

b. The center should be open to students on weekends.

V. High school placement center advisory council and individuals and/or organizations represented on that council.

The majority of the selected urban schools, 11 out of 19, indicated that their placement center did not have an advisory council. The developed Career Next Step Placement Center Guidelines strongly suggest an advisory council for placement centers.

The advisory councils composition include all individuals and/or organizations indicated by the eight schools with placement advisory councils plus the guidelines recommend the following individuals and/or organizations also be utilized by placement centers.

- a. Employment security.
- b. Parents.
- c. Minority representative.
- d. Armed forces.
- e. Union representatives

VI. Services provided by high school placement centers.

The developed Career Next Step Placement Center Guidelines suggest six additional services be provided students in high school placement centers that are not being provided them by the majority of the selected urban high school placement centers.

- a. Provide a service to evaluate the student any time he desires it.

- b. Provide a placement service to individuals who are no longer connected with the school.
- c. Provide for computer-assisted student initiated career selection activities.
- d. Provide computer storage and retrieval career information services for students.
- e. Provide career games and role playing experiences for students.
- f. Provide programmed career materials for students.

Summary

This chapter has presented the findings of the study. Included were descriptions of the subjects in the study, the factors employed by the study, and the results of the data treatment.

Use of the reputational technique identified thirty-one Ogden community power actors. Their responses to a questionnaire were used to develop guidelines for a Career Next Step High School Placement Center.

Twenty-six selected urban high schools in the state of Utah were surveyed to determine existing high school placement efforts. Existing high school placement efforts were compared to the developed Career Next Step High School Placement guidelines to determine areas of differences.

Guidelines were developed for the following major areas:

1. Important functions of the Career Next Step High School Placement Center.

2. People and/or organizations to be employed by a school district to work with the placement center.
3. Individuals and/or organizations that should provide a service to students at the center.
4. Location for the center, individuals to be in charge of the center, and the center's hours.
5. Advisory council and who should be represented on it.
6. Services the placement center should provide students.

For the six areas there were a total of 62 guidelines developed for a center.

When comparing current placement practices of selected urban high schools to the Career Next Step High School Placement Center guidelines developed from community power actors responses there were only twenty-four items of difference. They are:

1. The majority of the urban schools indicate a function of their placement centers is to arrange temporary employment for students.
2. A function of the urban schools placement program is to assist and encourage students who have dropped out of school to re-enter school.
3. To direct career exploratory experiences is a function of Utah's urban high school placement program.

4. Utah's urban high school placement programs provide assistance to students in locating summer employment.
5. A function of the majority of the urban high school's placement program is to conduct community surveys.
6. The developed Career Next Step High School Placement Center guidelines indicate that a school district should employ someone from Employment Security to work with the school placement program.
7. The developed guidelines also indicate that the school district should have a minority on its placement center staff.
8. The developed guidelines indicate that a high school placement program should utilize the services of volunteer parents.
9. It is also indicated by the developed guidelines that unions must provide a service to placement centers.
10. Minorities can also provide a service to high school placement centers as indicated by the developed guidelines.
11. The developed guidelines indicate that a high school building principal be directly in charge of the placement centers activities.
12. It is further proposed by the developed guidelines that a placement center be open to students on weekends.
13. The majority, 11 out of 19, of the selected urban high schools indicated they did not have an advisory council for their placement program which is in opposition to the developed guidelines.

14. In addition to the advisory council members indicated by the minority of the urban schools surveyed the developed career next step placement guidelines suggest that employment security be represented on the advisory council.
15. The Career Next Step High School Placement Center Guidelines also suggest that parents be represented on a placement center advisory council.
16. The Placement Center Guidelines also suggest that minorities be represented on the advisory council.
17. The Placement Center Guidelines also suggests that armed services be represented on the advisory council.
18. The Career Next Step High School Placement Center Guidelines further suggests that unions be represented on placement center advisory councils.
19. The developed Career Next Step High School Placement Center guidelines suggest a placement center provide a service to evaluate the students any time he desires it.
20. The developed guidelines also suggest placement centers provide a service to individuals who are no longer connected with a school.
21. According to the developed guidelines a placement center should provide for computer-assisted student initiated career selection activities.

22. Following the developed guidelines a placement center should provide for computer storage and retrieval of career information for students.
23. The developed guidelines indicate that a placement center should provide career games and career role playing experiences for students.
24. The developed guidelines also indicate a need for placement centers to provide programmed career materials for student use.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The summary includes an introduction to the problem, the purpose and objectives of the study, the limitations of the study, a synopsis of the literature reviewed, the procedures utilized in the study, the results determined from the study, conclusions and recommendations.

Introduction

For many years our educational system has had two diverse tracks, one general education and the other vocational education. Career Education is a newly adopted concept to bridge over this false dichotomy between things academic and things vocational by developing a program that will make learning meaningful and relevant to the individual. As part of career development, schools are being urged to accept more responsibility for their students by assisting them in placement practices whether it be a permanent career position or a temporary position while they pursue post-secondary schooling.

The Utah State Board of Education has suggested several programs for schools in Utah that would help implement the total concept of Career Education. One program they suggested was to make provisions for each student at the time of his graduation or at the time he leaves school to be successfully

placed in his or her career next step. U.S. Task Force members, sponsored by the Bureau of Adult Vocational and Technical Education, Department of Health, Education and Welfare, U.S. Office of Education and Industrial Arts Division of the American Vocational Association and the American Industrial Arts Association, in writing about guidelines for industrial arts in career education write that a goal of career education is to provide services for placing every person in his development whether it be employment or further education.

The Utah Advisory Council for Vocational and Technical Education is also advocating the need for all schools to accept the responsibility for the successful placement of the student in his next step in life, whatever it might be, college, employment, military service, or homemaker.

Purpose and objectives of the study

The purpose of this study was to establish guidelines for the development of a Career Next Step High School Placement Center using, in part, the reputational technique to identify community power actors. The study also compared these guidelines to current urban high school placement practices in the state of Utah in order to determine areas of difference.

Five specific objectives were investigated in this study. The objectives and methods of investigation are:

1. To identify the problem area knowledgeable in the Ogden City School District, Ogden, Utah through a series of informal interviews with individuals from various sectors of the community.

2. To gain information from the identified knowledgeable that will identify the problem area power actors in the Ogden City School District, Ogden, Utah. This information was sought in a person-to-person interview with the knowledgeable.

3. To gain information from the power actors to be used in developing the Career Next Step High School Placement Center guidelines by using a research instrument developed by the researcher.

4. To survey selected urban high schools, in the state of Utah to determine existing high school placement practices. Selected high schools were those with student populations from 1,200 to 2,200 in order to be similar in size to Ogden's two high schools, the district for which this study was designed.

5. To compare existing urban high school placement practices to the developed Career Next Step High School Placement guidelines to determine areas of difference.

Limitations of the study

The Ogden City School District was used as a model for the development of Career Next Step High School Placement Center guidelines.

The study was concerned with development of guidelines and not implementation.

Synopsis of literature reviewed

A total career planning and placement program, according to William Scovel of San Mateo, California, is one that seeks to make the concepts of career education an integral part of the regular school curriculum. Career information and facts the student needs to build a strong foundation for career decision making may come from the classroom, other students, school activities, community activities, counseling and guidance, or any other experience or source. The task of personnel involved in career planning would be that of coordinating information from all these and other sources and making it available to students in a useable form. The guidance staff have particular responsibility to the placement program (Gene Bottoms, 1971).

Research indicates that students who receive vocational counseling come closer to finding job satisfaction than those making decisions without such assistance.

The 1968 National Advisory Council on Vocational Education determined that the transition from a vocational program to work could be improved if schools would assume a greater responsibility for helping students find jobs and succeed in them.

The success a student has in school regardless of how small should mean an entry ticket into many jobs, providing the student is properly guided or otherwise assisted in locating them. However, a successful placement service must be more than a simple referral of students to jobs.

Many writers are advocating a need for change in guidance and counseling techniques. The placement capacity of counselors can be organized into at least three components: (1) the in-school activities, (2) cooperative activities, and (3) community or public relations (Gutcher and Blake, 1971).

Guidance and counseling of the future must touch the lives of more youngsters and touch them more deeply. Studies indicate a need for counseling centers to combine student-faculty orientation with a public relations approach. Most effective counseling is with self-referred students. Students reveal that the most important attribute of a counselor is to be a friend when they need one (McQueen, 1973).

Many writers are advocating the need for Employment Security counselors to become more involved in school placement and counseling. One study suggests that services provided by Employment Security such as aptitude testing, employment counseling, placement, proficiency testing, a source of local wage rates, a consultant for work bound students, and other services could all be utilized by the public school counselor (Herr, 1969).

Three major theories of vocational guidance were identified through the review of literature: the trait-factor theory, the patterns theory, and the motivational theory.

The United States Army's use of intelligence testing during World War I gave the testing movement its greatest stimulus. This concept was developed into the trait-factor theory, which advocated that occupations have different requirements and that individuals working in these occupations possess traits

which match the occupations. The theory is to first determine characteristics of individuals in different occupations and then match an individual to a work position which has similar tasks.

After World War II the patterns theory became widely used by those dealing with occupational counseling and guidance. Advocates of this theory believed that people go through developmental stages at similar ages, and vocational development fits into this same pattern. Super in 1957 identified five life stages an individual goes through: (1) growth, birth to 14 years; (2) exploration, 15 to 24 years; (3) establishment, 25 to 44 years; (4) maintenance, 45 to 64 years; and (5) decline, 65 years and older.

The motivational theory was primarily concerned with the reasons why people work and the meaning of work satisfaction. Research indicated that people work for many different reasons and that work means different things to different people.

Review of research in progress revealed that Ogden City Schools submitted a proposal in 1972 of which a large section proposes a support system concerned with student placement. It was proposed that all counseling, guidance, delivery and support systems be provided to students, parents, and the community on an extended day to begin before the regular school day and to continue on after the regular school day plus evenings and weekends.

Procedure

After the problem had been identified and the review of literature completed, an investigation into the techniques and methods for determining community power structures was undertaken. Further investigation into the area revealed that the reputational technique was adequately suited for determining community power actors.

After the reputational technique identified the Ogden community power actors a research instrument was developed by the researcher to gain information from the power actors to be used in developing guidelines for a Career Next Step High School Placement Center.

A second research instrument was developed by the writer to gain information from selected urban high school in Utah to determine present high school placement practices.

The research instruments from the community power actors were collected as well as information from the selected urban schools and the information was scored and tabulated as outlined in Chapter III of this study. The findings and analysis were completed as prescribed by the objectives of this study in order to establish guidelines for a Career Next Step High School Placement Center and to determine areas of differences between the developed guidelines and present high school placement practices.

Findings

The objectives of this study were to seek solutions to five specific objectives by using the reputational technique and research instruments developed by the researcher in order to develop guidelines for a Career Next Step High School Placement Center.

Objective 1. To identify the problem area knowledgeable.

Using R. C. Powers' research as a guide the writer developed a list of specific criteria each knowledgeable must meet. In addition to the criteria the writer also identified six individuals from sectors of the community such as public school administration, state college faculty, private business, and industry, and in an informal interview they were asked to identify individuals they thought knowledgeable in the issue area and also met the criteria for selection. Using this technique the writer was able to select fifteen Ogden Community issue area knowledgeable. An analysis of their backgrounds revealed that: five are public school administrators, two are owners of private businesses, two are United States government employees, two are involved in Ogden City Public Services, two are on the Weber State College faculty, one represents a large international union, and one is from industry. Of these fifteen individuals two are minority which is a 13 percent minority representation. This is representative of the minority population in Ogden City which is about 16 percent. The 16 percent minority population is comprised of 11+ percent Mexican-America, 4 percent Negro, and less than 1 percent oriental.

Fourteen of the fifteen knowledgeable were interviewed person-to-person by the researcher. One was interviewed by telephone.

Objective 2. To gain information from the knowledgeable that will identify the power actors.

All fifteen of the identified knowledgeable were able to provide the researcher with a list of fourteen names of individuals they envisioned as being community power actors.

The two hundred and ten names provided by the knowledgeable as possible community power actors were tabulated to obtain a list of duplicated names. The researcher elected to use as power actors all names that appeared on the list two or more times (Powers, R. C., 1965). Tabulation revealed a list of thirty-one names to be used as community power actors to provide information to be used in developing guidelines for a Career Next Step High School Placement Center. An analysis of the names indicated that seven were from private business, seven were United States government employees, five were on the Weber State College faculty, four were from industry, four were Ogden Public School administrators, and four were Ogden City government employees. Further analysis revealed that five of the thirty-one individuals were of the Mexican-American or Negro minority. This was a 16 percent minority representation which is representative of the 16 percent minority population in Ogden.

Objective 3. To gain information from the power actors to be used in developing Career Next Step High School Placement guidelines.

Twenty-seven of the thirty-one power actors returned the research instrument which was mailed to them by the researcher. This represents an 87 percent return.

The questionnaires were tabulated and the Ogden Community power actors indicated that the important functions of a Career Next Step High School Placement Center should be that of:

1. Conducting dropout follow-up studies.
2. Developing curriculum.
3. Being involved in cooperative education programs.
4. Evaluating academic programs.
5. Evaluating vocational programs.
6. Assisting students in program planning.
7. Assisting students in applying for employment or Career Next Step placement.
8. Providing placement coordinators to work with teachers.
9. To encourage the student to help himself.
10. To arrange for student work observations.
11. To arrange for student exploratory experiences in simulated work environments (mini-courses).
12. To arrange for students to interview with experts of industry.
13. To provide students with career counseling.

Power actors indicated that the following people should be employed by the school district to work in a Career Next Step High School Placement Center:

1. Representatives from Employment Security.
2. School counselors.
3. Aides (to assist the individual or individuals in charge of the center, to help in the center wherever needed).
4. Minority (Mexican-American and/or Negro).
5. Para-professional (a qualified individual or individuals who might perform such duties as directing the cooperative education portion of the center or it could be the center director).

Forty-four percent of the power actors favored students being paid to work in the placement center to perform clerical and secretarial duties.

The following thirteen items represent organizations, groups, and/or individuals the power actors believe should provide a service to students.

1. Employment Security
2. Representatives from industry.
3. Parent volunteer representative.
4. Representatives from CAP, WIN, NYC, and similar organizations.
5. Armed services.
6. Unions
7. Special education
8. Juvenile authorities

9. Minority representation
10. Community school (an evening program to be taken for high school credit, college credit, or no credit)
11. Psychologist
12. Para-professional
13. Volunteers

Community power actors responded to questions about the location of the placement center, personnel to be in charge, and its operating hours in the following manner:

1. Indicate a need for a center in each of Ogden's two high schools.
2. Favor guidance and counseling personnel being in charge of the center.
3. Believe the building principal should be directly in charge of its activities.
4. Favor opening the center earlier than the rest of the school.
5. Also favor keeping it open in the evenings.
6. Sixty-three percent favor keeping it open on week-ends.

Ninety-six percent of the power actors favor an Advisory Council for the Center and believe the following organizations and/or persons should be represented:

1. Employment Security
2. School counselors

3. Parents
4. Industry (large manufacturing concerns)
5. Minority
6. Armed services
7. Teachers
8. Business personnel (local Ogden City merchants, insurance, branch offices and the like).
9. Unions

The power actors indicated a Career Next Step Placement Center should provide the following services for students:

1. Supervision of on-the-job training.
2. Coordinating in-school instruction related to on-the-job training.
3. Job placement services to students graduating.
4. Job placement service to individuals who do not graduate.
5. Provide students with Career Next Step Placement services, whatever the next step may be.
6. Counseling and guidance assistance to students in school.
7. Counseling and guidance assistance to individuals wanting to return to school.
8. Student evaluation and testing to include aptitude testing, dexterity testing, and proficiency testing.
9. Student evaluation any time the student desires it.

10. Computer-assisted student initiated career activities.
11. Computer storage and retrieval services of career education and career decision making materials for students.
12. Career games and role playing exercises for the students.
13. Programmed career materials to assist the student in career decision making.
14. Career audio-visual aide films, tapes, etc.
15. Career books, magazines, monographs, for the student's use.
16. Provide a service of any kind to individuals who are no longer connected with the school in any way.

Objective 4. To determine existing placement practices by surveying selected urban schools.

Twenty-four of the selected twenty-six urban schools in Utah participated in this portion of the research. This represents a 92 percent participation.

Nineteen of the twenty-four participating schools or 79 percent indicated they had a placement service of some kind in their school.

When asked to identify the kind of placement center their school had, twelve of the nineteen schools indicated they had a Career Next Step High School Placement service, eight indicated their school provided a counseling and guidance placement service for students, two schools indicated an informal departmental job placement service, and one school suggested a placement service not listed on the research instrument, that of a cooperative educational

placement service. This is a total of 126 percent because two schools indicated they had three types of placement service in their school.

Of the five schools indicating they did not have a placement service of any kind, four of the five were of the opinion that a Career Next Step High School Placement Center would best serve their school. One school favored a counseling and guidance type placement center.

Existing High School Placement Practices
in Selected Urban High Schools in Utah

Utah urban high school placement practices were determined from responses of individuals in each of the participating schools who were responsible for that school's student placement program. Questions receiving the majority of the responses favoring an item was accepted and those items receiving the majority of the responses in opposition were not accepted as part of the urban high school placement practices.

Utah urban high school placement practices

- I. The majority of the urban high school's placement centers are engaged in the following activity or function.
 - a. Encourage students to help themselves.
 - b. Arrange temporary employment for students.
 - c. Assist students in program planning.

- d. Assist students in applying for permanent employment.
- e. Have placement coordinators work with teachers.
- f. Provide career counseling.
- g. Arrange for student work observations.
- h. Arrange for student interviews with experts from industry.
- i. Evaluating vocational programs.
- j. Involved in cooperative education programs.
- k. Involved in curriculum development.
- l. Assist and encourage dropouts to re-enter school.
- m. Direct exploratory experiences for the students.
- n. Locate summer employment for the students.
- o. Arrange for student experiences in simulated work environments
(mini-courses).
- p. Conduct student dropout follow-up studies.
- q. Conduct community surveys.
- r. Evaluate academic programs.

II. The majority of the urban high schools indicate that the following individuals are employed by the school district to work in their school's placement center.

- a. School Counselor
- b. Para-professional
- c. Aide

- III. The majority of the urban high schools indicate that the following agencies, groups and/or individuals provide a service to students at the placement center in their school.
- a. Representatives from industry.
 - b. Armed Services.
 - c. Special education.
 - d. Psychologist.
 - e. Employment security.
 - f. Representatives from CAP, WIN, NYC, etc.
 - g. Community evening school.
 - h. Juvenile authorities.
 - i. Para-professionals.
 - j. Volunteers.
- IV. The majority of the urban high schools indicated the location of their center, the individual in charge, and its hours as follows:
- a. The placement center is located in the high school.
 - b. Guidance & counseling personnel are in charge of the center.
 - c. The center is open earlier than the rest of the school each day.
 - d. The center is open in the evenings.
- V. Only eight or 42 percent of the nineteen participating schools indicated their schools placement center had an advisory council. The following individuals

and/or organizations are reported by the majority of the eight schools as being on their advisory council.

- a. School counselors.
- b. Teachers.
- c. Individuals from business.
- d. Individuals from industry.

VI. The majority of the urban high schools indicated that their school's placement center provided for the following services.

- a. Provide counseling and guidance assistance to students in school.
- b. Provide for student evaluation and testing.
- c. Coordinate in-school instruction related to on-the-job training.
- d. Supervise on-the-job training.
- e. Provide students with career audio-visual aids, films, tapes, etc.
- f. Provide students with career next step placement assistance.
- g. Provide counseling and guidance services to individuals wanting to return to school.
- h. Provide career books, magazines, monographs, etc. for student use.
- i. Provide job placement services for individuals who do not graduate.
- j. Provide job placement for students who graduate.

Objective 5. To compare existing urban high school placement practices to the developed Career Next Step High School Placement Center guidelines.

Of the seventy-six items listed on each research instrument mailed to the Ogden community power actors and the questions directed to the selected urban high school in Utah there were only twenty-four items of disagreement between the two responding groups.

The items of difference between the community power actors and the majority of the selected urban high schools are as follows:

1. Urban schools indicate a function of their placement program is to arrange temporary employment for students.
2. A function of the urban school placement program is to assist and encourage students who have dropped out of school to re-enter.
3. To direct career exploratory experiences is a function of Utah's urban high school placement programs.
4. Utah's urban high school placement programs provide assistance to students in locating summer employment.
5. A function of the majority of the selected urban high schools' placement programs is to conduct community surveys.
6. The Career Next Step High School Placement Center guidelines developed from responses from community power actors suggests that a school employ someone from Employment Security to work with the school placement program.
7. The developed guidelines also suggest that a school district should have a minority on its placement center staff.

8. The guidelines also suggest that a high school placement center utilize the services of volunteer parents.
9. The guidelines suggest that unions provide a service to high school placement centers.
10. According to the developed guidelines minorities should also provide a service to high school placement centers.
11. The guidelines suggest that the building principal be directly in charge of the school's placement activities.
12. Having the placement center open on weekends is also suggested by the developed guidelines.
13. The majority, eleven out of nineteen, of the participating urban schools indicated their placement program did not have an advisory council. This is in opposition to the developed guidelines.
14. In addition to the advisory council members indicated by the minority, eight out of nineteen, of the selected urban schools surveyed the developed Career Next Step High School Placement Center Guidelines suggest that employment security be represented on placement center advisory councils.
15. The Career Next Step High School Placement Center Guidelines also suggest that parents be represented on a placement center advisory council.

16. The Placement Center Guidelines also suggest that minorities be represented on the advisory council.
17. The Placement Center Guidelines also suggests that armed services be represented on the advisory council.
18. The Career Next Step High School Placement Center Guidelines further suggests that unions be represented on placement center advisory councils.
19. The developed guidelines suggest that a placement center provide evaluative services to students any time they desire them.
20. The guidelines also suggest that a placement center provide a service to individuals who are no longer connected with a school.
21. The developed guidelines suggest that a placement center provide for computer-assisted student initiated career selection activities.
22. Computer storage and retrieval of career information for students is also suggested by the developed guidelines.
23. Also suggested by the developed guidelines is for high school placement centers to provide career games and career role playing experiences for students.
24. The developed guidelines also suggest a need for high school placement centers to provide programmed career materials for student use.

Conclusions

1. Ogden community power actors are very concerned about high school placement based upon their willingness to participate in the study, their comments, and responses to items on the questionnaire.
2. Community power actors can be determined by a group of individuals who are knowledgeable about an issue area as indicated by the list of duplicated names derived from the list of names provided by each knowledgeable.
3. The Career Next Step High School Placement Center guidelines, as developed from the tabulated data from the community power actors, appear to be well within the bounds of being feasible for a school district to implement.
4. School personnel in selected urban schools in the state of Utah appear to be extremely concerned about school placement based upon their willingness to participate in the study and information freely given when requested.
5. A Career Next Step High School Placement Center must provide a much broader service to students than just job placement based upon the results of the review of literature and the community power actors' responses to the items on the research instrument.
6. A Career Next Step High School Placement Center would aid in bridging the gap between things academic and things vocational by

by providing a relevant service to all students regardless of whether they are academically or vocationally inclined.

7. The implementation of a Career Next Step High School Placement Center could expect support and assistance from the community, public school personnel, and the district, based upon the willingness of all involved to participate in the study, responses to the questions on the research instrument, and comments freely given by numerous individuals in the community.
8. The developed Career Next Step High School Placement Center Guidelines suggest a placement service that provides a much broader service to students than do the results from selected Utah urban high school placement programs based upon the tabulated response differences between the two.

Recommendations

Based on the findings and conclusions, the writer makes the following recommendations:

1. Develop a plan which would implement the developed Career Next Step High School Placement Center guidelines.
2. Further study should investigate the expenses of a school district to operate a Career Next Step High School Placement Center based upon student exposures.

3. A study should be designed to determine what service a Career Next Step Placement Center should provide junior high schools.
4. A study should be designed to determine the best possible methods for disseminating placement center information to students, parents, community, and the business and industry world.
5. A study should be designed using the Career Next Step High School Placement Center as the hub of the entire school by providing assistance to teachers for students in the form of job information, aptitude, dexterity, and occupational preferences testing, resources for films, and coordinating students school work to their tentative career decisions.

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APPENDICES

Appendix A

Detailed Explanation of the Steps to be Used in the

Reputational Technique to Identify

Community Power Actors

Detailed Explanation of Each of the Ten Steps Used in the Reputational

Technique to Identify Community Power Actors

Steps:

1. Defining the geographical area is the first step in identifying power actors. The area to be concerned with is the area in which the problem issue is to be resolved. It can be a community, a part of a community, a rural area, a city, a county, etc.

2. A definition of the problem area or issue area is the next step. The definition must isolate the problem area. Examples of problem areas are education, agriculture, health, industrial development, urban redevelopment, etc. In all cases information sought will be about persons who are perceived to have power in the general community affairs as well as those perceived to have power in the problem areas or issue areas.

3. Selecting issue area knowledgeable. Once the issue area has been defined the next step is to select a number of individuals familiar with the issue area. Knowledgeables will be given the opportunity to say who they think the community power actors are. A list of knowledgeable could be composed of bankers, editors, secretaries, Chamber of Commerce, school personnel, city government, etc. Knowledgeables should be individuals who, by the virtue of their occupation, are likely to have an opportunity to see, hear, and know a good deal about the issue area. They should be selected from different community

sectors also.

The size of a given community governs the number of knowledgeable selected. For a community the size of Ogden, Utah, 10,001 - 100,000 population, the recommended number of knowledgeable to begin with is fifteen. If after interviewing the 15 knowledgeable, the list of persons named as power actors is not duplicated several times, it will be necessary to identify and interview additional knowledgeable.

4. Interviewing knowledgeable. An approach and questionnaire must be developed to be used in interviewing the identified knowledgeable. With regard to the approach it is important to (1) tell the knowledgeable who you are, (2) explain the objective of the interview, (3) state the reason you need information from him, and (4) tell the individual how the information will be used.

5. Formulate questions for the issue area. In formulating questions use phrases which convey the essence of power. A sample question for education might be, "Who are the individuals in the confines of the issue area who have the most influence, carry the most weight, swing a big stick, are the kingpins, can get things done, in the general affairs of the community?"

After the knowledgeable have responded to the question, they should then be asked if they think they belong to the group just named. Research shows that knowledgeable who are also power actors will usually indicate as much when given the chance.

Questions should be written out with appropriate space in between each to record names as they are given.

6. The researcher should write down his own perception of who the community power actors are for the issue area. He should not include himself in the number of knowledgeable.

7. Interview each knowledgeable. If respondents are reluctant to give information because they see it being written down, it may be necessary to mentally note their responses and fill in the questionnaire following the interview.

8. Summarize the information obtained from the knowledgables. After they have all been interviewed, summarize the names of the reputed power actors for the given issue area. The number of times a name is repeated should be recorded. The pool of community power actors is made up of those individuals named several times. For a small number of knowledgables individuals named two or more times may be retained, for larger numbers of knowledgables interviewed it may be desirable to retain only those individuals named three or more times.

9. Check reliability. After the pool of community power actors has been identified, check the reliability of the list. A method to check reliability is to select two or three of the persons receiving the most votes and ask them the same questions asked the knowledgables. If the information is accurate, the answers obtained from these persons should closely duplicate the already compiled list.

10. Make final adjustments in the names to be included in the pool of power actors. If the final list of power actors is not long enough add to the list

following the steps just outlined. If the reliability check does not prove out, identify additional knowledgeable to identify potential power actors to compile a new list of community power actors.

(Identifying the Community Power Structure, by

Ronald C. Powers, 1965)

Appendix B

Community Power Actors' Questionnaire

CAREER NEXT STEP HIGH SCHOOL PLACEMENT CENTER QUESTIONNAIRE

Directions

Your opinion concerning interests and demands toward Career Next Step High School Placement are requested. Will you please answer each of the following items as accurately as you can. Directly below is a statement reflecting the views of the Ogden City School District toward Career Next Step High School Placement. Please read the statement carefully and then answer the questions by checking the responses which most closely corresponds with your level of agreement. Answer each of the questions even though some may seem similar to others. Please do not leave out any item. There is no right or wrong answer.

Career Next Step High School Placement Defined

Career Next Step High School Placement is a part of the total career education concept. Next step placement is concerned with assisting academic and vocational education with the task of readying students for their next step in life. Next step may include entry-level employment, military service, technical school, college or university, housewife, or any other temporary or permanent career goal identified by the student under wise counseling and guidance at school or in a Career Next Step Placement Center.

PART I

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What, in your judgement, should be the important functions of the Career Next Step High School Placement Center? Please rate them in terms of importance on the scale provided at the right of each item.

		Extremely Important	Very Important	Important	Little Importance	No Importance
1.	Dropout follow-up studies	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Community Surveys	2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Curriculum Development	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Cooperative Programs	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Evaluating Academic Programs	5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Evaluating Vocational Programs	6. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Adult Education	7. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Assist Student in Program Planning	8. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Assistance in Applying For Employment or Career Next Step	9. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Placement Coordinators to work with Teachers	10. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Encourage student to help himself.	11. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Assist and encourage students who have dropped out to Re-enter School	12. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Arrange Temporary Employment for Students	13. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Direct exploratory experiences	14. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Arrange for Student Work Observations	15. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Arrange for Student experiences in Simulated Work Environment (mini courses)	16. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Arrange student interviews with experts from Industry	17. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Locate summer employment for students	18. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Locate summer employment for teachers	19. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Career Counseling	20. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Other	21. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART II

In your judgement, should the following people be employed by the school district to work with the Placement Center? Please check the appropriate Box to the left of each statement.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Representative of employment security.
<input type="checkbox"/>	<input type="checkbox"/>	2. School Counselor
<input type="checkbox"/>	<input type="checkbox"/>	3. Aide
<input type="checkbox"/>	<input type="checkbox"/>	4. A parent representative
<input type="checkbox"/>	<input type="checkbox"/>	5. Representative from industry
<input type="checkbox"/>	<input type="checkbox"/>	6. Representative from business
<input type="checkbox"/>	<input type="checkbox"/>	7. Minority
<input type="checkbox"/>	<input type="checkbox"/>	8. Student(s)
<input type="checkbox"/>	<input type="checkbox"/>	9. Paraprofessionals
<input type="checkbox"/>	<input type="checkbox"/>	10. Other

PART III

In your judgement, should the following be provided space and provide a service to students at the Center? Please check the appropriate box to the left of each statement.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Employment security
<input type="checkbox"/>	<input type="checkbox"/>	2. Representative of industry
<input type="checkbox"/>	<input type="checkbox"/>	3. Parent Representative (volunteer)
<input type="checkbox"/>	<input type="checkbox"/>	4. Representatives from CAP, WIN, NYC, and Similar organizations
<input type="checkbox"/>	<input type="checkbox"/>	5. Armed Services
<input type="checkbox"/>	<input type="checkbox"/>	6. Unions
<input type="checkbox"/>	<input type="checkbox"/>	7. Special Education
<input type="checkbox"/>	<input type="checkbox"/>	8. Juvenile Authorities
<input type="checkbox"/>	<input type="checkbox"/>	9. Minority Representatives
<input type="checkbox"/>	<input type="checkbox"/>	10. Community School
<input type="checkbox"/>	<input type="checkbox"/>	11. Psychologist
<input type="checkbox"/>	<input type="checkbox"/>	12. Paraprofessionals
<input type="checkbox"/>	<input type="checkbox"/>	13. Volunteers
<input type="checkbox"/>	<input type="checkbox"/>	14. Other

PART IV

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In your judgement, where should the Center be located, who should be in charge, and what should its hours be?
Directions: Please check the appropriate box at the left of each question.

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Should there be a center in each high school? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Should there be only one Center for the district and have it detached from any school? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Should guidance and Counseling Personnel be in charge? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. If Center is located in high school should the principal be directly responsible for its activities? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Should the Center be open earlier than the rest of school each day? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Should the Center be open in the evenings? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Should the Center be open on week-ends? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Other |

PART V

In your judgement, should the Center have:

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. An Advisory Council. (if yes answer question 2, if no go to Part VI) |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Should the following people be on the Advisory Council? |
| <input type="checkbox"/> | <input type="checkbox"/> | (a) Employment security |
| <input type="checkbox"/> | <input type="checkbox"/> | (b) School Counselors |
| <input type="checkbox"/> | <input type="checkbox"/> | (c) Parent. |
| <input type="checkbox"/> | <input type="checkbox"/> | (d) Industry |
| <input type="checkbox"/> | <input type="checkbox"/> | (e) Minority |
| <input type="checkbox"/> | <input type="checkbox"/> | (f) Armed Services |
| <input type="checkbox"/> | <input type="checkbox"/> | (g) teachers |
| <input type="checkbox"/> | <input type="checkbox"/> | (h) Business |
| <input type="checkbox"/> | <input type="checkbox"/> | (i) Unions |
| <input type="checkbox"/> | <input type="checkbox"/> | (j) Other |

PART VI

In your judgement, should the Center provide the following services.
Please check the appropriate box at the left of each statement.

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Supervision of on-the-job training. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Coordinate in-school instruction related to on-the-job training. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Provide job placement for students who graduate. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Provide job placement for individuals who do not graduate. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Provide Career Next Step Placement assistance (refer to definition on cover sheet) |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Provide Counseling and guidance Assistance to in school students |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Provide Counseling and guidance assistance to individuals wanting to return to school |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Provide student evaluation and testing |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Provide student evaluation any time student desires it. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Provide a service of any kind to individuals who are no longer connected with school. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Provide for Computer-assisted, student-initiated career activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Provide Computer storage and retrieval services for students |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Provide Career games and role playing experiences for students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Provide Programmed Career materials. |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. Provide career audio-visual aide films, tapes, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. Provide career books, magazines, monographs, etc. for student use. |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. Other |

Appendix C

Outline for Identifying Problem Area Knowledgeables

Identification of Problem Area Knowledgeables

The number of knowledgeable to be interviewed depends on the size of the community. Using as a guide a table of community sizes and suggested number of knowledgeable for each size community, it is noted that for a community the size of Ogden, Utah the recommended number of knowledgeable is 15 (Powers, Ronald C. 1965). This number is only suggested as a guide because if the list of persons named as power actors is not duplicated several times after the suggested number of knowledgeable have been interviewed, it will be necessary to identify and interview additional knowledgeable until the desired number of power actors has been identified. The possibility of this happening is fairly small if the knowledgeable have been carefully chosen. By carefully chosen, it is meant choosing persons who are, in fact, actually knowledgeable in the problem area. To assist in the selection of knowledgeable a list of specific criteria has been established that each knowledgeable must meet. The criterias are as follows:

1. Knowledgeable of school affairs or in some way affiliated with the Ogden City School District.
2. Involved in school district decision-making activities or actually making decisions for the Ogden school district.
3. Knowledge of current problems facing Ogden City School District.
4. A resident of the community long enough to know something of its power structure.

Knowledgeables could include persons such as bankers, newspaper editors, extension workers, teachers, administrators, members of Chamber of Commerce, local government officials, etc. It is very important to select and interview individuals who, by virtue of their occupation, are likely to have an opportunity to see, hear and know a great deal about the problem area. It is also good practice to select knowledgeables from different sectors of the community, such as business, government, education, and politics.

With these thoughts in mind, and as a result of several informal interviews, the following list of knowledgeables for the problem or issue area in Ogden, Utah has been compiled.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

13.

14.

15.

After identifying the knowledgeable, a standard approach was developed to be used while personally interviewing each of them.

Ronald C. Powers, in Identifying the Community Power Structure, stresses the importance of "(1) telling the prospective knowledgeable who you are, (2) establishing the objective of your interview, (3) stating the reason you desire this information, and (4) tell the person how you will use the information. It is vital to insure the confidential nature of the information which the respondent will give."

It is also important to choose words or phrases that convey the essence of power, that is, the capacity to control the actions of others. Examples of words and phrases to be considered are "influence," "carries the most weight," "swings a big stick," "king pins," etc.

At the conclusion of each personal interview the knowledgeable is asked if he (or she) thinks he belongs to the group just named. Research indicates that knowledgeable who are also power actors will usually indicate as much when given the chance.

Appendix D

Cover Letter Sent to Issue Area Knowledgeables

UTAH STATE UNIVERSITY · LOGAN, UTAH 84321

COLLEGE OF ENGINEERING

DEPARTMENT OF
INDUSTRIAL AND
TECHNICAL EDUCATION

Dear Sir,

Your name has been selected to participate in a research study conducted through the joint efforts of Ogden City School District, Mr. Jimmie B. Wallace (graduate research assistant in the Industrial and Technical Education Department at Utah State University), and Dr. John Van Derslice (Research Chairman in the Industrial and Technical Education Department at Utah State University).

This research is to develop guidelines for a Career Next Step High School Placement Center. The researcher is using the reputational technique to determine Community Power Actors. It is desired that you identify not more than ten individuals within the community who you think are very influential and knowledgeable in placement needs, school problems, organization patterns, curriculum construction, and knowledge of Ogden City.

Within two weeks I will contact you to arrange a time for a personal interview. The interview will take approximately 15 minutes.

Thank you for taking time to assist us in making our schools more relevant to the needs of today's youth.

Sincerely,

Dr. John Van Derslice
Research Chairman
Industrial and Technical Education
Utah State University

J. B. Wallace
Research Assistant
Industrial and Technical Education
Utah State University

Appendix E

Format for Interviewing Knowledgeables

FORMAT FOR INTERVIEWING KNOWLEDGEABLES

1. Name of Knowledgeable: _____
2. My Name: _____
3. Objective of this interview: The objective of this interview is to determine the "influential" people in Ogden, the individuals who "carry the most weight," in determining school policy or decision making practices for a given problem area.
4. Problem Area: The issue area or problem area we are concerned with here is: Who would be most knowledgeable or most influential in determining the total structure, and deciding services and functions to be included in a Career Next Step High School Placement Center.
5. Definition of Career Next Step High School Placement Center: Career Next Step High School Placement is a part of the total career education concept. Next Step Placement is concerned with assisting academic and vocational education with the task of readying students for their next step in life whether it be entry-level employment, military service, technical school, college or university, housewife, or any other temporary or permanent career goal identified by the student under wise counseling and guidance at school or in the Career Next Step Placement Center.
6. Reason this information is needed: This information is needed to help identify the power actors in the community so they in turn can be given an opportunity to fill out a questionnaire which will be tabulated and the information used to help determine guidelines for establishing a Career Next Step High School Placement Center.
7. How information will be used: The information you give me will be used in the strictest confidence. Names you give will be cross referenced with names from other knowledgeable in order to determine who are the power actors in the community.

8. Who are the persons in this community who carry the most weight, have the most influence or are most knowledgeable in the problem area - that of determining what services and functions should be involved in a Career Next Step High School Placement Center. Please do not name more than ten persons.

NameOccupationAddress

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)
- (9)
- (10)

9. Do you think you belong to this group just named? Yes _____ No _____

10. In your opinion, who are the minority power people in the community.

- (1)
- (2)
- (3)
- (4)

11. Would you like a copy of this report when it is completed? Yes _____ No _____

Appendix F

Complete List of Selected Utah Urban Schools

Appendix FComplete List of Schools Participating

1. East High School
2. Tooele High School
3. Roy High School
4. Bonneville High School
5. Cottonwood High School
6. Highland High School
7. South High School
8. West High School
9. Weber High School
10. Skyline High School
11. Brighton High School
12. Hillcrest High School
13. Jordan High School
14. Granite High School
15. Granger High School
16. Kearns High School
17. Olympus High School
18. Box Elder High School
19. Sky View High School
20. Bountiful High School
21. Clearfield High School
22. Layton High School
23. Provo High School
24. Murray High School
25. Ogden High School
26. Ben Lomond High School

Appendix G

Cover Letter Sent to Selected Urban Schools

**OGDEN CITY SCHOOL DISTRICT**

2444 Adams Avenue, Ogden, Utah 84401 Phone (801) 399-3456

DR WILLIAM L. GARNER
SUPERINTENDENT**DR GERALD H. RAAT**
ASSISTANT SUPERINTENDENT**DR. FRANK S. BLAIR**
COORDINATOR OF CAREER EDUCATION

As with many schools in the country today, Ogden City Schools are involved in developing and implementing Career Education materials. We are to the point where we are seriously considering the various aspects of Total Career Placement.

The attached questionnaire is one developed through the joint efforts of Ogden City Schools, Mr. J.B. Wallace (graduate research assistant, ITE Department, Utah State University and part-time employee Ogden City Schools) and Dr. John VanDerslice (Research Chairman, ITE Department, Utah State University).

The research is to develop guidelines for a Career Next Step High School Placement Center. The guidelines will be available for your school's use if you desire.

Will you please forward the questionnaire to the individual in your school you think most capable of answering the questions.

Within the next two weeks I will contact you seeking information from the individual in your school you deem most capable of answering the questions on the enclosed sample questionnaire.

Thank you.

Sincerely,

Dr. Frank S. Blair
Director: Career and Voc. Ed.
Ogden City Schools
Ogden, Utah

J.B. Wallace
Graduate Research Assist.
Ind. and Tech. Ed. Dept.
Utah State University
Logan, Utah 84321

Dr. John VanDerslice
Research Chairman
Ind. and Tech. Ed. Dept.
Utah State University

Appendix H

Cover Letter Sent to Community Power Actors

UTAH STATE UNIVERSITY · LOGAN, UTAH 84321

COLLEGE OF ENGINEERING

DEPARTMENT OF
INDUSTRIAL AND
TECHNICAL EDUCATION

Dear Sir,

Please take time from your busy schedule to have a break on me and read this introductory letter, fill out the enclosed questionnaire and return it in the enclosed stamped and addressed envelope.

You have been selected, because of your influence and knowledge of school affairs and school problems, to help establish guidelines for a Career Next Step High School Placement Center which will assist in making education and educational facilities more relevant to the student needs. This research is conducted through the joint efforts of Ogden City School District, Mr. Jimmie B. Wallace (graduate research assistant, Industrial and Technical Education Department, Utah State University), and Dr. John Van Derslice (Research Chairman, Industrial and Technical Education Department, Utah State University).

Your input is of the utmost importance to the success of this undertaking.

Thank you very much for your time, cooperation and effort in order that we might provide a more meaningful education for our youth.

Sincerely,

Dr. John Van Derslice
Research Chairman
Industrial and Technical Education
Utah State University

Jimmie B. Wallace
Research Assistant
Industrial and Technical Education
Utah State University

Appendix ISelected Urban School Questionnaire

TELEPHONE QUESTIONNAIRE PERTAINING TO HIGH SCHOOL PLACEMENT

Directions: Please check the appropriate box to the left of each question.

Yes No

- ☐ ☐ 1) Does your school have a placement service of any kind?

PLEASE ANSWER QUESTION NO. 2 EVEN IF YOUR ANSWER TO NO. 1 IS NO.

- 2) Of the following definitions for placement centers indicate the one that most nearly fits your school or if your school does not have a placement center indicate the one you think would best serve your school.

☐ ☐

A) CAREER NEXT STEP HIGH SCHOOL PLACEMENT CENTER

Definition: A Career Next Step High School Placement Center is a part of the total career education concept. Next Step placement is concerned with assisting academic and vocational education with the task of readying students for their next step in life whether it be entry level employment, military service, school drop-out placement, post secondary technical school, college or university placement, housewife, or any other temporary or permanent career goal identified by the student under wise counseling and guidance at school or in the Career Next Step Placement Center.

☐ ☐

B) COUNSELING AND GUIDANCE PLACEMENT CENTER

Definition: A job placement service operated and controlled by the counseling and guidance department. Placement efforts are directed toward seniors seeking employment upon graduation and placement into college and universities. The center is responsible for career days and similar activities that relate to placement. Some placement testing is a function of the center.

☐ ☐

C) INFORMAL DEPARTMENTAL JOB PLACEMENT

Definition: Classroom instructors assist students in locating either part-time or full-time employment. No formal or structured placement program. Follow-up studies are not conducted.

☐ ☐

3) A TYPE OF PLACEMENT SERVICE NOT MENTIONED ABOVE

Describe:

PART I

Directions: Please answer yes or no as to whether your schools placement center is engaged in the following activity or function.

Yes No

- ☐ ☐ 1) Drop out follow-up studies
☐ ☐ 2) Community Surveys
☐ ☐ 3) Curriculum development
☐ ☐ 4) Cooperative Programs
☐ ☐ 5) Evaluating Academic Programs
☐ ☐ 6) Evaluating Vocational Programs
☐ ☐ 7) Adult education
☐ ☐ 8) Assist students in Program Planning
☐ ☐ 9) Assist students in applying for employment
☐ ☐ 10) Having placement coordinators work with teachers
☐ ☐ 11) Encourage students to help themselves
☐ ☐ 12) Assist and encourage dropouts to re-enter school
☐ ☐ 13) Arrange temporary employment for students
☐ ☐ 14) Direct exploratory experiences
☐ ☐ 15) Arrange for student work observations
☐ ☐ 16) Arrange for student experiences in simulated work environments (mini-courses)
☐ ☐ 17) Arrange for student interviews with experts from industry
☐ ☐ 18) Locate summer employment for students
☐ ☐ 19) Locate summer employment for teachers
☐ ☐ 20) Provide Career Counseling
☐ ☐ 21) Other

PART II

Are the following people employed by your school district to work in the placement center?

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1) Representative of employment security. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2) School Counselor |
| <input type="checkbox"/> | <input type="checkbox"/> | 3) Aid |
| <input type="checkbox"/> | <input type="checkbox"/> | 4) A parent |
| <input type="checkbox"/> | <input type="checkbox"/> | 5) Representative from industry |
| <input type="checkbox"/> | <input type="checkbox"/> | 6) Representative from business |
| <input type="checkbox"/> | <input type="checkbox"/> | 7) Minority |
| <input type="checkbox"/> | <input type="checkbox"/> | 8) Student(s) |
| <input type="checkbox"/> | <input type="checkbox"/> | 9) Paraprofessional |
| <input type="checkbox"/> | <input type="checkbox"/> | 10) Other |

PART III

Are the following individuals and/or organizations provided space at your Placement Center for a service they provide to students?

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1) Employment security |
| <input type="checkbox"/> | <input type="checkbox"/> | 2) Representative from industry |
| <input type="checkbox"/> | <input type="checkbox"/> | 3) Parent Representative (volunteer) |
| <input type="checkbox"/> | <input type="checkbox"/> | 4) Representative from CAP, WIN, NYC, and similar organizations. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5) Armed services |
| <input type="checkbox"/> | <input type="checkbox"/> | 6) Unions |
| <input type="checkbox"/> | <input type="checkbox"/> | 7) Special Education |
| <input type="checkbox"/> | <input type="checkbox"/> | 8) Juvenile Authorities |
| <input type="checkbox"/> | <input type="checkbox"/> | 9) Minority representative |
| <input type="checkbox"/> | <input type="checkbox"/> | 10) Community school |
| <input type="checkbox"/> | <input type="checkbox"/> | 11) Paraprofessional |
| <input type="checkbox"/> | <input type="checkbox"/> | 12) Volunteers |
| <input type="checkbox"/> | <input type="checkbox"/> | 13) Psychologists |
| <input type="checkbox"/> | <input type="checkbox"/> | 14) Other |

PART IV

Where is your Placement Center located, who is in charge, and what are its hours?

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1) Is there a Center in each high school? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2) Is there only one center for the district? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3) Are guidance and counseling personnel in charge of the center? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4) If the center is located in a high school is the principal directly in charge of its activities? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5) Is the center open earlier than the rest of the school each day? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6) Is the center open in the evenings? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7) Is the center open on week-ends? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8) Other |

PART V

This section deals with advisory councils and people on them.

Directions: Please check (✓) the appropriate box to the left of each statement or question.

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1) Does your school Placement Center have an advisory council? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2) Are the following people on the council? |
| <input type="checkbox"/> | <input type="checkbox"/> | a) Employment security |
| <input type="checkbox"/> | <input type="checkbox"/> | b) School Counselors |
| <input type="checkbox"/> | <input type="checkbox"/> | c) Parents |
| <input type="checkbox"/> | <input type="checkbox"/> | d) Industry |
| <input type="checkbox"/> | <input type="checkbox"/> | e) Minority |
| <input type="checkbox"/> | <input type="checkbox"/> | f) Armed Services |
| <input type="checkbox"/> | <input type="checkbox"/> | g) Teachers |
| <input type="checkbox"/> | <input type="checkbox"/> | h) Business |
| <input type="checkbox"/> | <input type="checkbox"/> | i) Unions |
| <input type="checkbox"/> | <input type="checkbox"/> | j) Other |

PART VI

Does your Placement Center provide the following services?

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1) Supervise on the job training |
| <input type="checkbox"/> | <input type="checkbox"/> | 2) Coordinate in-school instruction related to on-the-job training |
| <input type="checkbox"/> | <input type="checkbox"/> | 3) Provide job placement to students who graduate |
| <input type="checkbox"/> | <input type="checkbox"/> | 4) Provide job Placement Services for individual who do not graduate |
| <input type="checkbox"/> | <input type="checkbox"/> | 5) Provide Career Next Step Placement assistance (refer to cover sheet for definition) |
| <input type="checkbox"/> | <input type="checkbox"/> | 6) Provide counseling and guidance assistance to in school students |
| <input type="checkbox"/> | <input type="checkbox"/> | 7) Provide counseling and guidance services to individuals wanting to return to school |
| <input type="checkbox"/> | <input type="checkbox"/> | 8) Provide for student evaluation and testing |
| <input type="checkbox"/> | <input type="checkbox"/> | 9) Provide for student evaluation any time the student wants it |
| <input type="checkbox"/> | <input type="checkbox"/> | 10) Provide a service of any kind to individuals who are no longer connected to the school |
| <input type="checkbox"/> | <input type="checkbox"/> | 11) Provide for computer assisted student initiated career activities |
| <input type="checkbox"/> | <input type="checkbox"/> | 12) Provide computer storage and retrieval services for students |
| <input type="checkbox"/> | <input type="checkbox"/> | 13) Provide career games and role playing experiences for students |
| <input type="checkbox"/> | <input type="checkbox"/> | 14) Provide Programmed Career materials |
| <input type="checkbox"/> | <input type="checkbox"/> | 15) Provide Career Audio-Visual Aids, films, tapes, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | 16) Provide career books, magazines, monographs, etc. for student use |
| <input type="checkbox"/> | <input type="checkbox"/> | 17) Other |