

A STUDY OF OCCUPATIONAL PLACEMENT SERVICES  
PROVIDED BY SENIOR HIGH SCHOOLS  
IN IOWA

Dissertation for the Degree of Ph. D.  
MICHIGAN STATE UNIVERSITY  
RICHARD MURRAY LIBBY  
1977



This is to certify that the

thesis entitled

A STUDY OF OCCUPATIONAL PLACEMENT SERVICES  
PROVIDED BY SENIOR HIGH SCHOOLS  
IN IOWA

presented by

Richard Murray Libby

has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Vocational-  
Technical Education  
Dept. Sec. Ed. & Curr.

A handwritten signature in cursive script, reading "Cas F. Weisman".

Major professor

Date June 1, 1977

## ABSTRACT

### A STUDY OF OCCUPATIONAL PLACEMENT SERVICES PROVIDED BY SENIOR HIGH SCHOOLS IN IOWA

By

Richard Murray Libby

The purpose of this study was to determine, through the response of senior high school principals of Iowa, answers to the following research questions:

1. What occupational placement service components are presently offered?
2. How effective are the existing occupational placement service components?
3. How essential is it to offer occupational placement service components?

More specifically, the following null hypothesis was tested at the .05 alpha level.

- H<sub>0</sub> There will not be a significant relationship between the principals' opinions of component/s effectiveness, and their opinions of how essential it is to provide the service component/s in their senior high schools.

A mail questionnaire containing 57 occupational placement service components was mailed to 112 principals

comprising 25 percent stratified sample of the total population of Iowa senior high schools.

Chi-square tests were conducted to test the hypothesis and to provide descriptive data.

### Selected Findings

Relative to placement service component existence and effectiveness, principals were of the opinion that:

1. Nearly seven out of ten senior high schools, or 66.9 percent, do not provide occupational placement services.
2. Slightly more than one out of ten schools, or 13.0 percent, are providing services that are considered less effective than essential, i.e., they need considerable improvement.
3. Approximately two out of ten schools, or 15.7 percent, provide services that are as effective as essential, i.e., they need little or no improvement.
4. Less than one out of ten, or 4.4 percent, are providing services that are more effective than essential.

Relative to placement service components essentialness, principals were of the opinion that:

1. None of the components were absolutely essential.

2. Twenty, or 35.1 percent, of the components, were essential.
3. Thirty-seven, or 64.9 percent, were desirable but not essential.
4. None of the components were neither desirable nor essential.
5. All of the components were either desirable or essential.

**Relative to the hypothesis:**

The hypothesis was tested with (a) all 57 components combined, to determine overall significance, and with (b) each of the 57 components to determine their individual significance.

No significant relationship was found with the 57 combined and the null hypothesis was accepted.

However, the null hypothesis was rejected for 42 of the 57 individual components.

**A STUDY OF OCCUPATIONAL PLACEMENT SERVICES  
PROVIDED BY SENIOR HIGH SCHOOLS  
IN IOWA**

**By  
Richard Murray Libby**

**A DISSERTATION**

**Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of**

**DOCTOR OF PHILOSOPHY**

**Department of Secondary Education  
and Curriculum**

**1977**

## DEDICATION

This dissertation is dedicated to my mother, Helen Julia Libby, deceased, and to my father, Alfred Pulsifer Libby, for guiding me toward a balanced life of work and leisure.

I thank Mother for my tenacity and Father for my indolence.

## ACKNOWLEDGEMENTS

Deep appreciation is felt toward the many associates and loved ones who provided assistance and encouragement during the completion of this study. My heartfelt thanks are extended to:

Luanne, my best friend, for her love and caring  
during the most troubled time of my life;

Glenn and Gregg, my sons, for their patience,  
understanding and sacrifices;

Philip, my brother, for exemplifying the driving  
determination I needed to complete this study;

Dr. Cas Heilman, for his personal support and  
professional guidance over the last four  
years;

The doctoral committee for their assistance and  
their efforts to personalize our association;

The many personal and professional friends who have  
given of themselves on my behalf.

## TABLE OF CONTENTS

|                                                                                 | Page |
|---------------------------------------------------------------------------------|------|
| DEDICATION . . . . .                                                            | ii   |
| ACKNOWLEDGEMENTS . . . . .                                                      | iii  |
| LIST OF TABLES . . . . .                                                        | vi   |
| <br>CHAPTER                                                                     |      |
| I. INTRODUCTION . . . . .                                                       | 1    |
| Purpose of the Study . . . . .                                                  | 2    |
| Statement of the Problem . . . . .                                              | 3    |
| Significance of the Study . . . . .                                             | 7    |
| Limitations of the Study . . . . .                                              | 8    |
| Definition of Terms . . . . .                                                   | 9    |
| II. REVIEW OF LITERATURE . . . . .                                              | 12   |
| Purposes of the Review . . . . .                                                | 12   |
| Definitions of Placement . . . . .                                              | 13   |
| Historical Roots . . . . .                                                      | 14   |
| A Rationale for Placement . . . . .                                             | 16   |
| A National Priority . . . . .                                                   | 23   |
| Overview of On-Going School-Based<br>Placement Programs . . . . .               | 28   |
| Evidence of Placement Services in<br>Iowa Schools . . . . .                     | 38   |
| Organization and Operation of Specific<br>Placement Programs . . . . .          | 42   |
| Summary of and the Major Findings from<br>the Literature on Placement . . . . . | 51   |
| III. METHODS AND PROCEDURES . . . . .                                           | 55   |
| Selection of the Sample . . . . .                                               | 56   |
| Description of the Survey Instrument . . . . .                                  | 57   |
| Methods of Collecting Data . . . . .                                            | 58   |
| Treatment of Data . . . . .                                                     | 59   |

|                                                                                                                          | Page |
|--------------------------------------------------------------------------------------------------------------------------|------|
| IV. FINDINGS OF THE STUDY . . . . .                                                                                      | 60   |
| Findings of Occupational Placement<br>Services, in General . . . . .                                                     | 63   |
| V. CONCLUSIONS, SUMMARY, RECOMMENDATIONS AND<br>REFLECTIONS . . . . .                                                    | 80   |
| Conclusions . . . . .                                                                                                    | 81   |
| Summary . . . . .                                                                                                        | 86   |
| Recommendations . . . . .                                                                                                | 87   |
| Reflections . . . . .                                                                                                    | 88   |
| <br>APPENDICES                                                                                                           |      |
| A. Survey Instrument: A Study of Occupational<br>Placement Services Provided by Senior<br>High Schools in Iowa . . . . . | 91   |
| B. Findings and Chi-Square Tests for Each<br>Component . . . . .                                                         | 102  |
| BIBLIOGRAPHY . . . . .                                                                                                   | 216  |

## LIST OF TABLES

| Table                                                                                                                                                                                                      | Page |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Population and Sample Data . . . . .                                                                                                                                                                    | 57   |
| 2. General Findings for Respondents (N = 95) . . .                                                                                                                                                         | 64   |
| 3. Current Components and Their Effectiveness--<br>Rank Ordered . . . . .                                                                                                                                  | 65   |
| 4. Component Essentialness--Rank Ordered . . . .                                                                                                                                                           | 72   |
| 5. Essential Components Currently Effective . . .                                                                                                                                                          | 79   |
| B1. Chi-Square Test for Component No. 1.01:<br>Occupational Placement Services for<br><u>General Education Students</u> (those not<br>enrolled in college or vocational<br>preparatory programs) . . . . . | 103  |
| B2. Chi-Square Test for Component No. 1.02:<br>Occupational Placement Services for<br><u>College-Bound Students</u> . . . . .                                                                              | 105  |
| B3. Chi-Square Test for Component No. 1.03:<br>Occupational Placement Services for<br><u>Vocational Education Students</u> . . . . .                                                                       | 107  |
| B4. Chi-Square Test for Component No. 1.04:<br>Occupational Placement Services for<br><u>Special Needs</u> (disadvantaged, handi-<br>capped) <u>Students</u> . . . . .                                     | 109  |
| B5. Chi-Square Test for Component No. 1.05:<br>Occupational Placement Services for<br><u>Drop-Outs</u> from Your School . . . . .                                                                          | 111  |
| B6. Chi-Square Test for Component No. 1.06:<br>Occupational Placement Services for<br><u>Alumni</u> Seeking Placement Help in Your<br><u>Community</u> . . . . .                                           | 113  |

| Table |                                                                                                                                                                                                                                                                               | Page |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| B7.   | Chi-Square Test for Component No. 1.07:<br>Occupational Placement Services for<br><u>All People in the Community Seeking</u><br>Placement Help . . . . .                                                                                                                      | 115  |
| B8.   | Chi-Square Test for Component No. 2.01:<br>A Handbook or Guide for Students and<br>Parents Describing the School's Occu-<br>pational Placement Services and How to<br>use Them . . . . .                                                                                      | 117  |
| B9.   | Chi-Square Test for Component No. 2.02:<br>Train Students How to Explore Job<br>Possibilities, Develop a Tentative<br>Career Plan, and Begin Acquiring the<br>Skills to Implement Their Plans . . . . .                                                                       | 119  |
| B10.  | Chi-Square Test for Component No. 2.03:<br>Instructions for Students on How to<br>Develop Job Openings, Make Resumes,<br>Take Interviews and Place Themselves . . . . .                                                                                                       | 121  |
| B11.  | Chi-Square Test for Component No. 2.04:<br>The Capacity to Test Students in<br>Specific Job-Related Skills to Help<br>Them Identify Which Skills to Improve<br>in Order to Meet Job Entry Requirements . . . . .                                                              | 123  |
| B12.  | Chi-Square Test for Component No. 2.05:<br>Annual Meetings Designed to Teach Child<br>Labor Laws to all People Connected with<br>Student Placement, Including Students . . . . .                                                                                              | 125  |
| B13.  | Chi-Square Test for Component No. 3.01:<br>A Public Information Sheet Designed to<br>Inform Employers About the Quality of<br>Your School's Training Programs . . . . .                                                                                                       | 127  |
| B14.  | Chi-Square Test for Component No. 3.02:<br>Documented Job-Related Information<br>(physical, personality, interests,<br>attendance, age, course work) on<br>Individual Students of Your School,<br>Available to Employers Upon Approval<br>by the Student and Parent . . . . . | 129  |
| B15.  | Chi-Square Test for Component No. 3.03:<br>A System for Identifying Available<br>Jobs and Gathering, Developing and<br>Distributing Job Descriptions to the<br>Students of Your School . . . . .                                                                              | 131  |

| Table |                                                                                                                                                                                                                | Page |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| B16.  | Chi-Square Test for Component No. 3.04:<br>Specific Materials or Contacts that<br>can Prepare a Student with Information<br>About an Employer He or She is About<br>To Interview . . . . .                     | 133, |
| B17.  | Chi-Square Test for Component No. 3.05:<br>Regular Visits by Teachers and Coun-<br>selors to Local Employers to Update<br>Their Knowledge about the Job-Entry<br>Requirements Being Demanded of Students . . . | 135  |
| B18.  | Chi-Square Test for Component No. 3.06:<br>Regular Visits by a School Representa-<br>tive to Employers Who Have Not Recently<br>Hired Your Students to Try to Reverse<br>the Situation . . . . .               | 137  |
| B19.  | Chi-Square Test for Component No. 4.01:<br>Up-to-Date Printed Information About<br>Different Types of Occupations . . . . .                                                                                    | 139  |
| B20.  | Chi-Square Test for Component No. 4.02:<br>An Up-to-Date List of Available Jobs<br>in Your Local Area . . . . .                                                                                                | 141  |
| B21.  | Chi-Square Test for Component No. 4.03:<br>School-Scheduled Interviews for<br>Students by Employers at Your School . . .                                                                                       | 143  |
| B22.  | Chi-Square Test for Component No. 4.04:<br>School-Contacted Local People Avail-<br>able to Discuss Their Respective<br>Occupations with Interested Students . . .                                              | 145  |
| B23.  | Chi-Square Test for Component No. 4.05:<br>Sessions with Students Informing Them<br>of the Career Information System of<br>Iowa (CISI) . . . . .                                                               | 147  |
| B24.  | Chi-Square Test for Component No. 4.06:<br>Released Time From School for Field<br>Trips and "On-the-Job" Experiences<br>that Give Students First-Hand Exposure<br>to Jobs They are Tentatively Exploring . . . | 149  |
| B25.  | Chi-Square Test for Component No. 4.07:<br>Regular Visits to Your School by Recent<br>Alumni to Speak to Students and Faculty<br>About Their School Placement and Job<br>Experiences . . . . .                 | 151  |

| Table                                                                                                                                                                                                                                                                               | Page |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| B26. Chi-Square Test for Component No. 4.08:<br>Career Days Where Employers Talk to<br>Students about Local Job Opportunities . . .                                                                                                                                                 | 153  |
| B27. Chi-Square Test for Component No. 5.01:<br>Services for Students to Secure <u>Full-<br/>Time Jobs</u> After Termination or<br>Graduation from Your School . . . . .                                                                                                            | 155  |
| B28. Chi-Square Test for Component No. 5.02:<br>Services for Students to Secure Regularly<br>Scheduled <u>Part-Time Jobs</u> . . . . .                                                                                                                                              | 157  |
| B29. Chi-Square Test for Component No. 5.03:<br>Services for Students to Secure<br><u>Odd-Jobs</u> . . . . .                                                                                                                                                                        | 159  |
| B30. Chi-Square Test for Component No. 5.04:<br>Services for Students to Secure<br><u>Summer Jobs</u> . . . . .                                                                                                                                                                     | 161  |
| B31. Chi-Square Test for Component No. 5.05:<br><u>A Co-op Program</u> , Where Students Spend<br>Part of Their Course Working at a Job<br>Related to the Skills They are Learn-<br>ing at Your School . . . . .                                                                     | 163  |
| B32. Chi-Square Test for Component No. 5.06:<br><u>A Work-Study Program</u> , Where Students<br>Work Part-Time for the School or Other<br>Non-Profit Institutions to Enable Them<br>to Earn Money so that they can Complete<br>Their Education . . . . .                            | 165  |
| B33. Chi-Square Test for Component No. 6.01:<br>Gathering and Reporting Data Relative<br>to the Success of Students Getting,<br>Keeping, and Advancing on a Job,<br>Including the Type of Job, How Obtained,<br>Type of Company, Length of Time Held,<br>Job Satisfaction . . . . . | 167  |
| B34. Chi-Square Test for Component No. 6.02:<br>Gathering and Reporting of Ratings of<br>Your School's Job-Related Preparation<br>of Students, by Former Students . . . . .                                                                                                         | 169  |
| B35. Chi-Square Test for Component No. 6.03:<br>A Follow-up Interview Service that is<br>Responsible for Helping Students Stay<br>on a Job or Change Their Career Plans . . . . .                                                                                                   | 171  |

| Table                                                                                                                                                                                                              | Page |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| B36. Chi-Square Test for Component No. 6.04:<br>An Annual Survey of Employers to<br>Determine What Qualifications They<br>are Looking for in the Students They<br>Accept . . . . .                                 | 173  |
| B37. Chi-Square Test for Component No. 6.05:<br>An Annual Survey of Graduates and<br>Their Employers to Determine How the<br>School's Placement Service Could be<br>Improved . . . . .                             | 175  |
| B38. Chi-Square Test for Component No. 7.01:<br>Occupational Placement Services<br>Provided by Your <u>Teachers</u> . . . . .                                                                                      | 177  |
| B39. Chi-Square Test for Component No. 7.02:<br>Occupational Placement Services pro-<br>vided by Your <u>Guidance Counselor/s</u> . . . . .                                                                        | 179  |
| B40. Chi-Square Test for Component No. 7.03:<br>Occupational Placement Services pro-<br>vided by You, the <u>Principal</u> . . . . .                                                                               | 181  |
| B41. Chi-Square Test for Component No. 7.04:<br>Occupational Placement Services pro-<br>vided by a <u>Cooperative Education</u><br><u>Coordinator</u> . . . . .                                                    | 183  |
| B42. Chi-Square Test for Component No. 7.05:<br>Occupational Placement Services pro-<br>vided by Your <u>Specially Designated</u><br><u>Placement Coordinator</u> . . . . .                                        | 185  |
| B43. Chi-Square Test for Component No. 7.06:<br>Occupational Placement Service pro-<br>vided by Personnel from the <u>Area</u><br><u>Education Agency</u> . . . . .                                                | 187  |
| B44. Chi-Square Test for Component No. 7.07:<br>Occupational Placement Services pro-<br>vided by Personnel from the <u>Area</u><br><u>Vocational Technical School and/or</u><br><u>Community College</u> . . . . . | 189  |
| B45. Chi-Square Test for Component No. 7.08:<br>Occupational Placement Services pro-<br>vided by Personnel from the <u>Job</u><br><u>Service of Iowa</u> . . . . .                                                 | 191  |

| Table                                                                                                                                                                                                                        | Page |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| B46. Chi-Square Test for Component No. 7.09:<br>Occupational Placement Services pro-<br>vided by the <u>State Vocational</u><br><u>Rehabilitation Services</u> . . . . .                                                     | 193  |
| B47. Chi-Square Test for Component No. 8.01:<br>Maintenance of Office, Phone, Secre-<br>tarial, and Clerical Help for Job and<br>Student Information Processing for<br>Occupational Placement . . . . .                      | 195  |
| B48. Chi-Square Test for Component No. 8.02:<br><u>Part-Time</u> (before and/or after school)<br><u>Occupational Placement Services During</u><br><u>the School Year</u> . . . . .                                           | 197  |
| B49. Chi-Square Test for Component No. 8.03:<br><u>Full-Time</u> (all day) Occupational Place-<br>ment Services <u>During the School Year</u> . . . . .                                                                      | 199  |
| B50. Chi-Square Test for Component No. 8.04:<br><u>Part-Time</u> Occupational Placement Ser-<br>vices <u>During the Summer Months</u> . . . . .                                                                              | 201  |
| B51. Chi-Square Test for Component No. 8.05:<br><u>Full-Time</u> Occupational Placement Ser-<br>vices <u>During the Summer Months</u> . . . . .                                                                              | 203  |
| B52. Chi-Square Test for Component No. 9.01:<br>An Advisory Committee, Including<br>Recent Graduates and Employers that<br>Make Recommendations to the School<br>About How to Improve the Occupational<br>Services . . . . . | 205  |
| B53. Chi-Square Test for Component No. 9.02:<br>Regular Meetings with Parents in Order<br>to Involve Them in the School's Occupa-<br>tional Placement Services Activities . . . . .                                          | 207  |
| B54. Chi-Square Test for Component No. 9.03:<br>Regular Meetings with Employers<br>Regarding Needed Curriculum Changes<br>in the School's Occupational Placement<br>Services . . . . .                                       | 209  |
| B55. Chi-Square Test for Component No. 10.01:<br>Monies for Occupational Services from<br>Local (school district) Taxes . . . . .                                                                                            | 211  |

| Table                                                                                                                                                        | Page |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| B56. Chi-Square Test for Component No. 10.02;<br>Monies for Occupational Placement Ser-<br>vices from the Iowa Department of<br>Public Instruction . . . . . | 213  |
| B57. Chi-Square Test for Component No. 10.03;<br>Monies for Occupational Placement Ser-<br>vices from the Federal Government . . . . .                       | 215  |

## CHAPTER I

### INTRODUCTION

The perceptions and attitudes of principals play key roles in the educational process in senior high schools. Their opinion seems, therefore, to be a central factor in the establishment and maintenance of an effective occupational placement program. The school building principal is considered by the superintendent and school board as the designated leader in his school. By virtue of his position in the school system, he influences his superordinates and subordinates toward the goals of the school system. The authority of the principal usually is limited only by state law and school district policy. The principal's perception of his school's role in occupational placement is a key factor in fulfilling the need for a total placement component in Iowa's career education program.

Historically, occupational placement services, to the extent that they have existed, have been highly decentralized, uncoordinated and dependent on the principal's priorities.

A problem concerning the transition of youth from senior high school to adult life is that few Iowa school districts possess organized procedures and programs for assisting students with occupational placement. As a result of the emphasis on college education, placement services are directed primarily toward the college bound.

With rapid expansion of career education programming in Iowa, it is essential to determine the present status of occupational placement services provided by senior high schools. Because of their decision-making role or, at least, decision-formulating role, it is also essential to learn of the leadership behavior of secondary school principals relative to the provision of occupational placement services for their students.

This study attempts to provide local career educators, administrators of the Iowa Department of Public Instruction, and teacher educators a better understanding of the principal's perception of the role of the school relative to occupational placement services and an insight into the existence and effectiveness of occupational placement components at the senior high school level.

### Purpose of the Study

The purpose of this study was to determine, through the responses and opinions of senior high school principals of Iowa, answers to the following research questions:

1. What occupational placement service components are presently offered?
2. How effective are the existing occupational placement service components?
3. How essential is it to offer occupational placement service components?

More specifically, the following null hypothesis was tested.

### Hypothesis

There will not be a significant relationship between the principal's opinions of component/s effectiveness, and their opinions of how essential it is to provide the service component/s in their senior high schools. Alpha level .05.

### Statement of the Problem

A study (32) of new entrants into Iowa Labor force from educational institutions for the years 1972-1980 estimates that during 1977-78 there will be 63,623 new entrants into the state's labor force. This figure includes those individuals who graduate from or leave high schools and higher education institutions. Even when

the estimated 54,603 job vacancies attributable to death, retirement and permanent separation are considered, there are still 9,020 new job positions which are needed for youth graduating from or leaving secondary and post-secondary educational programs (71).

In addition to the placement needs stated above, it is anticipated that present secondary vocational education programs in Iowa schools will graduate approximately 23,238 students in 1976-77 (74). These students also will need assistance in obtaining entrance into the adult world, whether it be employment, further education or some other life role they might fulfill. If prepared youth do not obtain satisfactory placements, they do not fully realize the maximum potential of their training and society in turn will not benefit from the economic contribution they could make.

A major problem concerning the transition of youth from school to adult life is that very few Iowa educational agencies presently possess organized procedures and programs for assisting students with placement. Consequently, there is no provision for assuring that students realize a logical and concrete application of their educational preparation through effective placement services. In order to do this, students need to be able to assess their interests and abilities, explore the many careers available to them, and relate this knowledge in a decision-making process.

An interview (11) regarding career education programs in Iowa secondary and post-secondary educational agencies revealed that total placement was the career education program component where the fewest programs presently exist. Although many educational agencies express an interest in implementing placement programs, they also indicate that they need help in planning and in the development of such programs.

Historically, youth placement services, to the extent that they have existed, have been highly decentralized, uncoordinated and dependent on local school district-priorities. Although there has been some cooperation between schools and the Iowa Employment Security Commission, these efforts have mainly focused on the sharing of manpower information. Specialized manpower development and training programs financed by federal funds have primarily served adults. In those instances where these programs have served school youth, their efforts have often lacked coordination with ongoing school programs. Thus, the lack of organized coordination and categorical resources have limited the growth of school-based placement services.

Pilot placement projects (76) operating in Iowa's comprehensive high schools, area vocational centers, and community colleges have demonstrated that school-based programs which systematically focus on placement can effectively place students in their occupational roles. In a

broad sense, placement includes services which help students gain successful entry into whatever role they might pursue upon leaving school. Since the pilot placement projects dealt primarily with the transition from school to work, they focused primarily on placements into jobs and programs of further training. Evaluation of these projects have indicated a successful placement rate of 47-85 percent.

These projects, serving over 10,000 students during the past four years, provided many additional services that were not previously provided. These services included making personal visits to local employers to determine job needs and evaluating employer sites, coordinating all placement activities, cooperating with the local employment service in developing and utilizing employer contracts, maintaining placement records which include student and employer feedback on the value of job experience, and referring students to job openings.

Most of the projects included disadvantaged students, physically and emotionally handicapped, potential and actual school dropouts as a part of the total population served.

The experiences gained from the pilot placement projects have strongly indicated that in order to be effective youth placement services must be organized and coordinated. This includes the identification of local and regional needs, thorough planning before implementation,

provision for area-wide advisory input and coordination, development of effective delivery systems, and evaluation of both program procedures and results. When these steps are followed, students are placed for longer terms in single jobs, find these jobs to be satisfying and receive higher wages than when total coordinated placement services do not exist. When placement programs are systematically organized and coordinated, the results are most encouraging.

### Significance of the Study

The results of this study provide assessment and base data necessary for the consideration and implementation of occupational placement service components in the senior high schools of Iowa.

More specifically, the significant contributions of this study are the provisions of:

1. An assessment of existing components;
2. An assessment of the effectiveness of the existing components;
3. An assessment of the essentialness of the components as perceived by Principals; and
4. A replicable comprehensive instrument for the assessment of senior high school level occupational placement services on a state-wide, area-wide, and school district basis.

With this assessment data, educational leaders including legislators, Iowa Department of Public Instruction administrators, the Iowa Career Education Advisory Counsel personnel, teacher educators, and local career educators and administrators can identify the needs for placement program development and implementation. From this data, placement services can be funded and designed and budgets projected for local school districts based on specific occupational placement components determined nonexistent or ineffective in, but essential for, senior high schools.

#### Limitations of the Study

The scope of this study is limited to senior high schools in Iowa. The state of Iowa is chosen to limit the study to a specific area and one where a state law requiring occupational placement services in the senior high schools has not been in effect.

Only senior high school principals are chosen as respondents to the study because by virtue of their position, they, more than any other persons, influence and direct decision-making regarding new and innovative programs such as occupational placement services,

### Definition of Terms

Occupational Placement Services: School district services for individuals in securing full-time, part-time, summer, and odd jobs.

Client Groups: The categorizing of persons served into general, college-bound, vocational education, special needs, and dropout students, alumni and all other people in the community.

Pre-Employment Services: Orientation, assessment and preparation of persons for career planning, developing of job openings, making resumes, taking interviews and self-placement. Other services include annual review of child labor laws and promotion of the placement service with students, parents and alumni.

Job Development Services: The distribution of information to employers about the school's training programs and students, a system for identifying available jobs and gathering, developing and distributing job descriptions to the students, and the provision of specific materials or contacts that can prepare a student with information about an employer he or she is about to interview.

Occupational Information Services: Information provided for persons relative to job descriptions, availability, interview schedules, contact persons, and the Career Information System of Iowa (CISI). Other services include career day and field trip opportunities.

Job Placement Services: Job/student matching; the direct referral and placement of students in full-time, part-time, odd, and summer jobs including cooperative education and work-study programs.

Follow-up Functions: Gathering and reporting data relative to the success of students getting, keeping, and advancing on a job, including the type of job, how obtained, type of company, length of time held, and job satisfaction; ratings of the school's job-related preparation of students by former students; follow-up interview services for helping students stay on a job or change their career plans; and, annual surveys of graduates and employers to determine how the school's training and placement services can be improved.

Placement Service Personnel: Teachers, counselors, administrators, coordinators and various educational agencies, as well as the Job Service of Iowa and the State Vocational Rehabilitation Services.

Office and Logistical Provisions: The maintenance of office, phone, secretarial and clerical help for job and student information processing on a part-time and/or full-time basis during the school and summer months.

Community Involvement: The advisement and assistance of graduates, employers and parents in making recommendations to the school about how to improve the school's occupational placement services and curriculum.

Funding: Monies for occupational placement services from local school district taxes, the Iowa Department of Public Instruction, and the Federal Government.

## CHAPTER II

### REVIEW OF LITERATURE

#### Purposes of the Review

This review of the placement literature is organized to serve several primary purposes. It provides:

1. Definitions of Placement;
2. Historical Roots of Placement;
3. Rationale for Placement;
4. Evidence of Placement as a National Priority;
5. An Overview of On-Going Placement Programs in the United States;
6. Evidence of Placement Services in Iowa;
7. Components of Specific Placement Programs;  
and
8. Summary of and the Major Findings from the Literature on Placement.

Most importantly, the purpose of this review was to identify specific operational components of "so-called" ideal occupational placement services for use in the survey instrument (see Appendix A).

### Definitions of Placement

Definitions of placement range from simple job procurement to comprehensive programs of services to help students with all phases of career development and implementation (8, 20, 22, 34, 40, 43, 58, 69, 87, 90, 93, 96, 106, 118, 141, 166, 182, 198).

Placement, defined simply, is "the orderly process of transition from one educational or training activity to the next desired level of job preparation or procurement or other socially acceptable alternative" (40).

A more comprehensive definition of school-based placement is, "the entire range of assistance given a student by a school in helping that student to develop and implement his or her career plan. In the transition from school to the next career goal choice, school-based placement would provide with both general and specific services to enable them to choose and successfully reach a goal consistent with their interest and aptitudes. These services would be comprehensive in the sense that they would cover:

- a. goal choices or combinations of choices  
in employment (full-time, part-time, permanent, and temporary), the military, continuing education in two- or four-year college programs, vocational technical training and apprenticeship programs.

- b. whatever direct or indirect assistance would be necessary to enable the student to reach the point of successful implementation of his or her next chosen career goal.

In building comprehensive school-based placement, existing services would be incorporated into a total plan. The final measure of the success of school-based placement will be the satisfaction of the student that these services did indeed meet his or her immediate career aspirations, needs and/or represent the best choice, given available alternatives (69).

In general, most definitions in the literature focus on continuing processes and multiple services to students.

### Historical Roots

Though vocational guidance services were provided early in the United States, placement was an organized activity existing long before the term vocational guidance was known. Fitch states that such an office was opened in Dresden as far back as 1840. So far as can be determined there is no record of the initial development of employment offices under private auspices in this country, though one observer says that they existed as early as 1820. An employment bureau was opened in Chicago by a philanthropic agency in 1870 (174).



At the turn of the century, guidance and placement were thought of as similar tasks, and the school was seen as responsible for both activities (53, 138). As depression gripped the nation, the federal government became heavily involved in placement through a redefinition of the mission of the U.S. Employment Service (23).

World War II brought high employment levels, pressure on the schools to produce labor and an emphasis on rapid job placement rather than guidance. Post-war activity focused on educational testing and placement in response to the war veterans' return to post-secondary education and the nation's concern over Soviet advances in technology (22).

Since the late 1950's, national community-based programs to upgrade minorities through employment skills training have reemphasized the need for job placement efforts to equal educational placement efforts (9). Yet in the schools, placement activities have remained uncoordinated and piecemeal, with counselors and academic teachers helping students with educational placement while vocational teachers and work-study coordinators have worked to place their students in jobs (90).

Traditionally, schools have not provided comprehensive placement services for all students. Guidance counselors have often specialized in placing students in higher education, while vocational teachers have focused on job placement for their own specific students (20, 30).

In a  
cent  
the  
plan  
  
trial  
prior  
been  
in  
have  
  
in a  
of a  
the  
the  
the  
to a  
the  
  
the  
the  
the  
the  
the

In a 1970 review and synthesis of research on job placement and follow-up of vocational students, Little reported that his search for studies dealing specifically with job placement activities was almost fruitless (90).

In Iowa, youth placement services have been decentralized, uncoordinated and dependent upon local school priorities (11). Cooperation and coordination efforts have been limited in most cases, to the sharing of information (11). Most manpower development and placement programs have served primarily adults rather than young people (11).

#### A Rationale for Placement

Nationally, over 25 percent of the unemployed are in the 16-21 year-old age group (22). Youth, 16-19 years of age, experience four to five times the unemployment rate of adults who are 25 and over (171). The unemployment rate for black teenagers is over 40 percent (7). High teenage unemployment is a precondition that is related to delinquency (22) which, in turn, can cost society from \$600 to \$900 per delinquent act (37).

The consequences of youth unemployment are enormous. The alarming high incidence of delinquency and crime among jobless youth is well documented. Less widely appreciated is the tremendous reservoir of idleness, frustration, resentment, and defeat that has within their burgeoning members. Lacking jobs, "their badge of belonging, reports the President's Committee on Youth Employment (134), these

young men and women represent "tomorrow's castoffs and chronic dependents, those who will live in poverty of body and mind."

Three-fourths of American youth have been leaving the formal educational process before achieving a baccalaureate degree (90), and fewer students are going directly into post-secondary education, and thus, are entering the labor market at an earlier age (22). In Iowa, for vocational education alone the 1976 vocational education output was projected to exceed the total labor market demand by over 9,020 jobs (71).

With recognition of these conditions, there is general agreement in the literature that all secondary school or area vocational center students should receive placement services (20, 22, 27, 34, 43, 58, 68, 87, 93, 144, 166, 187).

Further, a number of experts and several states are pushing for the schools to become placement agencies for all community residents over a certain age (usually 14 or 16) whether or not they have graduated, left or even attended the local schools (20, 22, 34, 69, 87, 107, 144).

Several authors have pointed to the need to focus extra effort on the placement of students who face less than equal opportunity due to factors of race, sex, dropout status and emotional, physical or intellectual handicaps (22, 34, 187).

the

supp

is a

grad

and

and

and

and

and

and

and

and

is a

and

and

and

and

and

and

and

and

and

and

In his book, Vocational Education and Guidance, the former Governor of Ohio, James A. Rhodes (143) suggests, "that a special service of placement and follow-up is a logical function of the public education system since graduates are their product."

Rhodes says, society's cancers are beginning to show on the surface, angry with inflamed malignancy. The social dynamite of the closely packed unemployed youth in our cities has exploded throughout the nation. In a few short years, Watts, Cleveland, Detroit, and Trenton have testified to a social neglect the like of which we never have experienced. The general rebellion among students tells us something is wrong. The solution rests in jobs, employment, and the security which these provide (142).

The function of placement is important; it cannot be avoided or delegated; but Brantner (18) says that placement alone is not enough. Important as an efficient placement services is in helping youth get off to a good start in occupational life, it is apparent that they need further assistance in making adjustments and taking advantage of opportunities following entry into employment. This further assistance is the follow-up service.

Follow-up conceived for this purpose--supporting the young worker after he leaves school--emerged decades ago when vocational programs were initiated. But the inclusion of follow-up as an integral and continuing part of the vocational program has provided vocational

6000

2000

1000

500

250

125

62.5

31.25

15.625

7.8125

educators with a valuable process that is being used beneficially for institutional purposes as well.

The ultimate reckoning in education is the appraisal of the product says Pratt (132). This appraisal is essential to fulfill the concept of accountability.

Nicholson in Agriculture Education Magazine (116), says "the school should be as concerned with placement and follow-up of its students as it is with its curriculum. Surely the school has a recognizable responsibility to its students which transcends caps-and-gowns."

He cites five reasons why it is strategically and educationally sound for schools to provide placement and follow-up services:

1. Improves public relations. The successful placement of students in occupations relating their career choice does much to answer the public's question of accountability. In addition to the student's career fulfillment, placement and follow-up go a long way towards improving parent-student-school-employer relationships.
2. Increases the motivation of in-school students. If the present in-school students recognize that the school's commitment to them goes beyond graduation, a closer student-curriculum affection will result. The students will care more about school because the school cares more about them.
3. Facilitates students' occupational decision-making ability. Any school that has attempted to keep abreast of manpower and career trends is a virtual storehouse of career information and data. When such resources are used by competent staff the students can receive personalized assistance in making occupational decisions.

1835

18

1840

1845

1850

1855

1860

1865

1870

1875

1880

1885

1890

1895

1896

1897

4. Facilitates students' transition from training to work. There is very little doubt that the school has a closer working relationship with its students than does a private placement agency. This relationship can gently guide the student into a compatible job. Remember, a private placement agency realizes success when it receives its commission for placing the student. The school realizes success only when the student succeeds.
5. Adds new dimension to evaluation procedures. Placement and follow-up affords a school a unique opportunity to evaluate itself. The relevancy of a school's program can be put to test if that school actively attempts to place its students in occupations for which they have been trained.

Evans (50) states that every research study which has examined the question of obsolescence of curriculum is in agreement that those schools with placement services have far better educational programs than those schools without placement services or with services that are separated physically from the schools. Significant differences are found, not only in placement records, but in teacher competence, quality of instructional materials and equipment, job satisfaction, and job stability.

Wenrich (189) states that the most important student development function in vocational-technical education is placement of students in jobs. Placement is both a service and a critical evaluation criterion regarding the success of vocational programs.

Super (165) describes the formal beginnings of placement as the measurement of the man, measuring the job, and matching the man and the job. The function, he says,



must be broadened to include more than the choosing of an occupation: the search for personal identity is not paramount. A man's occupational life is seen, as one part, but a central part, of his existence.

Hoppoch (70) states that occupation is important and why facts about jobs are essential to this choice. The choice of an occupation may determine whether one will be employed or unemployed. By choosing an occupation in which employment is known to be relatively stable, one may increase the probability that he will have a job even when billions of other persons are out of work.

Laner (85) reports a survey of high school students' attitudes as determiners concerning their prospective involvement in the world of work, and the influences which either promote or hinder their employment choices and decisions, carried out at Oakland's (California) Fremont High School.

Two-thirds of the students included in the sample claimed to have reached a decision as to their future careers. But it is clear in the conclusions of the report that many of these decisions were conceived in the absence of comprehensive information about jobs and careers. The survey data suggests that when a high school student reaches a career decision, it is more the result of influences and even pressures than the product of choice, freely exercised by an individual cognizant of the wide range of alternatives open to him. The price of this restricted vision can be the

210

211

212

213

214

215

216

217

218

219

220

221

222

223

224

225

226

227

228

229

230

231

232

233

234

235

unacceptable waste of ability, the thwarting of ambition, and the attendant dissatisfaction and alienation that results from ill-advised career decisions.

Thal-Larsen and Nagarvala (1967) had conducted a study similar to Laner's. This survey involving some 165 students from California's Berkeley High School was conducted to explore the requirements for the design of a labor market information system for a large metropolitan area. The students who were surveyed gave the following information: (1) the majority of the students wanted to know more about their chosen field; (2) only about half of the students had ever talked with counselors about their future careers; (3) slightly more than half of the students had read about jobs in career pamphlets and books obtained primarily from the city library; (4) as to the content of information, the largest number of students wanted primarily information on the training and education needed for jobs; (5) students overwhelmingly endorsed direct contact with the world of work as a means of learning about it; (6) most of those who had made career choices made them on the basis of courses taken or personal contact with people in the occupations; (7) most of the students surveyed chose white collar occupations; and (8) most believed that their mothers more than their fathers wanted them to choose a certain career.

High school graduates have faced particular difficulty in finding employment during an economic slow-down.

[illegible]

Combined with a shrinking job market, problems greatly reduce the opportunities of recent high school graduates to successfully obtain employment.

An employment-oriented program for work-bound graduates improves their opportunities for successful transition into the labor force. It encourages students to develop habits and skills that increase their desirability among prospective employers and brings to the attention of local employers the reserve of trainable high school graduates.

Job and school placement is an issue that is demanding an important role in our society. In essence, placement can serve the function of consolidating the economic stability for the nation, the industrial productivity of the employer, personal dignity for the student, social stability for the community and educational accountability for the school.

#### A National Priority

Placement efforts are strongly supported both within and beyond the school systems and at local, regional, state and national levels (8, 9, 22, 23, 30, 34, 48, 58, 67, 69, 87, 93, 107, 112, 119, 149, 166).

This commitment to school-based occupational placement and follow-up services for youth is explicitly formulated in the literature of Vocational and Career Education.

In 1963, the President's Commission on Law Enforcement (133) and Administration of Justice made specific recommendations on the school's role in securing jobs for youth:

1. The school should be broadened to include responsibility, not only for preparing youth for productive, responsible, and satisfying adulthood, but for guiding them into adult positions.
2. The school would be responsible for occupational placement and for subsequent guidance among work-bound youth. Moreover, part of the school's accountability should be its record in sending non-college-bound youth into labor markets.

In the opinions of the Panel of Consultants on Vocational Education (125) the acid test of the quality of the vocational education program is placement of students in the occupation for which they receive instruction. The Panel further stated that most persons would agree that Participation in the occupational world is much more successful and satisfactory for the individual and for the community when adequate training and guidance have been provided for the entrant into the labor market. Just as the labor market runs the gamut of all possible types of skills from day laborer to skilled surgeon, so too, the possible types of training and guidance exhibit a wide range. The Panel concluded that guidance and training are as necessary for the 16 or 17 year old "dropout" from high school as they are for the college student uncertain about his future, often after several years of college training. But the paucity of efforts taken by communities for the guidance

and training of youth and haphazard approaches when they are taken have become more apparent as formal preparation of youth for the world of work is increasingly viewed as a social responsibility.

In 1964 Venn (180) stated:

Finding employment for young workers--entering at the rate of 50,000 a week--at a time when the new technology is reducing the traditional entry jobs poses grave educational, economic, and social problems even to a nation as resourceful as the United States . . . . The pressures of the economy and the population necessitate that national education and employment policies go hand in hand . . . .

The former Associate Commissioner of Adult and Vocational Education, U.S. Office of Education, recognized the school's responsibility for job placement as early as 1966, saying that schools should accept the responsibility for helping the student by operating a full-time job placement service. However, no specific guideline(s) or model was presented so that education could, in fact, satisfy this need.

In a comprehensive study of the role of the secondary school in preparing youth for employment, Kaufman recommends, "The high school should assume the responsibility to establish a post-high school plan for each departing student. For those who desire employment, the school should provide active assistance until they are placed in jobs" (82).

In 1968, the United States Congress (175) stated that:

i  
t  
w  
a  
u  
p  
s

me e

stud

in 1

the

aff

had

the

the

the

the

the

the

the

the

Effective occupational preparation is impossible if the school feels that its obligation ends when the student graduates. The school, therefore, must work with employers to build a bridge between school and work. Placing the student on a job and following up his successes and failures provides the best possible information to the school on its own strengths and weaknesses.

Although authoritative sources continually emphasize the school's responsibility for conducting job placement and student follow-up, there is a general lack of such programs. In 1968, the Committee on Labor and Public Welfare in their "Bridge Report" found that "most schools did not provide efficient vocational placement services, and few schools had organized programs for systematic follow-up of students after graduation or placement" (175).

Rules and Regulations for the 1968 Amendments to the Vocational Act of 1963 (175) mandate that vocational education students shall be provided with guidance and counseling services as are required by the instructional program and that:

Such vocational guidance and counseling services shall be designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with information necessary to make meaningful and informed occupational choices, (3) assist them while pursuing a program of vocational instruction, (4) aid them in vocational placement, and (5) conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.

Since 1968, the National Advisory Council on Vocational Education has repeatedly recommended an increased emphasis on placement service availability to all students. In 1970, the NACVE (112) stated that, "the primary reason

100

is a

三

10

9-11

3

100

220

es

•

4

22

34

33

1

2

this nation has not yet established a society in which there is equal opportunity to learn and work is that it has not yet tried." To remedy this the Council recommended that "every secondary school should be an employment agency." Their rationale was that "a school in which getting a job is part of the curriculum is more likely to have students who understand why reading and mathematics make a difference than a school which regards employment as somebody else's business."

Two years later in their Sixth Report, the Council (114) reaffirmed their position when they stated, "job placement and follow-up services must be considered major parts of counseling and guidance programs."

Sydney P. Marland (94), former U.S. Commissioner of Education, writing in a booklet, Career Education, said essentially the same thing:

Educators must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school . . . . Placement services in the school system will assist every student, especially the student leaving before he completes the 12th grade, to plan the next step in his development. Job entrance will be just as important as college entrance to counselors and teachers. Skill credentials, universally recognized, will be just as valued as the commonly accepted credentials for college entrance.

Congress, in the Educational Amendments of 1972 (47), has directed the Commissioner of Education to "promote and encourage occupational preparation, counseling and guidance, and job placement or placement in

post-

resp-

Net-

Net-

the

Net-

Net-

Net-

Net-

Net-

Net-

Net-

Net-

Net-

Net-

Net-

Net-

Net-

Net-

Net-

Net-

post-secondary occupational education programs as a responsibility of elementary and secondary schools."

Herbert Hill, National Labor Director for the National Association for the Advancement of Colored People, warns "the disastrous rate of unemployment among youth is the single most explosive factor for causing social unrest." Workers with ghetto youth report a rapid rise in the teenager's distrust of the "System." Says Cecil Williams, pastor of San Francisco's Glide Memorial Methodist Church: "We are witnessing a tremendous sense of hopelessness and a growing gulf between the haves and have nots" (7).

Clearly, placement services and the development of placement skills in youth are becoming more and more important in view of the realities.

#### Overview of On-Going School-Based Placement Programs

Several state legislatures, including Florida (129) and Michigan (128), have declared legislation interest for the establishment and maintenance of student placement and follow-up services by district school boards, providing for the State Boards of Education to develop alternative methods and implement such programs; providing responsibilities for job placement personnel, and providing an effective date.

Each piece of proposed legislation sites the lack of placement services as a significant factor in the high

rate of youth unemployment which is consistently more than three times as high as the unemployment rate of all ages.

Michigan's Senate Bill Number 1367 (107) is a bill to create an occupational youth placement commission to (1) insure that all students graduating from approved occupational training programs in the state have an opportunity to interview and compete for jobs which require competencies acquired during the training program, (2) compile and make available at every training location, information concerning potential employment opportunities, and (3) plan activities which complement employment efforts by other agencies.

Today, the Vocational Education Amendments of 1968 (175) give impetus to job placement, interpreting it as a form of vocational guidance. In this legislation, Section 143.2C covered "programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement" and Section 122.6 referred to disadvantaged and handicapped persons, and allowed use of funds for "vocational guidance and counseling designed to aid persons enumerated in paragraphs (1) through (4) of the subsection in the selection of, and preparation for, employment in all vocational areas."

Many state departments of education and local school districts are attempting to carry out the legislative mandate given in the Vocational Education Amendments

of 1968, which "included initial placement in the definition of vocational education to affirm vocational education's responsibility for the student until he achieves successful placement."

Buckingham (19) describes an ongoing job placement program in the Baltimore Public Schools which dates back 1928 and has placed since then 70,000 students in full-time jobs, 60,000 in part-time jobs and 40,000 in temporary or summer jobs. Since 1967 it has incorporated various work-study programs as well as cooperative on-the-job training programs. The staff includes 46 trained professionals based in the central office and in each of 14, comprehensive high schools, two vocational-technical high schools, four special education centers, one adult center, and one school for teenage mothers. The Placement Service cooperates with the city's Social Service Department, with employers, as well as with the schools. There is a follow-up program for each student at the end of the first three months and again at the end of the year.

The Cleveland Public Schools (35) has had job development services available for high school youth for the last six years, providing services for five of the inner-city high schools which qualify under Title I poverty programs. The program focuses on motivation, provision of occupational information and self-analysis for 11th graders and lessons job finding, applications, employment tests and interviews for 12th graders.

Chaffee and Kelly (31) emphasize the importance of the high school employment office and standards for employment placement in the City of Los Angeles. Job placement of students in part-time work experience programs is coordinated by the school and the students are given course credit.

The Board of Education in Brooklyn, New York, operates an occupational placement program in which 7,000 students from 76 academic and vocational high schools learn course credit for work with 400 participating employers (36).

The JEEP Program (78) is conducted by the Pittsburgh Public Schools. This job-entry preparation program focuses on the status of the job market, self-evaluation, job opportunities, resumes, applications, interviews, legal considerations, and job and career development for high school youth.

Wagner and Wood (182) in their report on placement and follow-up to the Duval, Florida County School Board responded to legislation for the State of Florida requiring each district school board to "establish and maintain job placement and follow-up services for all students graduating or leaving the public school system, including area vocational technical centers." Their report focuses on generalizations and justifications for generalizations regarding a comprehensive placement and follow-up programs.

San Diego County, California, Regional Career Information Center manages the KNOW Program (83) for the purpose of providing the high school student "knowledge needed to obtain work." This course covers seven units: selecting a job, finding employment openings, filling out application, preparing to take an employment test, preparing for an interview, interviewing, and follow-up on job applications.

Mullen (111) of the Sequoia Union High School District at Redwood, California, outlines a volunteer program in vocational information and career guidance predicting vocational enrichment for students and active community support for public education as a result of occupational placement programs. Suggested activities range from a simple vocational information center to a year-round multi-faceted program.

The Lenawee Vocational-Technical Center at Adrian, Michigan, placed 1700 students on jobs during their first year of operating an occupational placement program (41). The Center serves 3500 eleventh and twelfth graders from 12 feeder schools in the county. Placement services are available to all students and not just to those enrolled at the Center. Services include, besides ordinary instruction, cooperative work experience; counseling; a special Job Preparation program (two and one-half hours each month for each instructional group); and placement on a full-time job on graduation. The placement staff includes a director

of placement and a job preparation coordinator. Instructional staff and guidance counselors are also involved. The Center supplies office space for the placement director, counselor, and secretary and a multiple purpose building for 18 instructional programs. Funding is as follows: 37 percent local, and 65 percent federal (to be 100% local after three years).

Harlandale Independent School District, San Antonio, Texas, directs a job placement service providing information, continuing guidance, and assistance to students, graduates and out-of-school youth in finding jobs, matching abilities and needs, maintaining relationships with local business and industry in providing employment opportunities and supplying an occupational follow-up program for every student leaving school (101).

In their Contemporary Curriculum for Career Development Series (105), the Knox County Department of Public Instruction, Knoxville, Tennessee, outlines activities designed to help the student in the development of some of the knowledge and skills necessary to find, keep, and advance in a satisfying occupation. Other activities were developed to assist teachers in determining appropriate content and to provide them with a systematic approach to teaching the necessary skills for job placement, job promotion, and job satisfaction.

Pawtucket, Rhode Island, City School Department (126) reports a career placement program at Tolman High

School, describing the philosophy, objectives, and procedures of the program and provides sample forms used in enrollment, guidance, jobs, and employer reporting. Supervisory reports, work histories, student schedules, coordinator visitation reports and employer request forms are included for occupational placement services for high school youth.

Scott (150) describes case studies of the career guidance program at Hood River Valley High School, Hood River, Oregon. The goal of this program is to guide the student through a career cluster to "placement at graduation" in one of the following: college, post-secondary vocational technical training or job-entry. The staff includes three fully credentialed counselors, one guidance secretary, and one clerical assistant. In addition all other personnel receive in-service training as guides and each is responsible for scheduling, advising and helping fifteen students. The program includes all students at the high school--842 students in grades 10 through 12. About 75 percent are non-college-bound.

The American Institute for Research (194) outlines the Occupational Learning Center Program (OLC) at Syracuse, New York. The OLC is an alternative high school experience for young people who are academically or socially unable to cope with the regular high school program. The curriculum includes development of basic skills, vocational development, personal and vocational counseling, and job placement

and follow-up. OLC began in 1970 with a staff of two interdisciplinary teachers and one vocational counselor serving thirty-six students. It has grown to five centers serving 175 students.

The Bryan Independent School District, Texas, has developed a computer model for the development and implementation of a systems approach to job placement and follow-up data on former public high school students (80). The model provides a procedure for compiling follow-up information on graduates and dropouts in a form that makes the data easily accessible for decision making about program changes within the schools. The school shares the responsibility not only for job training but also for job development and job placement. A coordination office for all the high schools in the District work to coordinate all placement and follow-up activities and to develop forms and methods for recording data on these activities. Information from employers on job possibilities, data from student records, student job placement data, and follow-up data are summarized for the computer.

The Akron-Summit County, Ohio, Public Schools (5) describe data processing techniques for job placement and guidance for their high school youth developed to aid job placement and career development staff. Originally the project was funded only for the disadvantaged but techniques developed can be adapted to serve all youth. With equipment rented from IBM the schools are able to match

student interests, aptitude, attitude, and skill with available jobs in the geographic area of Akron.

The Mayor's Education Task Force (97) at Newark, New Jersey, comprehensively outlined the role of the city, business, labor, and the community in career education in a report prepared for the Chamber of Commerce Center Education Committee. These roles, specifically relative to occupational placement are listed below.

The role of the city: (1) the city can coordinate with business and labor in identifying existing and future jobs and careers; (2) the city can promote use of this computerized job bank run by the New Jersey State Employment Service; (3) the city and the Newark Economic Development Council could serve as a source of information regarding industrial and commercial development along with the Business and Industrial Coordinating Council and the Chamber of Commerce; (4) the city could explore the possibility and mechanics of interning high school students for short periods of time. These internships would give students knowledge about one aspect of city government and about possible careers.

The role of business: (1) business can use its influence with labor to integrate the unions; (2) business could conduct a job needs survey for Newark and the surrounding area; (3) business can provide speakers, resource materials, and field trips for elementary and junior high school students; (4) business can help keep

reach

reach

reach

past

are

school

school

to

and

the

the

can

the

the

of

the

the

the

the

the

the

the

the

teachers up-to-date in their fields by conducting short, annual workshops. These could be similar to those conducted by the National Alliance of Businessmen in the past; (5) business should hire high school students who are being trained for jobs and are available half of the school day; and (6) Newark businesses must commit themselves to hiring Newark residents.

The role of labor: (1) labor unions must open up to minorities on an equal opportunity basis; (2) labor unions must recruit and hire minority workers as apprentices; (3) labor unions can help the schools to keep their curriculum current the job market; and (4) labor unions can provide speakers to the schools on the various careers the union offers.

Oklahoma's occupational training information system, OTIS, provides supply data on students and recent graduates of high school and post-high school, occupational programs, specific by program, training establishment, and county (172).

For the 1969-70 school year, data were collected and analyzed over 53,000 public and 2,000 private school students. Since it attempts to deal with the entire (student) supply population, OTIS stimulates concern among teachers, planners, and employers for the specific individuals rather than with samples.

The system provides demand information in the manufacturing sector through personal interviews with more than 3,000 establishments, 95 percent of all firms engaged in

manufacturing in the state. As demand interviewers, it utilizes persons most concerned with the accuracy of the data and with establishing and maintaining rapport with employers. They are the manpower training coordinators in each area vocational-technical school working closely with labor market analysts in the Employment Security Commission.

This partnership in demand data collections shows much promise, particularly in terms of implications for graduate placement. This systematic approach--looking at recruitment, selection, training, and placement activities in light of outcomes--allows Oklahoma to bring better service to students.

#### Evidence of Placement Services in Iowa Schools

Very few Iowa educational agencies possess organized Procedures and programs for assisting students with placement (11, 71, 73, 74, 76).

A personal interview with James Athen (11), former Assistant Director for Career Education in Iowa, regarding career education programs in secondary and post-secondary educational agencies revealed that comprehensive placement was the career education program component where the fewest programs presently exist. Although many educational agencies have expressed an interest in implementing placement programs, they also have indicated that they need help in planning and in the development of such programs.

EXT

TRA

115

COO

Se

on

POW

fed

ins

the

sch

at

bas

con

con

pro

etc

in

sta

high

den

sch

100

the

of

Historically, youth placement services, to the extent that they have existed, have been highly decentralized, uncoordinated and dependent on local school district priorities. Although there has been some cooperation between schools and the Iowa Employment Security Commission, these efforts have mainly focused on the sharing of manpower information. Specialized manpower development and training programs financed by federal funds have primarily served adults. In those instances where these programs have served school youth, their efforts have often lacked coordination with ongoing school programs. Thus, the lack of organized coordination and categorical resources have limited the growth of school-based placement services (76).

Pilot placement projects (76) operating in Iowa's Comprehensive high schools, area vocational centers, and Community colleges have demonstrated that school-based programs which systematically focus on placement can effectively place students in their occupational roles. In a broad sense, placement includes services which help students gain successful entry into whatever role they might pursue upon leaving school. Since the pilot placement projects dealt primarily with the transition from school to work, they focused primarily on placements into jobs and programs of further training. Evaluation of these projects have indicated a successful placement rate of 47-85 percent.

the

that

will

need

place

serve

main

employ

reference

study

and

tion

pro

effe

con

reg

pro

deve

of b

are

sign

high

rice

rice

rice

These projects, serving over 10,000 students during the past four years, provided many additional services that were not previously provided. These services included making personal visits to local employers to determine job needs and evaluating employer sites, coordinating all placement activities, cooperating with the local employment service in developing and utilizing employer contracts, maintaining placement records which include student and employer feedback on the value of job experience, and referring students to job openings.

Most of the projects included disadvantaged students, physically and emotionally handicapped, potential and actual school dropouts as a part of the total population served.

The experiences gained from the pilot placement Projects have strongly indicated that in order to be effective youth placement services must be organized and coordinated. This includes the definition of local and regional needs, thorough planning before implementation, provision for area-wide advisory input and coordination, development of effective delivery systems, and evaluation of both program procedures and results. When these steps are followed, students are placed for longer terms in single jobs, find these jobs to be satisfying and receive higher wages than when total coordinated placement services do not exist. When placement programs are systematically organized and coordinated, the results are most encouraging.

A review of the most current Iowa State Plan for the Administration of Vocational Education within Career Education (73) shows little evidence of annual and long-range planning and budgeting for specific occupational placement service components at the senior high school level.

The following activities relative to placement services and the budgeted total funds for 1977 are supported in the plan:

1. Conduct a career education needs information survey with components of labor demand, labor supply, student interest, and follow-up: \$70,000.00;
2. Promote career awareness and exploration programs consistent with state guidelines: no monies budgeted;
3. Provide occupational information through integration in curriculum activities: no monies budgeted;
4. Conduct exemplary model program for guidance oriented assessment utilizing American College Testing Career Planning program and Career Information System in Iowa: \$16,000.00; and
5. Provide exemplary occupation information through needle sort and computer delivery systems: \$158,000.00.

However, these activities are conducted through vocational programming, are exemplary in nature, have limited funding and have little impact on students of rural senior high schools (11).

### Organization and Operation of Specific Placement Programs

McCracken (100) presents a brief overview of the principles, procedures, and design of a locally operated job placement and student follow-up program with the intent of outlining the responsibilities the teacher may need to assume in such a program.

(1) A single office should be identified as a central clearinghouse of job information for the entire school system. All information about job openings, job descriptions, salary employee benefits, applicant recommendations, and placements should be available in this central office. Employers, students, and staff should find such a centralized office convenient, efficient, and responsible. It would seem desirable to include job placement as a part of the guidance program, further expanding their present placement function.

(2) Job placement programs should serve all students who seek full-time employment. Schools should be willing to work with every student who enters education, graduates as well as early school leavers. Program graduates generally will find greater employer acceptability than special needs students or those who exit early. These latter groups of students frequently present one or more problems in becoming employable. Their special problems include: (a) work patterns and skills typically different than those sought by employers; (b) a frequent lack of stability and willingness to stay with a job; and (c) age restrictions which limit their suitability for certain jobs. Yet, in extending job placement assistance to these students, the school may find their need for further education and training.

(3) Job placement functions must be coordinated with the instructional program staff. The job placement coordinator is dependent on the products of programs and the instructional staff should view the job placement office as complementary to their program. Teachers can assist the placement office and students by serving as: a prime source for student recommendations; a communication link between students and the job placement office; and a source of information for students on job openings and related job placement procedures. Securing teacher cooperation should not be difficult as most teachers have vested interest in seeing students successfully placed.

(4) The job placement coordinator should develop a close working relationship with employers. All steps in job placement from job solicitation to hiring require a close working relationship with employers. The job placement coordinator should clearly understand employer needs as reflected in their job descriptions, to understand individual employer application procedures, and to be conversant with personnel managers in soliciting jobs for the school's vocational students. This necessitates time spent with employers, personnel managers, and job supervisors at their places of business and attendance at meetings involving these groups.

(5) The job placement function requires a person with special qualifications. While the job placement director should have many of the same qualities as other guidance personnel, his job requires some additional qualifications and experiences. These include: experiences in business or industry at least as internship in personnel management, and knowledge and understanding of current labor laws and fair employment practices. Few guidance personnel are prepared to fill the job placement function; even if prepared, they should not be expected to assume placement responsibilities in addition to counseling responsibilities. The job placement function needs and deserves full-time attention.

(6) Job placement services and procedures should be coordinated with cooperative work-experience and work-study programs. All programs that involve contact and close working relationships with employers should be coordinated to avoid unnecessary duplication of requests for information and confused responsibility among the participants in the program.

Allen (6), in his Job Placement Coordinator's Handbook, describes the role of the student placement coordinator in a school and his responsibilities to students, administration, community, and himself. A typical job application form and tips for the job interview are included, along with sample student questionnaires, follow-up forms, and business survey forms.

The School-Based Job Placement Service Model (62) published by the Pennsylvania Department of Education provides (1) a model design for a school-based placement system, (2) identifies students to be served by the model, (3) lists specific services provided to students, and (4) has job descriptions for each individual responsible for operating the system. The document also outlines (1) job development by the educational system and the Bureau of Employment Security, (2) cooperation between the education system and the Bureau in matching students with employment opportunities, (3) follow-up of students, and (4) feedback of information to provide input for program improvement.

Miller (109) outlines the functions and procedures of a placement office for secondary youth, expanding McCracken's principles of job placement.

A student would receive information and services from the job placement office on several occasions. The placement process for a typical student should include:

Initial Contact--Students should register with the job placement office upon enrollment in a program. This

early registration should include: (1) verification of a student social security number, (2) information about the student's post-high school plans, (3) the student's occupational and educational objectives, (4) previous or current work-experience, and (5) other information pertinent to successful job placement. This information should be updated throughout his school experience as changes in student plans develop, but certainly just prior to graduation. This data is useful not only in student counseling and job placement, but also in the school's follow studies.

Updating Records--Student records should be kept current. In addition to the usual information about courses, grades, attendance, test scores, the records should contain information about work-experience, recommendations by employers, assessment of occupational skills and competence, and personal recommendations of teachers. This type of information is readily obtained about students enrolled in cooperative work-experience and work-study programs.

Preparation for Job Selection--The coordinator of job placement can either assist teachers in preparing students by meeting with their classes or by providing necessary inservice training to teachers. Each student should: (a) complete job application forms; (b) develop a resume about himself and his job qualifications; (c) have instruction in finding jobs; (d) have practice in job interviews, including asking questions of the employer; (e) have an understanding of the current types of jobs and

and

and

per

show

state

ref

the

the

the

the

and

and

is

job

for

rel

all

the

that

to

the

and

and

the

salary considerations; and (f) have experience in the effective use of job placement services.

Developing Resumes--Each student should have a personal resume as a part of his placement file. Resumes should include name, age, address, schooling, marital status, social security number, work-experience and referents. Statements about occupational goals and objectives, special occupational skills and competencies, and the type of employment being sought are especially needed.

Providing Job Opportunity Information--Job information and placement records are essential to a job placement service. These records include reports of jobs available, of persons recommended, of persons who applied, and of the success of their applications. When an applicant is employed, the record includes date of employment, type of job, and beginning salary or wage. This information then forms the base of a follow-up program. A close working relationship with the local Bureau of Employment Security will assist the job placement service in carrying out this function.

Matching Students with Jobs--Job placement coordinators should exercise discretion in recommending students to employers. This requires a good understanding of each vocational program, knowledge regarding the student's accomplishments, and close communication with employers and their employee needs. If job placement personnel recommend persons for jobs which they are not qualified to

fill, the school's efforts to maintain an open door with employers will be hampered. Vocational teachers from each of the program areas have an essential role in helping the coordinators of job placement in meeting this function.

Arranging Job Interviews--Job placement coordinators have responsibility for scheduling job interviews. Each employer has his own hiring procedures; however, most employers and personnel managers prefer to have students come to their personnel offices for job interviews. During such visits the applicant sees the people and working conditions of the prospective job, and the employer can secure judgments about the applicant from more of his staff. The job placement service should arrange visits to job sites as part of the student's preparation for employment. Should student travel make on-site interviews impractical, employers are usually willing to schedule interviews at the school.

Miller (109) continues by outlining the responsibilities of a job placement coordinator as an administrator, a coordinator, a consultant, and an educator as follows:

The Administrator--The job placement coordinator is responsible for carrying out administrative policies relative to the job placement program after the school board has established general policies for the operation of the job placement program and an advisory committee has recommended operational policies and other guidelines which are beyond the specific concern of the school board.

The Coordinator--The job placement coordinator is responsible for coordinating his own activities with those of vocational teachers, cooperative program coordinators, the local director of vocational education, the guidance program, classroom teachers in related areas, employers, and outside agencies. Keeping persons in each of these areas informed and working together is essential to an effective job placement program.

The Consultant--The job placement coordinator should be able to advise teachers and students on present and projected worker needs, and to recommend job application procedures as desired by individual employers in the school's service area.

The Educator--In the initial stages of placement service development, the job placement coordinator may need to instruct teachers and students in the preparation of resumes, job interview skills, and job-searching techniques. This dual role as teacher-teacher educator enhances the effectiveness of job placement programs in the early stages. He will continue to have a teacher education function as new personnel utilize services of the placement office.

Nicholson (116) suggests that the following series of components should become the role of the school:

1. Supervised experience project visitations and student conferences to build the rapport necessary to crystalize the student's real career aspirations.
2. Surveys. A systematic approach to surveying local employment trends of your community to help provide placement services.

3. Career day. Set aside a day or two in order to bring members of the business and industrial community to the school. The purpose is two-fold. First, the students get a 'first-hand' view of what their career opportunities are as well as what can be expected of them. Second, the students will have a head start at being 'eyed' by employers.
4. Want-ad bulletin board. Maintain a help-wanted bulletin board in a centrally located area.
5. Employer-school hotline. 'Sell' employers on the idea of calling the school when they have manpower needs rather than going to some other agency. School personnel 'know' their students and should be able to do a better job of matching man with the job than could some other agency.
6. Student records. The records should be located in a convenient location and accessible to you if an employer calls.
7. Cooperative job training program. On-the-job training experience for high school students is perhaps the single best technique that schools can use. Although trainers are not compelled to hire the student past graduation; such situations often result. Even if the student is not hired, most employers are able to supply some valuable connection with other businesses.

Evans (5) further supports occupational placement, suggesting secondary school programs which combine (1) admission several times each year, (2) early completion for students who learn rapidly, and (3) entrance to the labor market provided several times each year through placement, in contrast to the usual May/June entrance and follow-up.

Follow-up services are designed to help the youth make adjustments to his new environment and to take advantage of opportunities for advancement that may come his

way. These adjustments are needed in connection with later placements, in connection with removing causes of dissatisfaction for obtaining additional vocational preparation and during periods of prolonged unemployment (146).

Gilli (61), former AVA (American Vocational Association) vice-president for technical education, says that the school encounters the greatest difficulty of all regarding placement and particularly follow-up of the student--the transition and feedback of the findings of follow-up into the fabric of the school's operation so that aspects of the program that need improvement are altered to maximize learning. Optimal learning is the overriding objective of all well-conceived follow-up.

Gilli (61) cites areas in the overall education delivery system for which follow-up studies can provide decision-making data include the following: (1) curriculum relevancy as assessed by former students, at the time they are placed on their first jobs and several years later; (2) overall value of the program to former students (both immediate and long-term); (3) quality of training and education, as assessed by employers in terms of their employees' performance of the job; (4) determination of job characteristics (particularly in terms of activities oriented to people, data, and things); (5) job satisfaction to former students and graduates; (6) determination of the mobility characteristics of former students and graduates, with respect to both job mobility and geographic mobility;

(7) characteristics of former students and graduates with respect to continuing education; and (8) determination of other demographic data needed for long-term decision-making (61).

Pratt (132) says, follow-up studies should ask questions of both graduates and employers, such as: (1) is the program responding to manpower needs?, (2) are graduates placed in jobs commensurate with their training?; (3) what are the functions of the graduates immediately upon graduation? and several years after graduation?; (4) does the graduate believe the curriculum to be relevant?; (5) what are the mobility characteristics of the graduate?; and (6) what were the graduates' salaries when they began work and what are they now?

In general, the review of literature offered little in the order of operational components. Most literature deals with general philosophical concepts of "what should be" rather than the "how to" components.

#### Summary of and the Major Findings from the Literature on Placement

Definitions of placement range from one-time job procurement to complex systems of service, with most definitions viewing placement as an on-going multiple-service process.

Historically, placement has generally been a relatively informal process delivered to some students by some school staff in some places. There has been little



coordination or consistency in the delivery of placement services to students.

Currently, there is a strong national, state-level and local movement for formalized placement services to be delivered to all senior high school students. At the local level, the primary need is for planned involvement and coordination of services. At the state level, agencies have, or are seeking, enabling legislation, policy, planning, and information systems for placement services. Nationally, occupational placement services are gaining legislation and fiscal backing. Support of placement is evidenced by declarations by the United States Congress, national education associations, corporate and educational leaders. The youth unemployment rates and their societal implications provide further support rationale.

The status of occupational placement services provided by senior high schools in Iowa, until this study was completed, was unknown. Only exemplary projects funded by the state and some services provided by large comprehensive high schools were evident. These services were and still are limited in scope and decentralized, uncoordinated, and dependent on local school district priorities.

Though there is support for occupational placement as a primary role of the school, there is little agreement about who should coordinate the services.

However, most experts agree that all efforts need to be coordinated so that there is one comprehensive

plac

plac

all

skil

ribe

open

of a

for

stud

iden

occu

placement system available to the students, and that placement services should be an integral part of the over-all educational program, built right into the curriculum.

It is further agreed that school staff need both skills and information in order to deliver placement services to students, including information on students, job openings, workshops. They need skills in a wide variety of areas, e.g., how to deal with employers, how to relate job interests and job requirements, and how to relate to students.

In conclusion, the following were consistently identified as high priority components in a comprehensive occupational placement service:

1. School district services for individuals in securing full-time, part-time, summer, and odd jobs.
2. Services for all client groups including college-bound, vocational education, special needs, and dropout students, alumni, and all other people in the community.
3. Orientation, assessment and preparation of persons for career planning, developing job openings, making resumes, taking interviews and self-placement.
4. The distribution of information to employers about the students and a system for identifying available jobs for the students.

5. The provision of information relative to jobs, their availability, interviews, contact persons and general career information.
6. Job/student matching including direct referral and placement of students with employers.
7. Follow-up functions to gather data relative to the success of individuals getting, keeping, and advancing on a job.
8. Personnel qualified to provide comprehensive services.
9. Office provisions for job and student processing.
10. Community involvement of parents, students, employers in making recommendations relative to the operation of the service.
11. Sufficient funding from local, state and federal sources to operate the service.

It was these general operational components that formed the basis for the development and validation of the survey instrument used in this study.

### CHAPTER III

#### METHODS AND PROCEDURES

The purpose of this study was to determine, through the responses and opinions of principals representative of small, medium and large senior high schools in Iowa, the existence, effectiveness, and the essentialness of occupational placement service components within the major placement functions listed below:

- 1.00 Client Groups
- 2.00 Pre-Employment
- 3.00 Job Development
- 4.00 Occupational Information
- 5.00 Job Placement
- 6.00 Follow-up
- 7.00 Personnel
- 8.00 Office and Logistical
- 9.00 Community Development
- 10.00 Funding

This chapter describes the methods and procedures that were used to gather and analyze the data required for the study. This chapter is divided into four parts:

1. Selection of the Sample;
2. Description of the Survey Instrument;
3. Methods of Collecting Data; and
4. Treatment of the Data.

### Selection of the Sample

The population of this study consisted of all secondary school principals employed full-time in the state of Iowa.

Subjects for this study were sought from small, medium and large-sized senior high schools as listed by the Management Information Division, Department of Public Instruction, Des Moines, Iowa in the 1976-77 Iowa Educational Directory (75). The Division provided identification numbers for all of Iowa's 450 senior high schools.

Grouping by districts by size according to enrollment was established by a committee of educational research consultants from the major colleges and universities in Iowa. The groupings were made with three criteria in mind: a sufficient number of districts for adequate comparison, an approximate similarity in enrollment, and a numerical grouping with whole number divisions (73). More specifically, the three size classifications and their enrollment ranges for this study are:

- a. Small-sized schools, enrollment 153-749;
- b. Medium-sized schools, enrollment 750-1999; and
- c. Large-sized schools, enrollment 2000 and up.

C  
A  
V  
E  
L  
P  
  
T  
=  
P  
E  
-  
S  
M  
:  
T  
-  
  
S  
M  
W  
S  
S  
S  
E

A 25 percent stratified sample was selected by size classification using the IBM 3600 computer operated by the Applications Programming Laboratory at Michigan State University. The 112 senior high school principals representative of small, medium and large schools and all 15 area education agencies of Iowa, were selected as potential respondents, as outlined in Table 1.

TABLE 1.--Population and Sample Data.

| K-12 District Enrollment Class | Popl.: Number Districts | % Dist. Per Class | Number Subjects Sampled | Number Subjects Responded | % Respondents |
|--------------------------------|-------------------------|-------------------|-------------------------|---------------------------|---------------|
| Small 153-749                  | 243                     | 54.00             | 53                      | 46                        | 86.79         |
| Medium 750-1999                | 147                     | 34.67             | 32                      | 25                        | 78.13         |
| Large 2000-up                  | 60                      | 13.33             | 27                      | 24                        | 88.89         |
| Totals                         | 450                     | 100.00            | 112                     | 95                        | 84.82         |

#### Description of the Survey Instrument

One instrument was utilized to gather data for this study. The instrument was developed by the researcher, using a list of 57 occupational placement components to which the principals responded twice by checking (1) a five-item "current component and effectiveness" scale ranging from "Our school does not have this component" to "Our school does have this component and it is very effective--it needs no improvement" and (2) a four-item

'e

ne

at

in

in

sch

th

th

pl

re

se

re

to

th

re

re

th

re

th

re

th

th

"essentialness" scale ranging from "This component is neither desirable nor essential" to "This component is absolutely essential."

A jury of 11 placement specialists representative of geographically selected small, medium and large schools, the Iowa Department of Public Instruction and the Job Service of Iowa assisted in the face validation of the instrument. The instrument was further improved and piloted by three senior high school principals, each representing a school-size classification, before being sent to the sampled principals.

#### Methods of Collecting Data

Upon completion of the selection of the samples, a questionnaire and cover letter (see Appendix A) were sent to each potential respondent explaining the purpose of the study and solicited their participation.

All participants were advised that the information received would be held in the strictest confidence and that no school would be identified by name in this study. Telephone calls were made and second copies of the questionnaire were sent to those principals who failed to return the completed questionnaire. This procedure enabled the researcher to obtain returns from 84.82 percent (see Table 1) of the selected principals.

### Treatment of Data

After the completed questionnaires were received, the data contained was coded and prepared for transfer to key punched cards for computer analysis. Statistical treatment of the data was performed by the IBM 3600 computer at the Michigan State University Computation Center using the computer program Statistical Package for the Social Sciences (117).

A chi-square test was used to test for a significant relationship (at alpha .05) between the principal's opinions of component/s effectiveness, and their opinions of how essential it is to provide the service component/s in their senior high schools.

Chi-square was also used to provide descriptive data on the interrelationship of "effectiveness" and "essentialness," i.e., (a) the components that didn't exist and the opinions of principals relative to their essentialness, (b) those components that did exist and principals believed to be equally effective as essential, (c) those existing components that principals believed to be more essential than effective, and (d) those existing components that principals believed to be more effective than essential.

## CHAPTER IV

### FINDINGS OF THE STUDY

One hundred twelve senior high school principals were selected and requested to respond to a 57 component survey instrument on occupational placement services. Ninety-five principals or 84.82 percent of the population responded. See Table 1.

The data were analyzed in accordance with the purposes of the study, mainly, to determine through the responses and opinions of the principals, the following:

1. What occupational placement components are offered by senior high schools in Iowa?
2. How effective are the existing occupational placement components in the senior high schools of Iowa?
3. How essential is it to offer occupational placement components in the senior high schools of Iowa?

The findings are reported in five sections. The first four sections are presented in this chapter and the last is Appendix B.

1. General findings of occupational placement services (see Table 2), determined existent or non-existent, and their essentialness as perceived by senior high school principals.
2. Component essentialness in rank order (most essential to least essential) by computed mean, i.e.,

1.00-1.50--neither desirable nor essential;

1.51-2.50--desirable but not essential;

2.51-3.50--essential; and

3.51-4.00--very essential.

See Table 3.

3. Current components and their level of effectiveness, in rank order (most effective to least effective) by computed mean scores, i.e.,

1.00-1.50--very ineffective;

1.51-2.50--effective;

2.51-3.50--effective; and

3.51-4.00--very effective.

See Table 4.

4. Essential components currently effective, i.e., components considered by principals to be

- a. essential, existing and effective, i.e.,  
equally effective and essential;
- b. essential, but ineffective or very  
ineffective, i.e., more essential than  
effective; or
- c. effective, but not essential, i.e., more  
effective than essential.

See Table 5.

- 5. Descriptive data (see Appendix B) on each component, i.e.,
  - a. the percentage of schools that don't have  
the component, and of those, the percentage of principals who believe it is
    - 1. neither desirable nor essential;
    - 2. desirable but not essential;
    - 3. essential; or
    - 4. very essential; and
  - b. the percentage of schools that have the  
component and the percentage of principals who believe it is
    - 1. more essential than effective;
    - 2. equally effective as essential; or
    - 3. more effective than essential; and
  - c. chi-square tests from which the descriptive data described above and significance levels were drawn.

Findings of Occupational Placement  
Services, in General

Of the responding principals, 66.9 percent do not have occupational placement services in operation in their senior high schools. Of those, 13.0 percent are of the opinion that these services are neither desirable nor essential, while 30.6 percent believe that the services are desirable but not essential. However, 19.1 percent believe that the services are essential and 4.2 percent believe that the services are absolutely essential. See Table 2.

The remaining 33.1 percent of the respondents do have occupational placement services in their schools. Of those, 13.0 percent feel that the services are desirable, essential, or absolutely essential for their students but believe they are ineffective or very ineffective as they exist. Further, 15.7 percent believe that the services are as effective as necessary, i.e., they need little or no improvement. However, 4.4 percent of the respondents feel that the services at their school are more effective than essential, i.e., though in their opinion the services are operationally effective, the principals are not convinced that the services are an essential or absolutely essential function of their school.

TABLE 2.--General Findings for Respondents (N = 95).

|                         | Percentage of Respondents | Opinions Regarding Services     |
|-------------------------|---------------------------|---------------------------------|
| Do not Provide Services | 13.0                      | Neither Desirable nor Essential |
|                         | 66.9 30.6                 | Desirable but not Essential     |
|                         | 19.1                      | Essential                       |
|                         | 4.2                       | Absolutely Essential            |
| Do Provide Services     | 13.0                      | More Essential than Effective   |
|                         | 33.1 15.7                 | Equally Essential and Effective |
|                         | 4.4                       | Less Essential than Effective   |

Table 3, on pages 65-71, provides a rank order listing of the mean scores of the 57 components, on the basis of essentialness, as perceived by the total sample.

The asterisks indicate the level of significance, i.e.,

\* .05  
 \*\* .01  
 \*\*\* .005  
 \*\*\*\* .001.

Table 4, on pages 72-78, provides a rank order listing of the mean scores of the 57 components, on the basis of effectiveness, as perceived by only the portion of the total sample that have operationalized specific placement service components.

TABLE 3.--Component Essentialness--Rank Ordered.

| Component Number | Description                                                                                                                                           | Rank | Mean  | Essentialness Level |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|---------------------|
| ****4.01         | Up-to-date printed information about different types of occupations.                                                                                  | 1    | 3.287 | Essential           |
| 2.03             | Instructions for students on how to develop job openings, make resumes, take interviews and place themselves.                                         | 2    | 3.256 | Essential           |
| 2.02             | Train students how to explore job possibilities, develop a tentative career plan, and begin acquiring the skills to implement their plans.            | 3    | 3.221 | Essential           |
| ***4.05          | Sessions with students informing them of the Career Information System of Iowa (CISI).                                                                | 4    | 2.938 | Essential           |
| ****5.05         | <u>A co-op program</u> , where students spend part of their course working at a job related to the skills they are learning at your school.           | 5    | 2.892 | Essential           |
| **2.04           | The capacity to test students in specific job-related skills to help them identify which skills to improve in order to meet job entry requirements.   | 6    | 2.875 | Essential           |
| *4.02            | An up-to-date list of available jobs in your local area.                                                                                              | 7    | 2.873 | Essential           |
| ****4.06         | Released time from school for field trips and "on-the-job" experiences that give students first-hand exposure to jobs they are tentatively exploring. | 8    | 2.829 | Essential           |

TABLE 3.--Continued.

| Component Number | Description                                                                                                                                                                         | Rank | Mean  | Essentialness Level |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|---------------------|
| ***7.08          | Occupational placement services provided by personnel from the <u>Job Service of Iowa</u> .                                                                                         | 9    | 2.805 | Essential           |
| ***7.09          | Occupational placement services provided by the <u>State Vocational Rehabilitation Services</u> .                                                                                   | 10   | 2.772 | Essential           |
| ****4.04         | School-contacted local people available to discuss their respective occupations with interested students.                                                                           | 11   | 2.765 | Essential           |
| ****1.04         | Occupational placement services for <u>special needs</u> (disadvantaged, handicapped) <u>students</u> .                                                                             | 12   | 2.741 | Essential           |
| **1.03           | Occupational placement services for <u>vocational education students</u> .                                                                                                          | 13   | 2.714 | Essential           |
| *3.03            | A system for identifying available jobs and gathering, developing and distributing job descriptions to the students of your school.                                                 | 14   | 2.704 | Essential           |
| 3.05             | Regular visits by teachers and counselors to local employers to update their knowledge about the job-entry requirements being demanded of students.                                 | 15   | 2.695 | Essential           |
| 10.02            | Monies for occupational placement services from the Iowa Department of Public Instruction.                                                                                          | 16   | 2.613 | Essential           |
| ****5.06         | <u>A work-study program</u> , where students work part-time for the school or other non-profit institutions to enable them to earn money so that they can complete their education. | 17   | 2.598 | Essential           |

TABLE 3.--Continued.

| Component Number | Description                                                                                                                                                                                                | Rank | Mean  | Essentialness Level         |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|-----------------------------|
| ****3.02         | Documented job-related information (physical, personality, interests, attendance, age, course work) on individual students of your school, available to employers upon approval by the student and parent. | 18   | 2.568 | Essential                   |
| ***7.02          | Occupational placement services provided by your <u>guidance counselor/s.</u>                                                                                                                              | 19   | 2.556 | Essential                   |
| ***3.04          | Specific materials or contacts that can prepare a student with information about an employer he or she is about to interview.                                                                              | 20   | 2.545 | Essential                   |
| 10.03            | Monies for occupational placement services from the Federal Government.                                                                                                                                    | 21   | 2.493 | Desirable but not Essential |
| ****4.08         | Career days where employers talk to students about local job opportunities.                                                                                                                                | 22   | 2.476 | Desirable but not Essential |
| ****7.04         | Occupational placement services provided by a <u>cooperative education coordinator.</u>                                                                                                                    | 23   | 2.475 | Desirable but not Essential |
| ****6.01         | Gathering and reporting data relative to the success of students getting, keeping and advancing on a job, including the type of job, how obtained, type of company, length of time held, job satisfaction. | 24   | 2.456 | Desirable but not Essential |
| 6.05             | An annual survey of graduates and their employers to determine how the school's placement service could be improved.                                                                                       | 25   | 2.455 | Desirable but not Essential |

TABLE 3.--Continued.

| Component Number | Description                                                                                                                               | Rank | Mean  | Essentialness Level          |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------|-------|------------------------------|
| **10.01          | Monies for occupational placement services from local (school district) taxes.                                                            | 27   | 2.449 | Desirable but not Essential  |
| **** 6.02        | Gathering and reporting of ratings of your school's job-related preparation of students, by former students.                              | 27   | 2.449 | Desirable but not Essential  |
| 6.04             | An annual survey of employers to determine what qualifications they are looking for in the students they accept.                          | 27   | 2.449 | Desirable but not Essential  |
| 2.01             | A handbook or guide for students and parents describing the school's occupational placement services and how to use them.                 | 29   | 2.446 | Desirable but not Essential  |
| ** 1.01          | Occupational placement services for <u>general education students</u> (those not enrolled in college or vocational preparatory programs). | 30   | 2.440 | Desirable but not Essential  |
| **** 5.02        | Services for students to secure regularly scheduled <u>part-time jobs</u> .                                                               | 31   | 2.422 | Desirable but not Essential  |
| **** 5.04        | Services for students to secure <u>summer jobs</u> .                                                                                      | 32   | 2.410 | Desirable but not Essential. |
| ** 7.07          | Occupational placement services provided by personnel from the <u>Area Vocational Technical School and/or Community College</u> .         | 33   | 2.382 | Desirable but not Essential  |
| **** 3.06        | Regular visits by a school representative to employers who have not recently hired your students to try to reverse the situation.         | 34   | 2.373 | Desirable but not Essential  |

TABLE 3.--Continued.

| Component Number | Description                                                                                                                                             | Rank | Mean  | Essentialness Level         |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|-----------------------------|
| 9.03             | Regular meetings with employers regarding needed curriculum changes in the school's occupational placement services.                                    | 35.5 | 2.372 | Desirable but not Essential |
| * 3.01           | A public information sheet designed to inform employers about the quality of your school's training programs.                                           | 35.5 | 2.372 | Desirable but not Essential |
| **** 4.07        | Regular visits to your school by recent alumni to speak to students and faculty about their school placement and job experiences.                       | 37   | 2.370 | Desirable but not Essential |
| 1.05             | Occupational placement services for <u>drop-outs</u> from your school.                                                                                  | 38   | 2.342 | Desirable but not Essential |
| 9.01             | An advisory committee, including recent graduates and employers that make recommendations to the school about how to improve the occupational services. | 39   | 2.321 | Desirable but not Essential |
| **** 5.03        | Services for students to secure <u>odd-jobs</u> .                                                                                                       | 40   | 2.282 | Desirable but not Essential |
| **** 5.01        | Services for students to secure <u>full-time</u> jobs after termination or graduation from your school.                                                 | 41   | 2.266 | Desirable but not Essential |
| 2.05             | Annual meetings designed to teach child labor laws to all people connected with student placement, including students.                                  | 42   | 2.247 | Desirable but not Essential |
| **** 1.02        | Occupational placement services for <u>college-bound</u> students.                                                                                      | 43   | 2.244 | Desirable but not Essential |

TABLE 3.--Continued.

| Component Number | Description                                                                                                                        | Rank | Mean  | Essentialness Level         |
|------------------|------------------------------------------------------------------------------------------------------------------------------------|------|-------|-----------------------------|
| **** 4.03        | School-scheduled interviews for students by employers at your school.                                                              | 44   | 2.216 | Desirable but not Essential |
| **** 8.02        | <u>Part-time</u> (before and/or after school) occupational placement services <u>during the school year.</u>                       | 45   | 2.203 | Desirable but not Essential |
| 9.02             | Regular meetings with parents in order to involve them in the school's occupational placement services activities.                 | 46   | 2.192 | Desirable but not Essential |
| 8.01             | Maintenance of office, phone, secretarial and clerical help for job and student information processing for occupational placement. | 47   | 2.186 | Desirable but not Essential |
| **** 6.03        | A follow-up interview service that is responsible for helping students stay on a job or change their career plans.                 | 48   | 2.158 | Desirable but not Essential |
| 7.05             | Occupational placement services provided by your <u>specially designated placement coordinator.</u>                                | 49   | 2.149 | Desirable but not Essential |
| *** 8.04         | <u>Part-time</u> occupational placement services <u>during the summer months.</u>                                                  | 50   | 2.097 | Desirable but not Essential |
| ** 8.03          | <u>Full-time</u> (all day) occupational placement services <u>during the school year.</u>                                          | 51   | 2.083 | Desirable but not Essential |
| *** 7.06         | Occupational placement services provided by personnel from <u>the Area Education Agency.</u>                                       | 52   | 2.027 | Desirable but not Essential |
| *** 8.05         | <u>Full-time</u> occupational placement services <u>during the summer months.</u>                                                  | 53   | 1.959 | Desirable but not Essential |

TABLE 3.--Continued.

| Component<br>Number | Description                                                                                    | Rank | Mean  | Essentialness<br>Level      |
|---------------------|------------------------------------------------------------------------------------------------|------|-------|-----------------------------|
| **** 1.06           | Occupational placement services for <u>alumni</u> seeking placement help in your community.    | 54   | 1.976 | Desirable but not Essential |
| **** 7.01           | Occupational placement services provided by your <u>teachers</u> .                             | 55   | 1.922 | Desirable but not Essential |
| **** 7.03           | Occupational placement services provided by you <u>princial</u> .                              | 56   | 1.907 | Desirable but not Essential |
| **** 1.07           | Occupational placement services for <u>all people in the community</u> seeking placement help. | 57   | 1.630 | Desirable but not Essential |

\* .05 level

\*\* .01 level

\*\*\* .005 level

\*\*\*\* .001 level

TABLE 4.--Current Components and Their Effectiveness--Rank Ordered.

| Component Number | Description                                                                                                                                                                                                | Rank | Mean  | Effectiveness Level |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|---------------------|
| ****4.01         | Up-to-date printed information about different types of occupations.                                                                                                                                       | 1    | 3.660 | Very Effective      |
| 2.03             | Instructions for students on how to develop job openings, make resumes, take interviews and place themselves.                                                                                              | 2    | 3.511 | Very Effective      |
| ****4.05         | Sessions with students informing them of the Career Information System of Iowa (CISI).                                                                                                                     | 3    | 3.447 | Effective           |
| 2.02             | Train students how to explore job possibilities, develop a tentative career plan, and begin acquiring the skills to implement their plans.                                                                 | 4    | 3.432 | Effective           |
| ****4.06         | Released time from school for field trips and "on-the-job" experiences that give students first-hand exposure to jobs they are tentatively exploring.                                                      | 5    | 3.106 | Effective           |
| ***7.09          | Occupational placement services provided by the <u>State Vocational Rehabilitation Services</u> .                                                                                                          | 6    | 2.890 | Effective           |
| ****4.04         | School-contacted local people available to discuss their respective occupations with interested students.                                                                                                  | 7    | 2.851 | Effective           |
| ****6.01         | Gathering and reporting data relative to the success of students getting, keeping and advancing on a job, including the type of job, how obtained, type of company, length of time held, job satisfaction. | 8    | 2.755 | Effective           |

TABLE 4.--Continued.

| Component Number | Description                                                                                                                                                                         | Rank | Mean  | Effectiveness Level |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|---------------------|
| **** 5.05        | <u>A co-op program</u> , where students spend part of their course working at a job related to the skills they are learning at your school.                                         | 9    | 2.723 | Effective           |
| ** 2.04          | The capacity to test students in specific job-related skills to help them identify which skills to improve in order to meet job entry requirements.                                 | 10   | 2.705 | Effective           |
| *** 7.02         | Occupational placement services provided by your <u>guidance counselor/s</u> .                                                                                                      | 11   | 2.527 | Effective           |
| **** 5.04        | Services for students to secure <u>summer jobs</u> .                                                                                                                                | 12   | 2.457 | Ineffective         |
| **** 5.06        | <u>A work-study program</u> , where students work part-time for the school or other non-profit institutions to enable them to earn money so that they can complete their education. | 13   | 2.368 | Ineffective         |
| **** 5.03        | Services for students to to secure <u>odd-jobs</u> .                                                                                                                                | 14   | 2.362 | Ineffective         |
| **** 4.08        | Career days where employers talk to students about local job opportunities.                                                                                                         | 15   | 2.309 | Ineffective         |
| *** 7.08         | Occupational placement services provided by personnel from the <u>Job Service of Iowa</u> .                                                                                         | 16   | 2.783 | Ineffective         |
| 2.05             | Annual meetings designed to teach child labor laws to all people connected with student placement, including students.                                                              | 17   | 2.237 | Ineffective         |
| **** 5.02        | Services for students to secure regularly scheduled <u>part-time jobs</u> .                                                                                                         | 18   | 2.191 | Ineffective         |

TABLE 4.--Continued.

| Component Number | Description                                                                                                                                                                                                | Rank | Mean  | Effectiveness Level |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|---------------------|
| **** 3.02        | Documented job-related information (physical, personality, interests, attendance, age, course work) on individual students of your school, available to employers upon approval by the student and parent. | 19   | 2.140 | Ineffective         |
| * 4.02           | An up-to-date list of available jobs in your local area.                                                                                                                                                   | 20   | 2.097 | Ineffective         |
| * 3.03           | A system for identifying available jobs and gathering, developing and distributing job descriptions to the students of your school.                                                                        | 21   | 2.043 | Ineffective         |
| **** 4.07        | Regular visits to your school by recent alumni to speak to students and faculty about their school placement and job experiences.                                                                          | 22.5 | 2.032 | Ineffective         |
| ** 1.03          | Occupational placement services for <u>vocational education students</u> .                                                                                                                                 | 22.5 | 2.032 | Ineffective         |
| **** 1.04        | Occupational placement services for <u>special needs</u> (disadvantaged, handicapped) <u>students</u> .                                                                                                    | 24   | 1.968 | Ineffective         |
| **** 7.04        | Occupational placement services provided by a <u>cooperative education coordinator</u> .                                                                                                                   | 25   | 1.935 | Ineffective         |
| 3.05             | Regular visits by teachers and counselors to local employers to update their knowledge about the job-entry requirements being demanded of students.                                                        | 26   | 1.872 | Ineffective         |
| **** 1.02        | Occupational placement services for <u>college-bound students</u> .                                                                                                                                        | 27.5 | 1.840 | Ineffective         |

TABLE 4.--Continued.

| Component Number | Description                                                                                                                               | Rank | Mean  | Effectiveness Level |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------|-------|---------------------|
| ** 1.01          | Occupational placement services for <u>general education students</u> (those not enrolled in college or vocational preparatory programs). | 27.5 | 1.840 | Ineffective         |
| ** 7.07          | Occupational placement services provided by personnel from the <u>Area Vocational Technical School and/or Community College</u> .         | 29   | 1.806 | Ineffective         |
| *** 3.04         | Specific materials or contacts that can prepare a student with information about an employer he or she is about to interview.             | 30   | 1.763 | Ineffective         |
| **** 8.02        | <u>Part-time</u> (before and/or after school) occupational placement services <u>during the school year</u> .                             | 31   | 1.648 | Ineffective         |
| **** 5.01        | Services for students to secure <u>full-time jobs</u> after termination or graduation from your school.                                   | 32   | 1.602 | Ineffective         |
| **** 7.03        | Occupational placement services provided by you, the <u>principal</u> .                                                                   | 33   | 1.533 | Ineffective         |
| **** 6.02        | Gathering and reporting of ratings of your school's job-related preparation of students, by former students.                              | 34   | 1.527 | Ineffective         |
| **** 3.06        | Regular visits by a school representative to employers who have not recently hired your students to try to reverse the situation.         | 35   | 1.511 | Ineffective         |

TABLE 4.--Continued.

| Component Number | Description                                                                                                                        | Rank | Mean  | Effectiveness Level |
|------------------|------------------------------------------------------------------------------------------------------------------------------------|------|-------|---------------------|
| **** 1.06        | Occupational placement services for <u>alumni</u> seeking placement help in your community.                                        | 36   | 1.479 | Very Ineffective    |
| **** 7.01        | Occupational placement services provided by your <u>teachers</u> .                                                                 | 37   | 1.473 | Very Ineffective    |
| 1.05             | Occupational placement services for <u>drop-outs</u> from school.                                                                  | 38   | 1.457 | Very Ineffective    |
| *** 8.04         | <u>Part-time</u> occupational placement services <u>during the summer months</u> .                                                 | 39   | 1.407 | Very Ineffective    |
| **10.01          | Monies for occupational placement services from local (school district) taxes.                                                     | 40   | 1.387 | Very Ineffective    |
| *** 7.06         | Occupational placement services provided by personnel from <u>the Area Education Agency</u> .                                      | 41   | 1.372 | Very Ineffective    |
| 8.01             | Maintenance of office, phone, secretarial and clerical help for job and student information processing for occupational placement. | 42   | 1.352 | Very Ineffective    |
| **** 1.07        | Occupational placement services for <u>all people in the community</u> seeking placement help.                                     | 43   | 1.351 | Very Ineffective    |
| **** 4.03        | School-scheduled interviews for students by employers at your school.                                                              | 44   | 1.333 | Very Ineffective    |
| **** 6.03        | A follow-up interview service that is responsible for helping students stay on a job or change their career plans.                 | 45   | 1.315 | Very Ineffective    |

TABLE 4.--Continued.

| Component Number | Description                                                                                                          | Rank | Mean  | Effectiveness Level |
|------------------|----------------------------------------------------------------------------------------------------------------------|------|-------|---------------------|
| 6.05             | An annual survey of graduates and their employers to determine how the school's placement service could be improved. | 46   | 1.312 | Very Ineffective    |
| *** 8.05         | <u>Full-time occupational placement services during the summer months.</u>                                           | 47   | 1.250 | Very Ineffective    |
| 6.04             | An annual survey of employers to determine what qualifications they are looking for in the students they accept.     | 49   | 1.247 | Very Ineffective    |
| 10.03            | Monies for occupational placement services from the Federal Government.                                              | 49   | 1.247 | Very Ineffective    |
| 10.02            | Monies for occupational placement services from the Iowa Department of Public Instruction.                           | 49   | 1.247 | Very Ineffective    |
| ** 8.03          | <u>Full-time (all day) occupational placement services during the school year.</u>                                   | 51   | 1.228 | Very Ineffective    |
| 7.05             | Occupational placement services provided by your <u>specially designated placement coordinator.</u>                  | 52   | 1.181 | Very Ineffective    |
| 9.03             | Regular meetings with employers regarding needed curriculum changes in the school's occupational placement services. | 53   | 1.170 | Very Ineffective    |
| * 3.01           | A public information sheet designed to inform employers about the quality of your school's training programs.        | 54   | 1.161 | Very Ineffective    |

TABLE 4.--Continued.

| Component<br>Number | Description                                                                                                                                             | Rank | Mean  | Effectiveness<br>Level |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|------------------------|
| 9.02                | Regular meetings with parents in order to involve them in the school's occupational placement services activities.                                      | 55   | 1.149 | Very Ineffective       |
| 2.01                | A handbook or guide for students and parents describing the school's occupational placement services and how to use them.                               | 56   | 1.140 | Very Ineffective       |
| 9.01                | An advisory committee, including recent graduates and employers that make recommendations to the school about how to improve the occupational services. | 57   | 1.138 | Very Ineffective       |

\* .05 level

\*\* .01 level

\*\*\* .005 level

\*\*\*\* .001 level

TABLE 5.--Essential Components Currently Effective.

| N = 95                                         | Component Essentialness                               |                |                                    | Component Effectiveness            |                |                                  |
|------------------------------------------------|-------------------------------------------------------|----------------|------------------------------------|------------------------------------|----------------|----------------------------------|
|                                                | Level                                                 | Rank           | Component Numbers<br>(See Table 2) | Component Numbers<br>(See Table 3) | Rank           | Level                            |
| Percent of<br>Schools<br>Without<br>Components | 3.51-4.00<br>Absolutely<br>Essential                  |                | None                               | 4.01<br>2.03                       | 1<br>2         | 3.51-4.00<br>Very<br>Effective   |
| 11.2                                           | 2.51-4.00                                             | 1              | 4.01                               | 4.05                               | 3              | 2.51-3.50                        |
| 5.8                                            | Essential                                             | 2              | 2.03                               | 2.02                               | 4              | Effective                        |
| 9.3                                            |                                                       | 3              | 2.02                               | 4.06                               | 5              |                                  |
| 13.6                                           |                                                       | 4              | 4.05                               | 7.09                               | 6              |                                  |
| 39.8                                           |                                                       | 5              | 5.05                               | 4.04                               | 7              |                                  |
| 32.9                                           |                                                       | 6              | 2.04                               | 6.01                               | 8              |                                  |
| 46.8                                           |                                                       | 7              | 4.02                               | 5.05                               | 9              |                                  |
| 22.0                                           |                                                       | 8              | 4.06                               | 2.04                               | 10             |                                  |
| 46.8                                           |                                                       | 9              | 7.08                               | 7.02                               | 11             |                                  |
| 30.4                                           |                                                       | 10             | 7.09                               |                                    |                |                                  |
| 25.9                                           |                                                       | 11             | 4.04                               |                                    |                |                                  |
| 66.7                                           |                                                       | 12             | 1.04                               |                                    |                |                                  |
| 61.9                                           |                                                       | 13             | 1.03                               |                                    |                |                                  |
| 51.9                                           |                                                       | 14             | 3.03                               |                                    |                |                                  |
| 57.3                                           |                                                       | 15             | 3.05                               |                                    |                |                                  |
| 90.7                                           |                                                       | 16             | 10.02                              |                                    |                |                                  |
| 47.6                                           |                                                       | 17             | 5.06                               |                                    |                |                                  |
| 57.5                                           |                                                       | 18             | 3.02                               |                                    |                |                                  |
| 37.0                                           |                                                       | 19             | 7.02                               |                                    |                |                                  |
| 61.8                                           |                                                       | 20             | 3.04                               |                                    |                |                                  |
|                                                | 1.51-2.50<br>Desirable but<br>not Essential           | 21<br>to<br>57 | 10.03 to 1.07                      | 5.04 to 3.06                       | 12<br>to<br>34 | 1.51-2.50<br>Ineffective         |
|                                                | 1.00-1.50<br>Neither<br>Desirable<br>Nor<br>Essential |                | None                               | 1.06 to 9.01                       | 35<br>to<br>54 | 1.00-1.50<br>Very<br>Ineffective |

## CHAPTER V

### CONCLUSIONS, SUMMARY, RECOMMENDATIONS AND REFLECTIONS

This chapter is presented in four major sections:  
conclusions, summary, recommendations, and reflections.

Conclusions are offered pertaining to:

1. The research hypothesis, in reference to
  - a. all 57 placement components combined, and
  - b. each of the 57 components individually.
2. The general population and inferences for the number of schools who
  - a. do not provide services,
  - b. provide services that are less effective than essential,
  - c. provide services that are as effective as necessary, and
  - d. provide services that are more effective than necessary.
3. Component essentialness, in reference to
  - a. the population, and
  - b. placement components.

4. Component effectiveness, in reference to
  - a. the population, and
  - b. placement components.
5. The interrelatedness of component essentialness and effectiveness.

The summary is a general overview of the conclusions.

Recommendations are offered relative to

1. Future studies,
2. Model design and exemplary programs,
3. Implementation in schools,
4. Curricula offerings, and
5. Leadership development.

Reflections are personal observations, based on the study data.

### Conclusions

#### Pertaining to the Research Hypothesis

The research hypothesis, proposed to test the significance of the findings, stated that there would be a significant relationship (at the .05) level between the principal's opinions of component/s effectiveness and their opinions of how essential it is to provide the service component in their senior high schools. More specifically, the null hypothesis is:

There will not be a significant relationship between the principal's opinions of component/s effectiveness, and their opinions of how essential it is to provide the service component/s in their senior high schools. Alpha level .05.

This hypothesis was tested with (a) all 57 components combined, to determine overall significance, and with (b) each of the 57 components to determine their individual significance.

With a computed chi-square significance level of .1628 for all 57 components combined, the null hypothesis was accepted at the .05 alpha level. Therefore, it was concluded that there was no significant relationship between the principals' opinions of component effectiveness and essentialness.

However, the null hypothesis was rejected for 42 of the 57 individual components that reached a .05 or greater level of significance. The components that did not reach a .05 alpha level were 1.05, 2.02, 3.05, 6.05, 8.01, 9.01, 6.04, 2.01, 7.05, 2.05, 2.03, 10.03, 9.02, 10.02 and 9.03. For these 15 components, the hypothesis was accepted and it was concluded that there was no significant relationship between the principals' opinions of component effectiveness and essentialness.

See Table 3 or Table 4 for the significance level for each component.

Pertaining to the  
Population

It can be inferred from the opinions of the principals that, of Iowa's 450 senior high school population,

--nearly seven out of ten (66.9%), or two thirds,

do not provide occupational placement services;

--slightly more than one out of ten, or 13.0

percent, are providing services that are

considered less effective than essential,

i.e., they need considerable improvement;

--approximately two out of ten, or 15.7 percent,

provide services that are as effective as

essential, i.e., they need little or no

improvement;

--less than one out of ten, or 4.4 percent, are

providing services that are more effective than

essential.

In reference to the 57 components, principals considered that

--none of the components were considered neither  
desirable nor essential,

--37, or 64.9 percent, were considered desirable  
but not essential,

--20, or 35.1 percent, were considered essential,

--none of the components were considered to be  
absolutely essential.

Pertaining to Component  
Effectiveness

In reference to the population

--nearly seven out of ten principals (66.9%)

do not provide the services, therefore there

was no opinion on effectiveness by that group,

--far less than one out of ten, or 3.3 percent,

provide very ineffective services.

--one out of ten, or 10.2 percent, provide

ineffective services

--nearly two out of ten, or 16.3 percent,

provide effective services,

--far less than one out of ten, or 3.3 percent,

provide very effective services.

In reference to the 57 components, principals  
perceive that

--22, or 38.6 percent, were considered very  
ineffective,

--24, or 42.1 percent, were considered ineffective,

--nine, or 15.8 percent, were considered effective,

--two, or 3.5 percent, were considered very  
effective.

Pertaining to the Interrelatedness  
of Component Essentialness and  
Effectiveness

From the data in Table 5, it is concluded that, in  
the opinions of the principals

- none of the 57 components are absolutely essential,
- 20 components were deemed essential, and of those 20
  - ten are currently in operation at an effective or very effective level,
- Of the remaining components,
  - ten are considered essential but at present are operating at an ineffective or very ineffective level,
  - all other components are desirable but not essential or neither desirable nor essential.

It is also concluded that the principals are of the opinion (see Table 5, Component Essentialness column) that the following 20 components are the only components essential to occupational placement services in Iowa's senior high schools, at this time. These components are numbered 4.01, 2.03, 2.02, 4.05, 5.05, 2.04, 4.02, 4.06, 7.08, 7.09, 4.04, 1.04, 1.03, 3.03, 3.05, 10.02, 5.06, 3.02, 7.02, and 3.04.

The component effectiveness column of Table 5 indicates that eleven of the components, that are deemed essential, already exist and are as effective as necessary. These components are numbered 4.01, 2.03, 4.05, 2.02, 4.06, 7.09, 4.04, 6.01, 5.05, 2.04 and 7.02. The first four components, ranked as effective and essential, are non-existent in approximately ten percent of the senior high

schools. The remaining six, deemed effective and essential, are non-existent in approximately 31.3 percent of the schools. Therefore, it can be concluded that only the ten remaining (uncircled) components are in need, in the opinions of the principals, of development at this time. More specifically, those components identified for development by the principals are number 4.02, 7.08, 1.04, 1.03, 3.03, 3.05, 10.02, 5.06, 3.02, and 3.04.

### Summary

The majority (two-thirds) of the senior high school principals in Iowa believe that occupational placement services are an essential and desirable function of their schools. However, one-tenth of the principals believed the services to be absolutely essential, and in contrast, about one-fifth of them believed that the services were neither desirable nor essential.

Only one-third of Iowa's senior high schools provide occupational placement services of some form and, of those, one-half of them are as effective, in the principals' opinion, as necessary.

The principals are of the opinion, at this time, that one-third of the placement components identified for the study are essential for implementation in their schools. However, they are of the opinion that all components are desirable.

### Recommendations

Based upon the preceding review of the literature, the findings of the study, and subsequent conclusions, the following recommendations are made:

1. Determine differences, as perceived by principals, between the roles of small, medium, and large senior high schools of Iowa in occupational placement.
2. Further validate the components of this study with persons who have expertise in occupational placement services in small, medium and large senior high schools.
3. After further validation of the components, the Iowa Department of Public Instruction should expand their role into the development of exemplary, transferable, comprehensive occupational placement services, for small, medium and large schools.
4. Determine the degree of effectiveness and essentialness of occupational placement services in the senior high schools within the boundaries of each of Iowa's 15 area education agencies (AEA's) and provide the AEA's with base data for the implementation of educational in-services and public awareness programs.

5. Provide in-service awareness programs on occupational placement services for senior high school principals.
6. Bolster the ineffective, but deemed essential, occupational placement service components, mainly, the 20 components identified as essential in the study.
7. Provide curricula offerings for leadership development programs that stress competencies in the concepts, implementation, operation, and evaluation of occupational placement programs.
8. Conduct additional studies of this nature to identify the specific behavioral competencies of occupational placement service leadership personnel.

### Reflections

It is the opinions and suggestions of the researcher that:

1. Placement programs for Iowa's senior high schools should be implemented in three phases. These phases would reflect, repeatedly, a basic, full or comprehensive program.

Phase I--Basic Program. Bolster the eleven placement service components considered currently effective and essential (see Table 5, Component Effectiveness column) in approximately one-third of the schools, to an effective level in the remaining two-thirds of the schools.

Phase II--Full Program. Develop, in addition to the Basic Program, the nine components considered essential, but currently ineffective in all schools. (See uncircled component numbers in Table 5, Component Essentialness column.)

Phase III--Comprehensive Program. Develop, in addition to the Full Program, the remaining 37 components, deemed desirable but not essential (see Table 3), in individual school districts that desire to implement such service components.

2. Basic operational procedures should be identified and budgets developed for each of the 57 components, relative to its implementation.
3. With the data, available as a result of accomplishing the two previous suggestions, cost projections should be made for the implementation of Basic, Full, and

Comprehensive Programs for individual school districts that desire such services.

4. With the data, cost projections should be made for the implementation of Basic, Full, and Comprehensive Programs for all schools in the State of Iowa.
5. Based on surprisingly good cooperation by and reaction from the responding principals during the survey, placement services are considered to be a viable curriculum component.
6. Placement services, considered a viable curriculum component, deserve funding consideration by policy-makers in Iowa.
7. If funding for the implementation of placement services is considered, the data of this study provides a base.

## **APPENDICES**

**APPENDIX A**

**SURVEY INSTRUMENT: A STUDY OF OCCUPATIONAL  
PLACEMENT SERVICES PROVIDED BY SENIOR HIGH  
SCHOOLS IN IOWA**

Iowa State University of Science and Technology



Ames, Iowa 50010

College of Education  
Industrial Education  
Telephone 515-294-1033

Date: February 12, 1977

To: Senior High School Principals in Iowa

From: Richard M. Libby, Assistant Professor  
Department of Industrial Education  
Iowa State University  
Ames, Iowa 50011

Dear Colleague:

I would appreciate your assistance in completing a study to determine the current status of occupational placement services in the senior high schools in Iowa. Because of your leadership and decision-making role, we would like your opinions of how essential it is that senior high schools offer this service. More specifically, we seek your responses regarding the following:

- (1) What occupational placement services are offered?
- (2) How effective, in your opinion, are the existing services?
- (3) How essential do you think it is to offer these services?

Attached is a response instrument enclosed in a stamped, return envelope listing identified "ideal" components of an occupational placement service. These components were identified as a result of two years of research of outstanding senior high school placement programs in the United States.

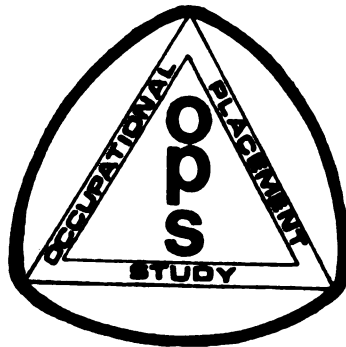
Your response to this study will provide us with base-data from which we can develop model programs, if deemed essential, for senior high schools of various sizes in Iowa.

Obviously, as with any study, a prompt response would be appreciated, preferably by March 1.

I thank you for your efforts and would be happy to provide the results upon request.

**A STUDY OF  
OCCUPATIONAL  
PLACEMENT  
SERVICES**

**PROVIDED BY  
SENIOR HIGH SCHOOLS IN IOWA**



**RICHARD M. LIBBY, ASSISTANT PROFESSOR  
DEPARTMENT OF INDUSTRIAL EDUCATION  
IOWA STATE UNIVERSITY**

| Area                                                         | Cnty.                                                                                 | Size                     | Class                               |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> <input type="checkbox"/>            | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            |
| <input type="checkbox"/> <input type="checkbox"/>            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            |
| <input type="checkbox"/> <input type="checkbox"/>            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            |

The purpose of this study is to determine, through the responses and opinions of senior high school principals, the following:

- (1) What occupational placement services are offered by senior high schools in Iowa?
- (2) How effective are the existing occupational placement services in the senior high schools in Iowa?
- (3) How essential is it to offer occupational placement services in the senior high schools of Iowa?

For the purposes of this study, Occupational Placement Services are defined as: School district services for individuals in securing full-time, part-time, summer and odd jobs.

**Please respond TWICE to each of the so-called "ideal" components of an occupational placement service for a senior high school.**

... if your school does not have this component, place a check (✓) in block 1 under CURRENT COMPONENTS AND THEIR EFFECTIVENESS.

... if your school does have this component, indicate how effective it is by placing a check (✓) in one of the blocks (2 through 5) under OUR SCHOOL DOES HAVE THIS COMPONENT AND IT IS:

... please indicate how essential you feel this component is to a school's occupational placement service by placing a check (✓) in one of the blocks (1 through 4) under HOW ESSENTIAL!/THIS COMPONENT IS:

Please respond to essentialness whether your school does or does not have this component.

by Libby

## COMPONENTS

1.01 Occupational placement services for general education students (those not enrolled in college or vocational preparatory programs). \_\_\_\_\_

1.02 Occupational placement services for college-bound students.

**1.03 Occupational placement services for vocational education students.**\_\_\_\_\_

1.04 Occupational placement services for special needs  
(disadvantaged, handicapped) students. \_\_\_\_\_

1.05 Occupational placement services for drop-outs from  
your school.

1.06 Occupational placement services for alumni seeking placement help in your community. \_\_\_\_\_

1.07 Occupational placement services for all people in  
the community seeking placement help. \_\_\_\_\_

2.01 A handbook or guide for students and parents describing the school's occupational placement services and how to use them. \_\_\_\_\_

[illegible]

## by Libby

**2.00 PRE-EMPLOYMENT SERVICES (cont')**

- 2.02 Train students how to explore job possibilities, develop a tentative career plan, and begin acquiring the skills to implement their plans.
- 2.03 Instructions for students on how to develop job openings, make resumes, take interviews and place themselves.
- 2.04 The capacity to test students in specific job-related skills to help them identify which skills to improve in order to meet job entry requirements.
- 2.05 Annual meetings designed to teach child labor laws to all people connected with student placement, including students.

### 3.00 JOB DEVELOPMENT SERVICES (06)

- 3.01 A public information sheet designed to inform employers about the quality of your school's training program.
- 3.02 Documented job-related information (physical, personality, interests, attendance, age, course work) on individual students of your school, available to employers upon approval by the student and parent.

| CURRENT COMPONENTS AND THEIR EFFECTIVENESS |                                                                                                               | OUR SCHOOL DOES HAVE THIS COMPONENT AND IT IS: |   |   |   |   | HOW ESSENTIAL? |   |   |   |  |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------|---|---|---|---|----------------|---|---|---|--|
| OUR SCHOOL DOES NOT HAVE THIS COMPONENT.   |                                                                                                               | 1                                              | 2 | 3 | 4 | 5 | 1              | 2 | 3 | 4 |  |
|                                            | VERY INEFFECTIVE - it needs total improvement.                                                                |                                                |   |   |   |   |                |   |   |   |  |
|                                            | INEFFECTIVE - it needs considerable improvement.                                                              |                                                |   |   |   |   |                |   |   |   |  |
|                                            | EFFECTIVE - but it could use some improvement.                                                                |                                                |   |   |   |   |                |   |   |   |  |
|                                            | VERY EFFECTIVE - it needs no improvement.                                                                     |                                                |   |   |   |   |                |   |   |   |  |
|                                            | NEITHER DESIRABLE NOR ESSENTIAL<br>This component would add nothing to a good placement service.              |                                                |   |   |   |   |                |   |   |   |  |
|                                            | DESIRABLE BUT NOT ESSENTIAL -<br>This component would be a nice addition to a placement service.              |                                                |   |   |   |   |                |   |   |   |  |
|                                            | ESSENTIAL - This component should be part of a good placement service in order to make the service effective. |                                                |   |   |   |   |                |   |   |   |  |
|                                            | ABSOLUTELY ESSENTIAL - This component MUST be part of a good placement service or else the service will fail. |                                                |   |   |   |   |                |   |   |   |  |

# OCCUPATIONAL PLACEMENT STUDY

## COMPONENTS

### 3.00 JOB DEVELOPMENT SERVICES (cont')

**3.03 A system for identifying available jobs and gathering, developing and distributing job descriptions to the students of your school.**\_\_\_\_\_

3.04 Specific materials or contacts that can prepare a student with information about an employer he or she is about to interview. \_\_\_\_\_

3.05 Regular visits by teachers and counselors to local employers to update their knowledge about the job-entry requirements being demanded of students. —

3.06 Regular visits by a school representative to employers who have not recently hired your students to try to reverse the situation. \_\_\_\_\_

#### 4.00 OCCUPATIONAL INFORMATION SERVICES (08)

4.01 Up-to-date printed information about different types of occupations. \_\_\_\_\_

4.02 An up-to-date list of available jobs in your local area.

4.03 School-scheduled interviews for students by employers at your school. \_\_\_\_\_

| CURRENT COMPONENTS AND THEIR EFFECTIVENESS |                                                  | HOW ESSENTIAL?                                                                            |     |
|--------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------|-----|
| OUR SCHOOL DOES NOT HAVE THIS COMPONENT.   | OUR SCHOOL DOES HAVE THIS COMPONENT AND IT IS:   | THIS COMPONENT IS:                                                                        |     |
| 1                                          | VERY INEFFECTIVE - IT needs total improvement.   | NEEDABLES NOT NECESSARY - This component would be a nice addition to a placement service. | 1   |
| 2                                          | INEFFECTIVE - It needs considerable improvement. |                                                                                           | 2   |
| 3                                          | EFFECTIVE - but it could use some improvement.   |                                                                                           | 3   |
| 4                                          | VERY EFFECTIVE - It needs no improvement.        |                                                                                           | 4   |
| 5                                          |                                                  |                                                                                           | 5   |
| 6                                          |                                                  |                                                                                           | 6   |
| 7                                          |                                                  |                                                                                           | 7   |
| 8                                          |                                                  |                                                                                           | 8   |
| 9                                          |                                                  |                                                                                           | 9   |
| 10                                         |                                                  |                                                                                           | 10  |
| 11                                         |                                                  |                                                                                           | 11  |
| 12                                         |                                                  |                                                                                           | 12  |
| 13                                         |                                                  |                                                                                           | 13  |
| 14                                         |                                                  |                                                                                           | 14  |
| 15                                         |                                                  |                                                                                           | 15  |
| 16                                         |                                                  |                                                                                           | 16  |
| 17                                         |                                                  |                                                                                           | 17  |
| 18                                         |                                                  |                                                                                           | 18  |
| 19                                         |                                                  |                                                                                           | 19  |
| 20                                         |                                                  |                                                                                           | 20  |
| 21                                         |                                                  |                                                                                           | 21  |
| 22                                         |                                                  |                                                                                           | 22  |
| 23                                         |                                                  |                                                                                           | 23  |
| 24                                         |                                                  |                                                                                           | 24  |
| 25                                         |                                                  |                                                                                           | 25  |
| 26                                         |                                                  |                                                                                           | 26  |
| 27                                         |                                                  |                                                                                           | 27  |
| 28                                         |                                                  |                                                                                           | 28  |
| 29                                         |                                                  |                                                                                           | 29  |
| 30                                         |                                                  |                                                                                           | 30  |
| 31                                         |                                                  |                                                                                           | 31  |
| 32                                         |                                                  |                                                                                           | 32  |
| 33                                         |                                                  |                                                                                           | 33  |
| 34                                         |                                                  |                                                                                           | 34  |
| 35                                         |                                                  |                                                                                           | 35  |
| 36                                         |                                                  |                                                                                           | 36  |
| 37                                         |                                                  |                                                                                           | 37  |
| 38                                         |                                                  |                                                                                           | 38  |
| 39                                         |                                                  |                                                                                           | 39  |
| 40                                         |                                                  |                                                                                           | 40  |
| 41                                         |                                                  |                                                                                           | 41  |
| 42                                         |                                                  |                                                                                           | 42  |
| 43                                         |                                                  |                                                                                           | 43  |
| 44                                         |                                                  |                                                                                           | 44  |
| 45                                         |                                                  |                                                                                           | 45  |
| 46                                         |                                                  |                                                                                           | 46  |
| 47                                         |                                                  |                                                                                           | 47  |
| 48                                         |                                                  |                                                                                           | 48  |
| 49                                         |                                                  |                                                                                           | 49  |
| 50                                         |                                                  |                                                                                           | 50  |
| 51                                         |                                                  |                                                                                           | 51  |
| 52                                         |                                                  |                                                                                           | 52  |
| 53                                         |                                                  |                                                                                           | 53  |
| 54                                         |                                                  |                                                                                           | 54  |
| 55                                         |                                                  |                                                                                           | 55  |
| 56                                         |                                                  |                                                                                           | 56  |
| 57                                         |                                                  |                                                                                           | 57  |
| 58                                         |                                                  |                                                                                           | 58  |
| 59                                         |                                                  |                                                                                           | 59  |
| 60                                         |                                                  |                                                                                           | 60  |
| 61                                         |                                                  |                                                                                           | 61  |
| 62                                         |                                                  |                                                                                           | 62  |
| 63                                         |                                                  |                                                                                           | 63  |
| 64                                         |                                                  |                                                                                           | 64  |
| 65                                         |                                                  |                                                                                           | 65  |
| 66                                         |                                                  |                                                                                           | 66  |
| 67                                         |                                                  |                                                                                           | 67  |
| 68                                         |                                                  |                                                                                           | 68  |
| 69                                         |                                                  |                                                                                           | 69  |
| 70                                         |                                                  |                                                                                           | 70  |
| 71                                         |                                                  |                                                                                           | 71  |
| 72                                         |                                                  |                                                                                           | 72  |
| 73                                         |                                                  |                                                                                           | 73  |
| 74                                         |                                                  |                                                                                           | 74  |
| 75                                         |                                                  |                                                                                           | 75  |
| 76                                         |                                                  |                                                                                           | 76  |
| 77                                         |                                                  |                                                                                           | 77  |
| 78                                         |                                                  |                                                                                           | 78  |
| 79                                         |                                                  |                                                                                           | 79  |
| 80                                         |                                                  |                                                                                           | 80  |
| 81                                         |                                                  |                                                                                           | 81  |
| 82                                         |                                                  |                                                                                           | 82  |
| 83                                         |                                                  |                                                                                           | 83  |
| 84                                         |                                                  |                                                                                           | 84  |
| 85                                         |                                                  |                                                                                           | 85  |
| 86                                         |                                                  |                                                                                           | 86  |
| 87                                         |                                                  |                                                                                           | 87  |
| 88                                         |                                                  |                                                                                           | 88  |
| 89                                         |                                                  |                                                                                           | 89  |
| 90                                         |                                                  |                                                                                           | 90  |
| 91                                         |                                                  |                                                                                           | 91  |
| 92                                         |                                                  |                                                                                           | 92  |
| 93                                         |                                                  |                                                                                           | 93  |
| 94                                         |                                                  |                                                                                           | 94  |
| 95                                         |                                                  |                                                                                           | 95  |
| 96                                         |                                                  |                                                                                           | 96  |
| 97                                         |                                                  |                                                                                           | 97  |
| 98                                         |                                                  |                                                                                           | 98  |
| 99                                         |                                                  |                                                                                           | 99  |
| 100                                        |                                                  |                                                                                           | 100 |

# OCCUPATIONAL PLACEMENT STUDY

# Libby

4.04 School-contacted local people available to discuss their respective occupations with interested students.

4.05 Sessions with students informing them of the Career Information System of Iowa (CISI). -----

4.06 Released time from school for field trips and "on-the-job" experiences that give students first-hand exposure to jobs they are tentatively exploring. —

4.07 Regular visits to your school by recent alumni to speak to students and faculty about their school placement and job experiences.

4.08 Career days where employers talk to students about local job opportunities.

## 00 JOB PLACEMENT SERVICES (06)

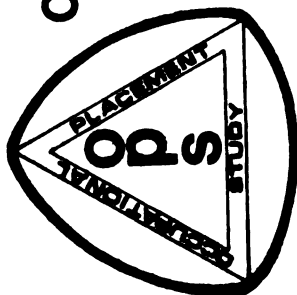
5.01 Services for students to secure full-time jobs after termination or graduation from your school.

**5.02 Services for students to secure regularly scheduled part-time jobs.** \_\_\_\_\_

### 5.03 Services for students to secure odd-jobs.

[illegible]

## by Libby



## COMPONENTS

### 3.04 Services for students to secure summer jobs.

### 3.04 Services for students to secure summer jobs.

5.05 A co-op program, where students spend part of their course working at a job related to the skills they are learning at your school. \_\_\_\_\_

5.06 A work-study program, where students work part-time for the school or other non-profit institutions to enable them to earn money so that they can complete their education.

**6.00 FOLLOW-UP FUNCTIONS (05)**

6.01 Gathering and reporting data relative to the success of students getting, keeping and advancing on a job, including the type of job, how obtained, type of company, length of time held, job satisfaction.

6.02 Gathering and reporting of ratings of your school's job-related preparation of students, by former students.

6.03 A follow-up interview service that is responsible for helping students stay on a job or change their career plans.

| OUR SCHOOL DOES NOT HAVE THIS COMPONENT. |                                                | OUR SCHOOL DOES HAVE THIS COMPONENT AND IT IS: |                                                |                                           |                                                                                                      | HOW ESSENTIAL?                                                                                  |                                                                                                                 |                                                                                                                 |  |
|------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--|
| 1                                        | 2                                              | 3                                              | 4                                              | 5                                         | 1                                                                                                    | 2                                                                                               | 3                                                                                                               | 4                                                                                                               |  |
|                                          | VERY INEFFECTIVE - It made little improvement. | INEFFECTIVE - It made negligible improvement.  | EFFECTIVE - but it could use more improvement. | VERY EFFECTIVE - It made big improvement. | NEITHER DESIRABLE NOR INDESIRABLE - This component would not contribute to a good placement service. | DESIRABLE BUT NOT NECESSARILY - This component would be a nice addition to a placement service. | NECESSARILY - This component should be part of a good placement service in order to make the service effective. | ABSOLUTELY NECESSARILY - This component MUST be part of a good placement service or else the service will fail. |  |

114

1

- |      |                   |
|------|-------------------|
| what | employers<br>vice |
|------|-------------------|

10

- |       |  |
|-------|--|
| your  |  |
| your  |  |
| you,  |  |
| a     |  |
| your  |  |
| per-- |  |



| CURRENT COMPONENTS AND THEIR EFFECTIVENESS            |                                                         | HOW ESSENTIAL?                                                                                |                                                                                                               |
|-------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| OUR SCHOOL DOES <u>HAVE</u> THIS COMPONENT AND IT IS: | THIS COMPONENT IS:                                      | THIS COMPONENT IS:                                                                            |                                                                                                               |
| OUR SCHOOL DOES <u>NOT HAVE</u> THIS COMPONENT.       | THIS COMPONENT IS:                                      | THIS COMPONENT IS:                                                                            |                                                                                                               |
| VERY INEFFECTIVE - it needs <u>MAJOR</u> improvement. | INEFFECTIVE - it needs <u>CONSIDERABLE</u> improvement. | DESIRABLE BUT NOT ESSENTIAL - This component would be a nice addition to a placement service. | ESSENTIAL - This component should be part of a good placement service in order to make the service effective. |
| 2                                                     | 3                                                       | 1                                                                                             | 2                                                                                                             |
| 3                                                     | 4                                                       | 2                                                                                             | 3                                                                                                             |
| 4                                                     | 5                                                       | 3                                                                                             | 4                                                                                                             |
| 5                                                     |                                                         | 4                                                                                             | 5                                                                                                             |
| 6                                                     |                                                         | 5                                                                                             | 6                                                                                                             |
| 7                                                     |                                                         | 6                                                                                             | 7                                                                                                             |
| 8                                                     |                                                         | 7                                                                                             | 8                                                                                                             |
| 9                                                     |                                                         | 8                                                                                             | 9                                                                                                             |
| 10                                                    |                                                         | 9                                                                                             | 10                                                                                                            |
| 11                                                    |                                                         | 10                                                                                            | 11                                                                                                            |
| 12                                                    |                                                         | 11                                                                                            | 12                                                                                                            |
| 13                                                    |                                                         | 12                                                                                            | 13                                                                                                            |
| 14                                                    |                                                         | 13                                                                                            | 14                                                                                                            |
| 15                                                    |                                                         | 14                                                                                            | 15                                                                                                            |
| 16                                                    |                                                         | 15                                                                                            | 16                                                                                                            |
| 17                                                    |                                                         | 16                                                                                            | 17                                                                                                            |
| 18                                                    |                                                         | 17                                                                                            | 18                                                                                                            |
| 19                                                    |                                                         | 18                                                                                            | 19                                                                                                            |
| 20                                                    |                                                         | 19                                                                                            | 20                                                                                                            |
| 21                                                    |                                                         | 20                                                                                            | 21                                                                                                            |
| 22                                                    |                                                         | 21                                                                                            | 22                                                                                                            |
| 23                                                    |                                                         | 22                                                                                            | 23                                                                                                            |
| 24                                                    |                                                         | 23                                                                                            | 24                                                                                                            |
| 25                                                    |                                                         | 24                                                                                            | 25                                                                                                            |
| 26                                                    |                                                         | 25                                                                                            | 26                                                                                                            |
| 27                                                    |                                                         | 26                                                                                            | 27                                                                                                            |
| 28                                                    |                                                         | 27                                                                                            | 28                                                                                                            |
| 29                                                    |                                                         | 28                                                                                            | 29                                                                                                            |
| 30                                                    |                                                         | 29                                                                                            | 30                                                                                                            |
| 31                                                    |                                                         | 30                                                                                            | 31                                                                                                            |
| 32                                                    |                                                         | 31                                                                                            | 32                                                                                                            |
| 33                                                    |                                                         | 32                                                                                            | 33                                                                                                            |
| 34                                                    |                                                         | 33                                                                                            | 34                                                                                                            |
| 35                                                    |                                                         | 34                                                                                            | 35                                                                                                            |
| 36                                                    |                                                         | 35                                                                                            | 36                                                                                                            |
| 37                                                    |                                                         | 36                                                                                            | 37                                                                                                            |
| 38                                                    |                                                         | 37                                                                                            | 38                                                                                                            |
| 39                                                    |                                                         | 38                                                                                            | 39                                                                                                            |
| 40                                                    |                                                         | 39                                                                                            | 40                                                                                                            |
| 41                                                    |                                                         | 40                                                                                            | 41                                                                                                            |
| 42                                                    |                                                         | 41                                                                                            | 42                                                                                                            |
| 43                                                    |                                                         | 42                                                                                            | 43                                                                                                            |
| 44                                                    |                                                         | 43                                                                                            | 44                                                                                                            |
| 45                                                    |                                                         | 44                                                                                            | 45                                                                                                            |
| 46                                                    |                                                         | 45                                                                                            | 46                                                                                                            |
| 47                                                    |                                                         | 46                                                                                            | 47                                                                                                            |
| 48                                                    |                                                         | 47                                                                                            | 48                                                                                                            |
| 49                                                    |                                                         | 48                                                                                            | 49                                                                                                            |
| 50                                                    |                                                         | 49                                                                                            | 50                                                                                                            |
| 51                                                    |                                                         | 50                                                                                            | 51                                                                                                            |
| 52                                                    |                                                         | 51                                                                                            | 52                                                                                                            |
| 53                                                    |                                                         | 52                                                                                            | 53                                                                                                            |
| 54                                                    |                                                         | 53                                                                                            | 54                                                                                                            |
| 55                                                    |                                                         | 54                                                                                            | 55                                                                                                            |
| 56                                                    |                                                         | 55                                                                                            | 56                                                                                                            |
| 57                                                    |                                                         | 56                                                                                            | 57                                                                                                            |
| 58                                                    |                                                         | 57                                                                                            | 58                                                                                                            |
| 59                                                    |                                                         | 58                                                                                            | 59                                                                                                            |
| 60                                                    |                                                         | 59                                                                                            | 60                                                                                                            |
| 61                                                    |                                                         | 60                                                                                            | 61                                                                                                            |
| 62                                                    |                                                         | 61                                                                                            | 62                                                                                                            |
| 63                                                    |                                                         | 62                                                                                            | 63                                                                                                            |
| 64                                                    |                                                         | 63                                                                                            | 64                                                                                                            |
| 65                                                    |                                                         | 64                                                                                            | 65                                                                                                            |
| 66                                                    |                                                         | 65                                                                                            | 66                                                                                                            |
| 67                                                    |                                                         | 66                                                                                            | 67                                                                                                            |
| 68                                                    |                                                         | 67                                                                                            | 68                                                                                                            |
| 69                                                    |                                                         | 68                                                                                            | 69                                                                                                            |
| 70                                                    |                                                         | 69                                                                                            | 70                                                                                                            |
| 71                                                    |                                                         | 70                                                                                            | 71                                                                                                            |
| 72                                                    |                                                         | 71                                                                                            | 72                                                                                                            |
| 73                                                    |                                                         | 72                                                                                            | 73                                                                                                            |
| 74                                                    |                                                         | 73                                                                                            | 74                                                                                                            |
| 75                                                    |                                                         | 74                                                                                            | 75                                                                                                            |
| 76                                                    |                                                         | 75                                                                                            | 76                                                                                                            |
| 77                                                    |                                                         | 76                                                                                            | 77                                                                                                            |
| 78                                                    |                                                         | 77                                                                                            | 78                                                                                                            |
| 79                                                    |                                                         | 78                                                                                            | 79                                                                                                            |
| 80                                                    |                                                         | 79                                                                                            | 80                                                                                                            |
| 81                                                    |                                                         | 80                                                                                            | 81                                                                                                            |
| 82                                                    |                                                         | 81                                                                                            | 82                                                                                                            |
| 83                                                    |                                                         | 82                                                                                            | 83                                                                                                            |
| 84                                                    |                                                         | 83                                                                                            | 84                                                                                                            |
| 85                                                    |                                                         | 84                                                                                            | 85                                                                                                            |
| 86                                                    |                                                         | 85                                                                                            | 86                                                                                                            |
| 87                                                    |                                                         | 86                                                                                            | 87                                                                                                            |
| 88                                                    |                                                         | 87                                                                                            | 88                                                                                                            |
| 89                                                    |                                                         | 88                                                                                            | 89                                                                                                            |
| 90                                                    |                                                         | 89                                                                                            | 90                                                                                                            |
| 91                                                    |                                                         | 90                                                                                            | 91                                                                                                            |
| 92                                                    |                                                         | 91                                                                                            | 92                                                                                                            |
| 93                                                    |                                                         | 92                                                                                            | 93                                                                                                            |
| 94                                                    |                                                         | 93                                                                                            | 94                                                                                                            |
| 95                                                    |                                                         | 94                                                                                            | 95                                                                                                            |
| 96                                                    |                                                         | 95                                                                                            | 96                                                                                                            |
| 97                                                    |                                                         | 96                                                                                            | 97                                                                                                            |
| 98                                                    |                                                         | 97                                                                                            | 98                                                                                                            |
| 99                                                    |                                                         | 98                                                                                            | 99                                                                                                            |
| 100                                                   |                                                         | 99                                                                                            | 100                                                                                                           |

APPENDIX B

FINDINGS AND CHI-SQUARE TESTS FOR  
EACH COMPONENT

Findings for Placement Component No. 1.01:  
Occupational Placement Services for  
General Education Students (those  
not enrolled in college or  
vocational preparatory programs)

Of the responding principals, 67.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 12.3 percent believe that this component is neither desirable nor essential and 56.1 percent believe that it is desirable but not essential. However, 24.6 percent believe that it is essential and 7.0 percent feel that it is absolutely essential. See Table B1.

The remaining 32.1 percent of the respondents do have this component operationalized in their schools. Of those, 11.9 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 13.1 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 7.1 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0083, it is concluded that there was a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B1--Chi-Square Test for Component No. 1.01: Occupational Placement Services for General Education Students (those not enrolled in college or vocational preparatory programs).

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential             | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|-----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 7<br>12.3<br>100.0<br>8.3                      | 32<br>56.1<br>80.0<br>38.1              | 14<br>24.6<br>46.7<br>16.7  | 4<br>7.0<br>57.1<br>4.8       | 57<br>67.9   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>50.0<br>2.5<br>> 1.2               | 1<br>50.0<br>3.3<br>> 1.2   | 0<br>0<br>0<br>> 0            | 2<br>2.4     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 1<br>14.3<br>2.5<br>= 1.2               | 6<br>85.7<br>20.0<br>> 7.1  | 0<br>0<br>0<br>> 0            | 7<br>8.3     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 6<br>35.3<br>15.0<br>< 7.1              | 9<br>52.9<br>30.0<br>= 10.7 | 2<br>11.8<br>28.6<br>> 2.4    | 17<br>20.2   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0          | 1<br>100.0<br>14.3<br>= 1.2   | 1<br>1.2     |
| Column<br>Total                        | 7<br>8.3                                       | 40<br>47.6                              | 30<br>35.7                  | 7<br>8.3                      | 84<br>100.0  |

Raw Chi-square 26.80036  
 Degrees of Freedom 12  
 Number Missing Observations 11  
 Significance .0083

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 1.02:  
Occupational Placement Services for  
College-Bound Students

Of the responding principals, 65.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 25.9 percent believe that this component is neither desirable nor essential and 57.4 percent believe that it is desirable but not essential. However, 14.8 percent believe that it is essential and 1.9 percent feel that it is absolutely essential. See Table B2.

The remaining 34.1 percent of the respondents do have this component operationalized in their schools. Of those, 12.2 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 13.4 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 8.5 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0003, it is concluded that there was a significant relationship between occupational placement component essentialness and effectiveness.

TABLE

Row  
Col  
Tot

1. 1

2.

3.

4.

5.

Co  
To

Re  
De  
At  
Si

1

TABLE B2--Chi-Square Test for Component No. 1:02: Occupational Placement Services for College-Bound Students.

| Count<br>Row<br>Col<br>Tot  | Pct<br>Pct<br>Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|-----------------------------|-------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component          |                   | 14<br>25.9<br>100.0<br>17.1                    | 31<br>57.4<br>75.6<br>37.8              | 8<br>14.8<br>40.0<br>9.8   | 1<br>1.9<br>14.3<br>1.2       | 54<br>65.9   |
| 2. Very<br>Ineffec-<br>tive |                   | 0<br>0<br>0<br>= 0                             | 1<br>50.0<br>2.4<br>> 1.2               | 1<br>50.0<br>5.0<br>> 1.2  | 0<br>0<br>0<br>> 0            | 2<br>2.4     |
| 3. Ineffec-<br>tive         |                   | 0<br>0<br>0<br>< 0                             | 2<br>40.0<br>4.9<br>= 2.4               | 3<br>60.0<br>15.0<br>> 3.7 | 0<br>0<br>0<br>> 0            | 5<br>6.1     |
| 4. Effective                |                   | 0<br>0<br>0<br>< 0                             | 7<br>35.0<br>17.1<br>< 8.5              | 8<br>40.0<br>40.0<br>= 9.8 | 5<br>25.0<br>71.4<br>> 6.1    | 20<br>24.4   |
| 5. Very<br>Effective        |                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 1<br>100.0<br>14.3<br>= 1.2   | 1<br>1.2     |
| Column<br>Total             |                   | 14<br>17.1                                     | 41<br>50.0                              | 20<br>24.4                 | 7<br>8.5                      | 82<br>100.0  |

Raw Chi-square 36.33519  
 Degrees of Freedom 12  
 Number Missing Observations 13  
 Significance .0003

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 1.03:  
Occupational Placement Services for  
Vocational Education Students

Of the responding principals, 61.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 9.6 percent believe that this component is neither desirable nor essential and 44.2 percent believe that it is desirable but not essential. However, 36.5 percent believe that it is essential and 9.6 percent feel that it is absolutely essential. See Table B3.

The remaining 38.1 percent of the respondents do have this component operationalized in their schools. Of those, 14.3 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 20.2 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 3.6 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0082, it is concluded that there was a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B3--Chi-Square Test for Component No. 1.03: Occupational Placement Services for Vocational Education Students.

| Count               |     | 1.                       | 2.                         | 3.                           | 4.                          | Row<br>Col<br>Tot<br>Pct<br>Pct<br>Pct<br>Total |
|---------------------|-----|--------------------------|----------------------------|------------------------------|-----------------------------|-------------------------------------------------|
| Row                 | Pct | Neither                  | Desirable                  |                              |                             |                                                 |
|                     | Pct | Desirable                | But not                    |                              | Absolutely                  |                                                 |
|                     | Pct | Nor                      | Essential                  | Essential                    | Essential                   |                                                 |
| 1. No Component     |     | 5<br>9.6<br>100.0<br>6.0 | 23<br>44.2<br>79.3<br>27.4 | 19<br>36.5<br>54.3<br>22.6   | 5<br>9.6<br>33.3<br>6.0     | 52<br>61.9                                      |
| 2. Very Ineffective |     | 0<br>0<br>0<br>= 0       | 3<br>37.5<br>10.3<br>> 3.6 | 4<br>50.0<br>11.4<br>> 4.8   | 1<br>12.5<br>6.7<br>> 1.2   | 8<br>9.5                                        |
| 3. Ineffective      |     | 0<br>0<br>0<br>< 0       | 3<br>13.6<br>10.3<br>= 3.6 | 12<br>54.5<br>34.3<br>> 14.3 | 7<br>31.8<br>46.7<br>> 8.3  | 22<br>26.2                                      |
| 4. Effective        |     | 0<br>0<br>0<br>< 0       | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>= 0           | 2<br>100.0<br>13.3<br>> 2.4 | 2<br>2.4                                        |
| 5. Very Effective   |     | 0<br>0<br>0<br>< 0       | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>< 0           | 0<br>0<br>0<br>= 0          | 0<br>0                                          |
| Column Total        |     | 5<br>6.0                 | 29<br>34.5                 | 35<br>41.7                   | 15<br>17.9                  | 84<br>100.0                                     |

Raw Chi-square 22.22300  
 Degrees of Freedom 9  
 Number Missing Observations 11  
 Significance .0082

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

ha

op

pe

no

b

is

es

h

t

e

t

e

i

:

Findings for Placement Component No. 1.04:  
Occupational Placement Services for  
Special Needs (disadvantaged,  
handicapped) Students

Of the responding principals, 66.7 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 11.1 percent believe that this component is neither desirable nor essential and 42.6 percent believe that it is desirable but not essential. However, 37.0 percent believe that it is essential and 9.3 percent feel that it is absolutely essential. See Table B4.

The remaining 33.3 percent of the respondents do have this component operationalized in their schools. Of those, 13.6 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 18.5 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 1.2 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0006, it is concluded that there was a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B4--Chi-Square Test for Component No. 1.04: Occupational Placement Services for Special Needs (disadvantaged, handicapped) Students.

| Count        |     | 1.        | 2.        | 3.        | 4.         |       |
|--------------|-----|-----------|-----------|-----------|------------|-------|
| Row          | Pct | Neither   | Desirable |           |            |       |
| Col          | Pct | Desirable | But not   |           | Absolutely | Row   |
| Tot          | Pct | Nor       | Essential | Essential | Essential  | Total |
|              |     | Essential |           |           |            |       |
| 1. No        |     | 6         | 23        | 20        | 5          | 54    |
| Component    |     | 11.1      | 42.6      | 37.0      | 9.3        | 66.7  |
|              |     | 100.0     | 95.8      | 55.6      | 33.3       |       |
|              |     | 7.4       | 28.4      | 24.7      | 6.2        |       |
| 2. Very      |     | 0         | 0         | 1         | 0          | 1     |
| Ineffec-     |     | 0         | 0         | 100.0     | 0          | 1.2   |
| tive         |     | 0         | 0         | 2.8       | 0          |       |
|              |     | = 0       | > 0       | > 1.2     | > 0        |       |
| 3. Ineffec-  |     | 0         | 1         | 4         | 0          | 5     |
| tive         |     | 0         | 20.0      | 80.0      | 0          | 6.2   |
|              |     | 0         | 4.2       | 11.1      | 0          |       |
|              |     | < 0       | = 1.2     | > 4.9     | > 0        |       |
| 4. Effective |     | 0         | 0         | 10        | 6          | 16    |
|              |     | 0         | 0         | 62.5      | 37.5       | 19.8  |
|              |     | 0         | 0         | 27.8      | 40.0       |       |
|              |     | < 0       | < 0       | = 12.3    | > 7.4      |       |
| 5. Very      |     | 0         | 0         | 1         | 4          | 5     |
| Effective    |     | 0         | 0         | 20.0      | 80.0       | 6.2   |
|              |     | 0         | 0         | 2.8       | 26.7       |       |
|              |     | < 0       | < 0       | < 1.2     | 4.9        |       |
| Column       |     | 6         | 24        | 36        | 15         | 81    |
| Total        |     | 7.4       | 29.6      | 44.4      | = 18.5     | 100.0 |

Raw Chi-square 34.29667  
 Degrees of Freedom 12  
 Number Missing Observations 14  
 Significance .0006

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 1.05:  
Occupational Placement Services for  
Drop-Outs from Your School

Of the responding principals, 78.5 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 21.0 percent believe that this component is neither desirable nor essential and 41.9 percent believe that it is desirable but not essential. However, 30.6 percent believe that it is essential and 6.5 percent feel that it is absolutely essential. See Table B5,

The remaining 21.5 percent of the respondents do have this component operationalized in their schools. Of those, 11.4 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 7.6 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 2.5 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0501, it is concluded that there was not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B5--Chi-Square Test for Component No. 1.05: Occupational  
Placement Services for Drop-Outs from Your School.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 13<br>21.0<br>100.0<br>16.5                    | 26<br>41.9<br>81.3<br>32.9              | 19<br>30.6<br>67.9<br>24.1 | 4<br>6.5<br>66.7<br>5.1       | 62<br>78.5   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>100.0<br>3.1<br>> 1.3              | 0<br>0<br>0<br>> 0         | 0<br>0<br>0<br>> 0            | 1<br>1.3     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 3<br>27.3<br>9.4<br>= 3.8               | 7<br>63.6<br>25.0<br>> 8.9 | 1<br>9.1<br>16.7<br>> 1.3     | 11<br>13.9   |
| 4. Effective                           | 2<br>0<br>0<br>< 0                             | 2<br>50.0<br>6.3<br>< 2.5               | 2<br>50.0<br>7.1<br>= 2.5  | 0<br>0<br>0<br>> 0            | 4<br>5.1     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 1<br>100.0<br>16.7<br>= 1.3   | 1<br>1.3     |
| Column<br>Total                        | 13<br>18.5                                     | 32<br>40.5                              | 28<br>35.4                 | 6<br>7.6                      | 79<br>100.0  |

Raw Chi-square 21.01833  
 Degrees of Freedom 12  
 Number Missing Observations 16  
 Significance .0501

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 1.06:  
Occupational Placement Services for  
Alumni Seeking Placement Help in  
Your Community

Of the responding principals, 80.2 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 40.0 percent believe that this component is neither desirable nor essential and 44.6 percent believe that it is desirable but not essential. However, 15.4 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B6.

The remaining 19.8 percent of the respondents do have this component operationalized in their schools. Of those, 6.2 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 6.2 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 7.4 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there was a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B6--Chi-Square Test for Component No. 1.06: Occupational Placement Services for Alumni Seeking Placement Help in Your Community.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 26<br>40.0<br>100.0<br>32.1                    | 29<br>44.6<br>80.6<br>35.8              | 10<br>15.4<br>55.6<br>12.3 | 0<br>0<br>0<br>0              | 65<br>80.2   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>50.0<br>2.8<br>> 1.2               | 1<br>50.0<br>5.6<br>> 1.2  | 0<br>0<br>0<br>> 0            | 2<br>2.5     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 1<br>25.0<br>2.8<br>= 1.2               | 3<br>75.0<br>16.7<br>> 3.7 | 0<br>0<br>0<br>> 0            | 4<br>4.9     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 5<br>62.5<br>13.9<br>< 6.2              | 3<br>37.5<br>16.7<br>= 3.7 | 0<br>0<br>0<br>> 0            | 8<br>9.9     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>50.0<br>5.6<br>< 1.2  | 1<br>50.0<br>100.0<br>= 1.2   | 2<br>2.5     |
| Column<br>Total                        | 26<br>32.1                                     | 36<br>44.4                              | 18<br>22.2                 | 1<br>1.2                      | 81<br>100.0  |

Raw Chi-square 56.34087  
 Degrees of Freedom 12  
 Number Missing Observations 14  
 Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 1.07:  
Occupational Placement Services for  
All People in the Community Seeking  
Placement Help

Of the responding principals, 85.2 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 59.4 percent believe that this component is neither desirable nor essential and 33.3 percent believe that it is desirable but not essential. However, 7.2 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B7.

The remaining 14.8 percent of the respondents do have this component operationalized in their schools. Of those, 3.7 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 6.2 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 4.9 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there was a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B7--Chi-Square Test for Component No. 1.07: Occupational  
Placement Services for All People in The Community  
Seeking Placement Help.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 41<br>59.4<br>95.3<br>50.6                     | 23<br>33.3<br>88.5<br>28.4              | 5<br>7.2<br>45.5<br>6.2    | 0<br>0<br>0<br>0              | 69<br>85.2   |
| 2. Very<br>Ineffec-<br>tive            | 1<br>50.0<br>2.3<br>= 1.2                      | 0<br>0<br>0<br>> 0                      | 1<br>50.0<br>9.1<br>> 1.2  | 0<br>0<br>0<br>> 0            | 2<br>2.5     |
| 3. Ineffec-<br>tive                    | 1<br>25.0<br>2.3<br>< 1.2                      | 1<br>25.0<br>3.8<br>= 1.2               | 2<br>50.0<br>18.2<br>> 2.5 | 0<br>0<br>0<br>> 0            | 4<br>4.9     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 2<br>50.0<br>7.7<br>< 2.5               | 2<br>50.0<br>18.2<br>= 2.5 | 0<br>0<br>0<br>> 0            | 4<br>4.9     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>50.0<br>9.1<br>< 1.2  | 1<br>50.0<br>100.0<br>1.2     | 2<br>2.5     |
| Column<br>Total                        | 43<br>53.1                                     | 26<br>32.1                              | 11<br>13.6                 | 1<br>= 1.2                    | 81<br>100.0  |

Raw Chi-square                      59.34234  
Degrees of Freedom                12  
Number Missing Observations    14  
Significance                        .0000

Legend:

- >    More essential than effective
- =    Equally essential and effective
- <    Less essential than effective

Findings for Placement Component No. 2.01:  
A Handbook or Guide for Students and  
Parents Describing the School's  
Occupational Placement Services  
and How to Use Them

Of the responding principals, 91.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 14.7 percent believe that this component is neither desirable nor essential and 44.1 percent believe that it is desirable but not essential. However, 27.9 percent believe that it is essential and 13.2 percent feel that it is absolutely essential. See Table B8.

The remaining 8.1 percent of the respondents do have this component operationalized in their schools. Of those, 6.7 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 1.4 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .2296, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B8 --Chi-Square Test for Component No. 2.01: A Handbook or Guide  
for Students and Parents Describing the School's Occupational  
Placement Services and How to use Them.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential             | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|-----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 10<br>14.7<br>100.0<br>13.5                    | 30<br>44.1<br>96.8<br>40.5              | 19<br>27.9<br>82.6<br>25.7  | 9<br>13.2<br>90.0<br>12.2     | 68<br>91.9   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>100.0<br>3.2<br>> 1.4              | 0<br>0<br>0<br>> 0          | 0<br>0<br>0<br>> 0            | 1<br>1.4     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>= 0                      | 3<br>100.0<br>13.0<br>> 4.1 | 0<br>0<br>0<br>> 0            | 3<br>4.1     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>50.0<br>4.3<br>= 1.4   | 1<br>50.0<br>10.0<br>> 1.4    | 2<br>2.7     |
| 5. Very<br>Effective                   |                                                |                                         |                             |                               |              |
| Column<br>Total                        | 10<br>13.5                                     | 31<br>41.9                              | 23<br>31.1                  | 10<br>13.5                    | 74<br>100.0  |

Raw Chi-square 11.71952  
Degrees of Freedom 9  
Number Missing Observations 21  
Significance .2296

**Legend:**

- > More essential than effective  
= Equally essential and effective  
< Less essential than effective

Findings for Placement Component No. 2.02:  
Train Students How to Explore Job  
Possibilities, Develop a Tentative  
Career Plan, and Begin Acquiring  
the Skills to Implement  
Their Plans

Of the responding principals, 9.3 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 12.5 percent believe that this component is neither desirable nor essential and 12.5 percent believe that it is desirable but not essential. However, 50.0 percent believe that it is essential and 25.0 percent feel that it is absolutely essential. See Table B9.

The remaining 90.7 percent of the respondents do have this component operationalized in their schools. Of those, 38.5 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 48.8 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 2.4 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0526, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B9---Chi-Square Test for Component No. 2.02: Train Students How to Explore Job Possibilities, Develop a Tentative Career Plan, and Begin Acquiring the Skills to Implement Their Plans.**

| Count<br>Row<br>Col<br>Tot  | Pct<br>Pct<br>Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|-----------------------------|-------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component          |                   | 1<br>12.5<br>100.0<br>1.2                      | 1<br>12.5<br>16.7<br>1.2                | 4<br>50.0<br>7.7<br>4.7      | 2<br>25.0<br>7.4<br>2.3       | 8<br>9.3     |
| 2. Very<br>Ineffec-<br>tive |                   | 0<br>0<br>0<br>= 0                             | 1<br>33.3<br>16.7<br>> 1.2              | 1<br>33.3<br>1.9<br>> 1.2    | 1<br>33.3<br>3.7<br>> 1.2     | 3<br>3.5     |
| 3. Ineffec-<br>tive         |                   | 0<br>0<br>0<br>< 0                             | 2<br>14.3<br>33.3<br>= 2.3              | 9<br>64.3<br>17.3<br>> 10.5  | 3<br>21.4<br>11.1<br>> 3.5    | 14<br>16.3   |
| 4. Effective                |                   | 0<br>0<br>0<br>< 0                             | 2<br>3.4<br>33.3<br>< 2.3               | 38<br>64.4<br>73.1<br>= 44.2 | 19<br>32.2<br>70.4<br>> 22.1  | 59<br>68.6   |
| 5. Very<br>Effective        |                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0           | 2<br>100.0<br>7.4<br>= 2.3    | 2<br>2.3     |
| Column<br>Total             |                   | 1<br>1.2                                       | 6<br>7.0                                | 52<br>60.5                   | 27<br>31.4                    | 86<br>100.0  |

Raw Chi-square 20.85260  
 Degrees of Freedom 12  
 Number Missing Observations 9  
 Significance .0526

**Legend:**

- > More essential than effective  
 = Equally essential and effective  
 < Less essential than effective

Findings for Placement Component No. 2.03:  
Instructions for Students on How to  
Develop Job Openings, Make Resumes,  
Take Interviews, and  
Place Themselves

Of the responding principals, 5.8 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 0.0 percent believe that this component is neither desirable nor essential and 20.0 percent believe that it is desirable but not essential. However, 60.0 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B10.

The remaining 94.2 percent of the respondents do have this component operationalized in their schools. Of those, 9.3 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 32.6 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 51.3 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .2416, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B10--Chi-Square Test for Component No. 2.03: Instructions for Students on How to Develop Job Openings, Make Resumes, Take Interviews and Place Themselves.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 0<br>0<br>0<br>0                               | 1<br>20.0<br>16.7<br>1.2                | 1<br>20.0<br>1.9<br>1.2      | 3<br>60.0<br>10.7<br>3.5      | 5<br>5.8     |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 1<br>100.0<br>1.9<br>> 1.2   | 0<br>0<br>0<br>> 0            | 1<br>1.2     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 3<br>12.0<br>50.0<br>= 3.5              | 14<br>56.0<br>26.9<br>> 16.3 | 8<br>2.0<br>28.6<br>> 9.3     | 25<br>29.1   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 2<br>3.9<br>33.3<br>< 2.3               | 35<br>68.6<br>67.3<br>= 40.7 | 14<br>27.5<br>50.0<br>> 16.3  | 51<br>59.3   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>25.0<br>1.9<br>< 1.2    | 3<br>75.0<br>10.7<br>= 3.5    | 4<br>4.7     |
| Column<br>Total                        | 0<br>0                                         | 6<br>7.0                                | 52<br>60.5                   | 28<br>32.6                    | 86<br>100.0  |

Raw Chi-square 10.34588  
 Degrees of Freedom 8  
 Number Missing Observations 9  
 Significance .2416

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 2.04:  
The Capacity to Test Students in Specific  
Job-Related Skills to Help Them Identify  
Which Skills to Improve in Order to Meet  
Job Entry Requirements

Of the responding principals, 32.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 3.6 percent believe that this component is neither desirable nor essential and 53.6 percent believe that it is desirable but not essential. However, 32.1 percent believe that it is essential and 10.7 percent feel that it is absolutely essential. See Table B11.

The remaining 67.1 percent of the respondents do have this component operationalized in their schools. Of those, 25.9 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 34.1 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 7.1 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0051, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B11--Chi-Square Test for Component No. 2.04: The Capacity to Test Students in Specific Job-Related Skills to Help Them Identify Which Skills to Improve in Order to Meet Job Entry Requirements.

| Count<br>Row . Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|------------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                       | 1<br>3.6<br>100.0<br>1.2                       | 15<br>53.6<br>68.2<br>17.6              | 9<br>32.1<br>18.8<br>10.6    | 3<br>10.7<br>21.4<br>3.5      | 28<br>32.9   |
| 2. Very<br>Ineffec-<br>tive              | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 1<br>50.0<br>2.1<br>> 1.2    | 1<br>50.0<br>7.1<br>> 1.2     | 2<br>2.4     |
| 3. Ineffec-<br>tive                      | 0<br>0<br>0<br>< 0                             | 3<br>15.8<br>13.6<br>= 3.5              | 13<br>68.4<br>27.1<br>> 15.3 | 3<br>15.8<br>21.4<br>> 3.5    | 19<br>22.4   |
| 4. Effective                             | 0<br>0<br>0<br>< 0                             | 4<br>12.9<br>18.2<br>< 4.7              | 23<br>74.2<br>47.9<br>= 27.1 | 4<br>12.9<br>28.6<br>> 4.7    | 31<br>36.5   |
| 5. Very<br>Effective                     | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 2<br>40.0<br>4.2<br>< 2.4    | 3<br>60.0<br>21.4<br>= 3.5    | 5<br>5.9     |
| Column<br>Total                          | 1<br>1.2                                       | 22<br>25.9                              | 48<br>56.5                   | 14<br>16.5                    | 85<br>100.0  |

Raw Chi-square 28.22683  
 Degrees of Freedom 12  
 Number Missing Observations 10  
 Significance .0051

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 2.05:  
Annual Meetings Designed to Teach Child  
Labor Laws to All People Connected  
With Student Placement,  
Including Students

Of the responding principals, 85.7 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 12.1 percent believe that this component is neither desirable nor essential and 62.1 percent believe that it is desirable but not essential. However, 21.2 percent believe that it is essential and 4.5 percent feel that it is absolutely essential. See Table B12.

The remaining 14.3 percent of the respondents do have this component operationalized in their schools. Of those, 7.8 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 6.5 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .2627, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B12--Chi-Square Test for Component Number 2.05: Annual Meetings  
Designed to Teach Child Labor Laws to all People Connected  
with Student Placement, Including Students.

| Count        |     | 1.        | 2.        | 3.        | 4.         |       |
|--------------|-----|-----------|-----------|-----------|------------|-------|
| Row          | Pct | Neither   | Desirable |           |            |       |
| Col          | Pct | Desirable | But not   |           | Absolutely | Row   |
| Tot          | Pct | Nor       | Essential | Essential | Essential  | Total |
|              |     | Essential |           |           |            |       |
| 1. No        |     | 8         | 41        | 14        | 3          | 66    |
| Component    |     | 12.1      | 62.1      | 21.2      | 4.5        | 85.7  |
|              |     | 1-0.0     | 89.1      | 73.7      | 75.0       |       |
|              |     | 10.4      | 53.2      | 18.2      | 3.9        |       |
| 2. Very      |     | 0         | 2         | 0         | 0          | 2     |
| Ineffec-     |     | 0         | 100.0     | 0         | 0          | 2.6   |
| tive         |     | 0         | 4.3       | 0         | 0          |       |
|              |     | = 0       | > 2.6     | > 0       | > 0        |       |
| 3. Ineffec-  |     | 0         | 3         | 3         | 1          | 7     |
| tive         |     | 0         | 42.9      | 42.9      | 14.3       | 9.1   |
|              |     | 0         | 6.5       | 15.8      | 25.0       |       |
|              |     | < 0       | = 3.9     | > 3.9     | > 1.3      |       |
| 4. Effective |     | 0         | 0         | 2         | 0          | 2     |
|              |     | 0         | 0         | 100.0     | 0          | 2.6   |
|              |     | 0         | 0         | 10.5      | 0          |       |
|              |     | < 0       | < 0       | = 2.6     | > 0        |       |
| 5. Very      |     | 0         | 0         | 0         | 0          | 0     |
| Effective    |     | 0         | 0         | 0         | 0          | 0     |
|              |     | 0         | 0         | 0         | 0          | 0     |
|              |     | < 0       | < 0       | < 0       | = 0        | 0     |
| Column       |     | 8         | 46        | 19        | 4          | 77    |
| Total        |     | 10.4      | 59.7      | 24.7      | 5.2        | 100.0 |

Raw Chi-square 11.19327  
 Degrees of Freedom 9  
 Number Missing Observations 18  
 Significance .2627

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 3.01:  
A Public Information Sheet Designed to  
Inform Employers About the Quality  
of Your School's Training Programs

Of the responding principals, 92.2 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 12.7 percent believe that this component is neither desirable nor essential and 50.7 percent believe that it is desirable but not essential. However, 29.6 percent believe that it is essential and 7.0 percent feel that it is absolutely essential. See Table B13.

The remaining 7.8 percent of the respondents do have this component operationalized in their schools. Of those, 3.9 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 3.9 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0482, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B13--Chi-Square Test for Component No. 3.01: A Public Information Sheet Designed to Inform Employers About the Quality of Your School's Training Programs.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 9<br>12.7<br>100.0<br>11.7                     | 36<br>50.7<br>97.3<br>46.8              | 21<br>29.6<br>87.5<br>27.3 | 5<br>7.0<br>71.4<br>6.5       | 71<br>92.2   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>100.0<br>2.7<br>> 1.3              | 0<br>0<br>0<br>> 0         | 0<br>0<br>0<br>> 0            | 1<br>1.3     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>= 0                      | 1<br>50.0<br>4.2<br>> 1.3  | 1<br>50.0<br>14.3<br>> 1.3    | 2<br>2.6     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 2<br>100.0<br>8.3<br>= 2.6 | 0<br>0<br>0<br>> 0            | 2<br>2.6     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 1<br>100.0<br>14.3<br>= 1.3   | 1<br>1.3     |
| Column<br>Total                        | 9<br>11.7                                      | 37<br>48.1                              | 24<br>31.2                 | 7<br>9.1                      | 77<br>100.0  |

Raw Chi-square 21.15059  
 Degrees of Freedom 12  
 Number Missing Observations 18  
 Significance .0482

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 3.02:  
Documented Job-Related Information (physical,  
personality, interests, attendance, age,  
course work) on Individual Students of  
Your School, Available to Employers  
Upon Approval by the Student  
and Parent

Of the responding principals, 57.5 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 17.4 percent believe that this component is neither desirable nor essential and 50.0 percent believe that it is desirable but not essential. However, 30.4 percent believe that it is essential and 2.2 percent feel that it is absolutely essential. See Table B14.

The remaining 42.5 percent of the respondents do have this component operationalized in their schools. Of those, 12.5 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 20.0 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 10.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0001, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B14--Chi-Square Test for Component No. 3.02: Documented  
Job-Related Information (physical, personality,  
interests, attendance, age, course work) on Individual  
Students of Your School, Available to Employers Upon  
Approval by the Student and Parent.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 8<br>17.4<br>100.0<br>10.0                     | 23<br>50.0<br>82.1<br>28.8              | 14<br>30.4<br>42.4<br>17.5   | 1<br>2.2<br>9.1<br>1.2        | 46<br>57.5   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 0<br>0<br>0<br>> 0           | 0<br>0<br>0<br>> 0            | 0<br>0       |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>= 0                      | 4<br>80.0<br>12.1<br>> 5.0   | 1<br>20.0<br>9.1<br>> 1.2     | 5<br>6.3     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 5<br>22.7<br>17.9<br>< 6.3              | 12<br>54.5<br>36.4<br>= 15.0 | 5<br>22.7<br>45.5<br>> 6.3    | 22<br>27.5   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 3<br>42.9<br>9.1<br>< 3.7    | 4<br>57.1<br>36.4<br>= 5.0    | 7<br>8.8     |
| Column<br>Total                        | 8<br>10.0                                      | 28<br>35.0                              | 33<br>41.3                   | 11<br>13.7                    | 80<br>100.0  |

Raw Chi-square 33.58904  
Degrees of Freedom 9  
Number Missing Observations 15  
Significance .0001

**Legend:**

- > More essential than effective
- Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 3.03:  
A System for Identifying Available Jobs and  
Gathering, Developing and Distributing Job  
Descriptions to the Students of Your School

Of the responding principals, 51.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 19.0 percent believe that this component is neither desirable nor essential and 31.0 percent believe that it is desirable but not essential. However, 42.9 percent believe that it is essential and 7.1 percent feel that it is absolutely essential. See Table B15.

The remaining 48.1 percent of the respondents do have this component operationalized in their schools. Of those, 25.9 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 21.0 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 1.2 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0198, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B15--Chi-Square Test for Component No. 3.03: A System for Identifying Available Jobs and Gathering, Developing and Distributing Job Descriptions to the Students of Your School.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 8<br>19.0<br>100.0<br>9.9                      | 13<br>31.0<br>88.4<br>16.0              | 18<br>42.9<br>41.9<br>22.2   | 3<br>7.1<br>27.3<br>3.7       | 42<br>51.9   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 2<br>33.3<br>10.5<br>> 2.5              | 4<br>66.7<br>9.3<br>> 4.9    | 0<br>0<br>0<br>> 0            | 6<br>7.4     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 3<br>23.1<br>15.8<br>= 3.7              | 8<br>61.5<br>18.6<br>> 9.9   | 2<br>15.4<br>18.2<br>> 2.5    | 13<br>16.0   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 1<br>5.3<br>5.3<br>< 1.2                | 13<br>68.4<br>30.2<br>= 16.0 | 5<br>26.3<br>45.5<br>> 6.2    | 19<br>23.5   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0           | 1<br>100.0<br>9.1<br>= 1.2    | 1<br>1.2     |
| Column<br>Total                        | 8<br>9.9                                       | 19<br>23.5                              | 43<br>53.1                   | 11<br>13.6                    | 81<br>100.0  |

Raw Chi-square 24.08062  
 Degrees of Freedom 12  
 Number Missing Observations 14  
 Significance .0198

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 3.04:  
Specific Materials or Contacts that can  
Prepare a Student with Information  
About an Employer He or She is  
About to Interview

Of the responding principals, 61.8 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 12.8 percent believe that this component is neither desirable nor essential and 52.2 percent believe that it is desirable but not essential. However, 27.7 percent believe that it is essential and 4.3 percent feel that it is absolutely essential. See Table B16.

The remaining 38.2 percent of the respondents do have this component operationalized in their schools. Of those, 22.4 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 15.8 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0011, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B16 --Chi-Square Test for Component No. 3.04: Specific Materials or Contacts that can Prepare a Student with Information About an Employer He or She is About to Interview.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential             | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|-----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 6<br>12.8<br>100.0<br>7.9                      | 26<br>55.3<br>83.9<br>34.2              | 13<br>27.7<br>41.9<br>17.1  | 2<br>4.3<br>25.0<br>2.6       | 47<br>61.8   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 4<br>100.0<br>12.9<br>> 5.3 | 0<br>0<br>0<br>> 0            | 4<br>5.3     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 5<br>31.3<br>16.1<br>= 6.6              | 8<br>50.0<br>25.8<br>> 10.5 | 3<br>18.8<br>37.5<br>> 3.9    | 16<br>21.1   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 6<br>75.0<br>19.4<br>= 7.9  | 2<br>25.0<br>25.0<br>> 2.6    | 8<br>10.5    |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0          | 1<br>100.0<br>12.5<br>= 1.3   | 1<br>1.3     |
| Column<br>Total                        | 6<br>7.9                                       | 31<br>40.8                              | 31<br>40.8                  | 8<br>10.5                     | 76<br>100.0  |

Raw Chi-square 32.65707  
 Degrees of Freedom 12  
 Number Missing Observations 19  
 Significance .0011

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 3.05:  
Regular Visits by Teachers and Counselors  
to Local Employers to Update Their  
Knowledge About the Job-Entry  
Requirements Being Demanded  
of Students

Of the responding principals, 57.3 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 10.6 percent believe that this component is neither desirable nor essential and 38.3 percent believe that it is desirable but not essential. However, 36.2 percent believe that it is essential and 14.9 percent feel that it is absolutely essential. See Table B17.

The remaining 42.7 percent of the respondents do have this component operationalized in their schools. Of those, 26.8 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 13.4 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 2.5 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0848, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B17--Chi-Square Test for Component No. 3.05: Regular Visits  
by Teachers and Counselors to Local Employers to  
Update Their Knowledge about the Job-Entry Requirements  
Being Demanded of Students.**

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 5<br>10.6<br>83.3<br>6.1                       | 18<br>38.3<br>72.0<br>22.0              | 17<br>36.2<br>43.6<br>20.7   | 7<br>14.9<br>58.3<br>8.5      | 47<br>57.3   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 3<br>50.0<br>12.0<br>> 3.7              | 3<br>50.0<br>7.7<br>> 3.7    | 0<br>0<br>0<br>> 0            | 6<br>7.3     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 3<br>18.8<br>12.0<br>= 3.7              | 12<br>75.0<br>30.8<br>> 14.6 | 1<br>6.3<br>8.3<br>> 1.2      | 16<br>19.5   |
| 4. Effective                           | 1<br>8.3<br>16.7<br>< 1.2                      | 1<br>8.3<br>4.0<br>< 1.2                | 7<br>58.3<br>17.9<br>= 8.5   | 3<br>25.0<br>25.0<br>> 3.7    | 12<br>14.6   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0           | 1<br>100.0<br>8.3<br>= 1.2    | 1<br>1.2     |
| Column<br>Total                        | 6<br>7.3                                       | 25<br>30.5                              | 39<br>47.6                   | 12<br>14.6                    | 82<br>100.0  |

Raw Chi-square 19.15825  
 Degrees of Freedom 12  
 Number Missing Observations 13  
 Significance .0848

**Legend:**

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 3.06:  
Regular Visits by a School Representative  
to Employers Who Have Not Recently Hired  
Your Students to Try to Reverse  
the Situation

Of the responding principals, 74.7 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 17.9 percent believe that this component is neither desirable nor essential and 57.1 percent believe that it is desirable but not essential. However, 21.4 percent believe that it is essential and 3.6 percent feel that it is absolutely essential. See Table B18.

The remaining 25.3 percent of the respondents do have this component operationalized in their schools. Of those, 17.3 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 5.3 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 2.7 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0004, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B18--Chi-Square Test for Component No. 3.06: Regular Visits  
By a School Representative to Employers Who Have Not  
Recently Hired Your Students to Try to Reverse the  
Situation.**

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 10<br>17.9<br>100.0<br>13.3                    | 32<br>57.1<br>91.4<br>42.7              | 12<br>21.4<br>54.5<br>16.0 | 2<br>3.6<br>25.0<br>2.7       | 56<br>74.7   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>25.0<br>2.9<br>> 1.3               | 3<br>75.0<br>13.6<br>> 4.0 | 0<br>0<br>0<br>> 0            | 4<br>5.3     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>= 0                      | 4<br>66.7<br>18.2<br>> 5.3 | 2<br>33.3<br>25.0<br>> 2.7    | 6<br>8.0     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 2<br>25.0<br>5.7<br>< 2.7               | 3<br>37.5<br>13.6<br>= 4.0 | 3<br>37.5<br>37.5<br>> 4.0    | 8<br>10.7    |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 1<br>100.0<br>12.5<br>= 1.3   | 1<br>1.3     |
| Column<br>Total                        | 10<br>13.3                                     | 35<br>46.7                              | 22<br>29.3                 | 8<br>10.7                     | 75<br>100.0  |

Raw Chi-square 35.38802  
 Degrees of Freedom 12  
 Number Missing Observations 20  
 Significance .0004

**Legend:**

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 4.01:  
Up-to-Date Printed Information About  
Different Types of Occupations

Of the responding principals, 11.2 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 22.3 percent believe that this component is neither desirable nor essential and 33.3 percent believe that it is desirable but not essential. However, 33.3 percent believe that it is essential and 11.1 percent feel that it is absolutely essential. See Table B19.

The remaining 88.8 percent of the respondents do have this component operationalized in their schools. Of those, 31.3 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 48.8 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 8.7 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0004, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B19--Chi-Square Test for Component No. 4.01: Up-to-Date  
Printed Information About Different Types of  
Occupations.

| Count               |     | 1.                        | 2.                         | 3.                           | 4.                           | Row<br>Total |
|---------------------|-----|---------------------------|----------------------------|------------------------------|------------------------------|--------------|
| Row                 | Pct | Neither                   | Desirable                  |                              |                              |              |
| Col                 | Pct | Desirable                 | But not                    |                              | Absolutely                   |              |
| Tot                 | Pct | Nor                       | Essential                  | Essential                    | Essential                    |              |
|                     |     | Essential                 |                            |                              |                              |              |
| 1. No Component     |     | 2<br>22.2<br>100.0<br>2.5 | 3<br>33.3<br>50.0<br>3.7   | 3<br>33.3<br>7.7<br>3.7      | 1<br>11.1<br>3.0<br>1.2      | 9<br>11.2    |
| 2. Very Ineffective |     | 0<br>0<br>0<br>= 0        | 0<br>0<br>0<br>> 0         | 1<br>100.0<br>2.6<br>> 1.2   | 0<br>0<br>0<br>> 0           | 1<br>1.2     |
| 3. Ineffective      |     | 0<br>0<br>0<br>< 0        | 1<br>14.3<br>16.7<br>= 1.2 | 4<br>57.1<br>10.3<br>> 5.0   | 2<br>28.6<br>6.1<br>> 2.5    | 7<br>8.8     |
| 4. Effective        |     | 0<br>0<br>0<br>< 0        | 2<br>4.3<br>33.3<br>< 2.5  | 26<br>56.5<br>66.7<br>= 32.5 | 18<br>39.1<br>54.5<br>> 22.5 | 46<br>57.5   |
| 5. Very Effective   |     | 0<br>0<br>0<br>< 0        | 0<br>0<br>0<br>< 0         | 5<br>29.4<br>12.8<br>< 6.3   | 12<br>70.6<br>36.4<br>= 15.0 | 17<br>21.2   |
| Column Total        |     | 2<br>2.5                  | 6<br>7.5                   | 39<br>48.7                   | 33<br>41.3                   | 80<br>100.0  |

Raw Chi-square 35.39252  
Degrees of Freedom 12  
Number Missing Observations 15  
Significance .0004

**Legend:**

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 4.02:  
An Up-to-Date List of Available Jobs in  
Your Local Area

Of the responding principals, 46.8 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 5.4 percent believe that this component is neither desirable nor essential and 37.8 percent believe that it is desirable but not essential. However, 40.5 percent believe that it is essential and 16.2 percent feel that it is absolutely essential. See Table B20.

The remaining 53.2 percent of the respondents do have this component operationalized in their schools. Of those, 26.6 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 26.6 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0465, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

T

R

C

T

1

2

3

4

5

C

T

R

C

R

S

TABLE B20--Chi-Square Test for Component No. 4.02: An Up-to-Date  
List of Available Jobs in Your Local Area.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential             | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|-----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 2<br>5.4<br>100.0<br>2.5                       | 14<br>37.8<br>56.8<br>17.7              | 15<br>40.5<br>45.5<br>19.0  | 6<br>16.2<br>31.6<br>7.6      | 37<br>46.8   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>14.3<br>4.0<br>> 1.3               | 3<br>42.9<br>9.1<br>> 3.8   | 3<br>42.9<br>15.8<br>> 3.8    | 7<br>8.9     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 10<br>50.0<br>40.0<br>= 12.7            | 6<br>30.0<br>18.2<br>> 7.6  | 4<br>20.0<br>21.1<br>> 5.1    | 20<br>25.3   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 9<br>69.2<br>27.3<br>= 11.4 | 4<br>30.8<br>21.1<br>> 5.1    | 13<br>16.5   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0          | 2<br>100.0<br>10.5<br>= 2.5   | 2<br>2.5     |
| Column<br>Total                        | 2<br>2.5                                       | 25<br>31.6                              | 33<br>41.8                  | 19<br>24.1                    | 79<br>100.0  |

Raw Chi-square 21.27289  
Degrees of Freedom 12  
Number Missing Observations 16  
Significance .0465

**Legend:**

- > More essential than effective  
= Equally essential and effective  
< Less essential than effective

Findings for Placement Component No. 4.03:  
School-Scheduled Interviews for Students  
By Employers at Your School

Of the responding principals, 81.0 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 20.1 percent believe that this component is neither desirable nor essential and 53.3 percent believe that it is desirable but not essential. However, 23.3 percent believe that it is essential and 3.3 percent feel that it is absolutely essential. See Table B21.

The remaining 19.0 percent of the respondents do have this component operationalized in their schools. Of those, 9.5 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 9.5 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0007, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B21--Chi-Square Test for Component No. 4.03: School-Scheduled Interviews for Students by Employers at Your School.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 12<br>20.0<br>92.3<br>16.2                     | 32<br>53.3<br>88.9<br>43.2              | 14<br>23.3<br>66.7<br>18.9 | 2<br>3.3<br>50.0<br>2.7       | 60<br>81.1   |
| 2. Very<br>Ineffec-<br>tive            | 1<br>100.0<br>7.7<br>= 1.4                     | 0<br>0<br>0<br>> 0                      | 0<br>0<br>0<br>> 0         | 0<br>0<br>0<br>> 0            | 1<br>1.4     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 4<br>44.4<br>11.1<br>= 5.4              | 5<br>55.6<br>23.8<br>> 6.8 | 0<br>0<br>0<br>> 0            | 9<br>12.2    |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 2<br>50.0<br>9.5<br>= 2.7  | 2<br>50.0<br>50.0<br>> 2.7    | 4<br>5.4     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>= 0            | 0<br>0       |
| Column<br>Total                        | 13<br>17.6                                     | 36<br>48.6                              | 21<br>28.4                 | 4<br>5.4                      | 74<br>100.0  |

Raw Chi-square 28.64626  
 Degrees of Freedom 9  
 Number Missing Observations 21  
 Significance .0007

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 4.04:  
School-Contacted Local People Available  
to Discuss Their Respective Occupations  
with Interested Students

Of the responding principals, 25.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 22.7 percent believe that this component is neither desirable nor essential and 36.4 percent believe that it is desirable but not essential. However, 36.4 percent believe that it is essential and 4.5 percent feel that it is absolutely essential. See Table B22.

The remaining 74.1 percent of the respondents do have this component operationalized in their schools. Of those, 27.0 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 41.2 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 5.9 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0001, it is concluded that ~~there~~ is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B22--Chi-Square Test for Component No. 4.04: School-Contacted  
Local People Available to Discuss Their Respective  
Occupations with Interested Students.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 5<br>22.7<br>100.0<br>5.9                      | 8<br>36.4<br>38.1<br>9.4                | 8<br>36.4<br>16.7<br>9.4     | 1<br>4.5<br>9.1<br>1.2        | 22<br>25.9   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>100.0<br>4.8<br>> 1.2              | 0<br>0<br>0<br>> 0           | 0<br>0<br>0<br>> 0            | 1<br>1.2     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 7<br>29.2<br>33.3<br>= 8.2              | 14<br>58.3<br>29.2<br>> 16.5 | 3<br>12.5<br>27.3<br>> 3.5    | 24<br>28.2   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 5<br>13.9<br>23.8<br>< 5.9              | 26<br>72.2<br>54.2<br>= 30.6 | 5<br>13.9<br>45.5<br>> 5.9    | 36<br>42.4   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0           | 2<br>100.0<br>18.2<br>= 2.4   | 2<br>2.4     |
| Column<br>Total                        | 5<br>5.9                                       | 21<br>24.7                              | 48<br>56.5                   | 11<br>12.9                    | 85<br>100.0  |

Raw Chi-square 38.15074  
Degrees of Freedom 12  
Number Missing Observations 10  
Significance .0001

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 4.05:  
Sessions with Students Informing Them of  
the Career Information System of  
Iowa (CISI)

Of the responding principals, 13.6 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 0.0 percent believe that this component is neither desirable nor essential and 45.4 percent believe that it is desirable but not essential. However, 45.5 percent believe that it is essential and 9.1 percent feel that it is absolutely essential. See Table B23.

The remaining 86.4 percent of the respondents do have this component operationalized in their schools. Of those, 18.5 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 46.9 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 21.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0008, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B23--Chi-Square Test for Component No. 4.05: Sessions with Students Informing Them of the Career Information System of Iowa (CISI).

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 0<br>0<br>0<br>0                               | 5<br>45.5<br>22.7<br>6.2                | 5<br>45.5<br>11.9<br>6.2     | 1<br>9.1<br>5.9<br>1.2        | 11<br>13.6   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 2<br>100.0<br>9.1<br>> 2.5              | 0<br>0<br>0<br>> 0           | 0<br>0<br>0<br>> 0            | 2<br>2.5     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 4<br>40.0<br>18.2<br>= 4.9              | 6<br>60.0<br>14.3<br>> 7.4   | 0<br>0<br>0<br>> 0            | 10<br>12.3   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 11<br>25.6<br>50.0<br>< 13.6            | 25<br>58.1<br>59.5<br>= 30.9 | 7<br>16.3<br>41.2<br>> 8.6    | 43<br>53.1   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 6<br>40.0<br>14.3<br>< 7.4   | 9<br>60.0<br>52.9<br>= 11.1   | 15<br>18.5   |
| Column<br>Total                        | 0<br>0                                         | 22<br>27.2                              | 42<br>51.9                   | 17<br>21.0                    | 81<br>100.0  |

Raw Chi-square 26.56100  
 Degrees of Freedom 8  
 Number Missing Observations 14  
 Significance .0008

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 4.06:  
Released Time from School for Field Trips  
and "On-the-Job" Experiences that Give  
Students First-Hand Exposure to Jobs  
They are Tentatively Exploring

Of the responding principals, 22.0 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 5.6 percent believe that this component is neither desirable nor essential and 61.1 percent believe that it is desirable but not essential. However, 11.1 percent believe that it is essential and 22.2 percent feel that it is absolutely essential. See Table B24.

The remaining 78.0 percent of the respondents do have this component operationalized in their schools. Of those, 19.5 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 48.8 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 9.7 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B24--Chi-Square Test for Component No. 4.06: Released Time From School for Field Trips and "On-the-Job" Experiences that Give Students First-Hand Exposure to Jobs They are Tentatively Exploring.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 1<br>5.6<br>100.0<br>1.2                       | 11<br>61.1<br>40.7<br>13.4              | 2<br>11.1<br>5.1<br>2.4      | 4<br>22.2<br>26.7<br>4.9      | 18<br>22.0   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 4<br>100.0<br>10.3<br>> 4.9  | 0<br>0<br>0<br>> 0            | 4<br>4.9     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 9<br>50.0<br>33.3<br>= 11.0             | 8<br>44.4<br>20.5<br>> 9.8   | 1<br>5.6<br>6.7<br>> 1.2      | 18<br>22.0   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 7<br>20.6<br>25.9<br>< 8.5              | 24<br>70.6<br>61.5<br>= 29.3 | 3<br>8.8<br>20.0<br>> 3.7     | 34<br>41.5   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>12.5<br>2.6<br>< 1.2    | 7<br>87.5<br>46.7<br>= 8.5    | 8<br>9.8     |
| Column<br>Total                        | 1<br>1.2                                       | 27<br>32.9                              | 39<br>47.6                   | 15<br>18.3                    | 82<br>100.0  |

Raw Chi-square 53.34413  
 Degrees of Freedom 12  
 Number Missing Observations 13  
 Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 4.07:  
Regular Visits to Your School by Recent  
Alumni to Speak to Students and  
Faculty About Their School  
Placement and Job  
Experiences

Of the responding principals, 49.4 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 5.0 percent believe that this component is neither desirable nor essential and 77.5 percent believe that it is desirable but not essential. However, 17.5 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B25.

The remaining 50.6 percent of the respondents do have this component operationalized in their schools. Of those, 23.5 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 23.4 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 3.7 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B25--Chi-Square Test for Component No. 4.07: Regular Visits to  
Your School by Recent Alumni to Speak to Students and  
Faculty About Their School Placement and Job Experiences.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 2<br>5.0<br>100.0<br>2.5                       | 31<br>77.5<br>62.0<br>38.3              | 7<br>17.5<br>26.9<br>8.6     | 0<br>0<br>0<br>0              | 40<br>49.4   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 7<br>87.5<br>14.0<br>> 8.6              | 1<br>12.5<br>3.8<br>> 1.2    | 0<br>0<br>0<br>> 0            | 8<br>9.9     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 10<br>50.0<br>20.0<br>= 12.3            | 10<br>50.0<br>38.5<br>> 12.3 | 0<br>0<br>0<br>> 0            | 20<br>24.7   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 2<br>20.0<br>4.0<br>< 2.5               | 7<br>70.0<br>26.9<br>= 8.6   | 1<br>10.0<br>33.3<br>> 1.2    | 10<br>12.3   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>33.3<br>3.8<br>< 1.2    | 2<br>66.7<br>66.7<br>= 2.5    | 3<br>3.7     |
| Column<br>Total                        | 2<br>2.5                                       | 50<br>61.7                              | 26<br>32.1                   | 3<br>3.7                      | 81<br>100.0  |

Raw Chi-square 55.42754  
Degrees of Freedom 12  
Number Missing Observations 14  
Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 4.08:  
Career Days Where Employers Talk to  
Students About Local Job  
Opportunities

Of the responding principals, 48.8 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 25.0 percent believe that this component is neither desirable nor essential and 55.0 percent believe that it is desirable but not essential. However, 20.0 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B26.

The remaining 51.2 percent of the respondents do have this component operationalized in their schools. Of those, 19.0 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 29.5 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 3.7 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B26--Chi-Square Test for Component No. 4.08: Career Days  
Where Employers Talk to Students about Local Job  
Opportunities.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 10<br>25.0<br>100.0<br>12.2                    | 22<br>55.0<br>62.9<br>26.8              | 8<br>20.0<br>32.0<br>9.8     | 0<br>0<br>0<br>0              | 40<br>48.8   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 3<br>75.0<br>8.6<br>> 3.7               | 1<br>25.0<br>4.0<br>> 1.2    | 0<br>0<br>0<br>> 0            | 4<br>4.9     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 7<br>58.3<br>20.0<br>= 8.5              | 4<br>33.3<br>16.0<br>> 4.9   | 1<br>8.3<br>8.3<br>> 1.2      | 12<br>14.6   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 3<br>14.3<br>8.6<br>< 3.7               | 12<br>57.1<br>48.0<br>= 14.6 | 6<br>28.6<br>50.0<br>> 7.3    | 21<br>25.6   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0           | 5<br>100.0<br>41.7<br>= 6.1   | 5<br>6.1     |
| Column<br>Total                        | 10<br>12.2                                     | 35<br>42.7                              | 25<br>30.5                   | 12<br>14.6                    | 82<br>100.0  |

Raw Chi-square 62.07391  
Degrees of Freedom 12  
Number Missing Observations 13  
Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 5.01:  
Services for Students to Secure Full-Time  
Jobs After Termination or Graduation  
From Your School

Of the responding principals, 69.6 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 23.6 percent believe that this component is neither desirable nor essential and 54.5 percent believe that it is desirable but not essential. However, 18.3 percent believe that it is essential and 3.6 percent feel that it is absolutely essential. See Table B27.

The remaining 30.4 percent of the respondents do have this component operationalized in their schools. Of those, 19.0 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 7.6 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 3.8 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0001, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B27--Chi-Square Test for Component No. 5.01: Services for Students to Secure Full-Time Jobs After Termination or Graduation from Your School.**

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential             | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|-----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 13<br>23.6<br>100.0<br>16.5                    | 30<br>54.5<br>81.1<br>38.0              | 10<br>18.2<br>41.7<br>12.7  | 2<br>3.6<br>40.0<br>2.5       | 55<br>69.6   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 3<br>50.0<br>8.1<br>> 3.8               | 2<br>33.3<br>8.3<br>> 2.5   | 1<br>16.7<br>20.0<br>> 1.3    | 6<br>7.6     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 1<br>11.1<br>2.7<br>= 1.3               | 8<br>88.9<br>33.3<br>> 10.1 | 0<br>0<br>0<br>> 0            | 9<br>11.4    |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 3<br>37.5<br>8.1<br>< 3.8               | 4<br>50.0<br>16.7<br>= 5.1  | 1<br>12.5<br>20.0<br>> 1.3    | 8<br>10.1    |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0          | 1<br>100.0<br>20.0<br>= 1.3   | 1<br>1.3     |
| Column<br>Total                        | 13<br>16.5                                     | 37<br>46.8                              | 24<br>30.4                  | 5<br>6.3                      | 79<br>100.0  |

Raw Chi-square 40.18073  
 Degrees of Freedom 12  
 Number Missing Observations 16  
 Significance .0001

**Legend:**

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 5.02:  
Services for Students to Secure Regularly  
Scheduled Part-Time Jobs

Of the responding principals, 45.8 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 21.1 percent believe that this component is neither desirable nor essential and 60.5 percent believe that it is desirable but not essential. However, 15.8 percent believe that it is essential and 2.6 percent feel that it is absolutely essential. See Table B28.

The remaining 54.2 percent of the respondents do have this component operationalized in their schools. Of those, 20.5 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 25.3 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 8.4 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0001, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B28--Chi-Square Test for Component No. 5.02: Services for  
Students to Secure Regularly Scheduled Part-Time Jobs.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 8<br>21.1<br>100.0<br>9.6                      | 23<br>60.5<br>59.0<br>27.7              | 6<br>15.8<br>20.7<br>7.2     | 1<br>2.6<br>14.3<br>1.2       | 38<br>45.8   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 3<br>37.5<br>7.7<br>> 3.6               | 3<br>37.5<br>10.3<br>> 3.6   | 2<br>25.0<br>28.6<br>> 2.4    | 8<br>9.6     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 6<br>42.9<br>15.4<br>= 7.2              | 7<br>50.0<br>24.1<br>> 8.4   | 1<br>7.1<br>14.3<br>> 1.2     | 14<br>16.9   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 6<br>30.0<br>15.4<br>< 7.2              | 13<br>65.0<br>44.8<br>= 15.7 | 1<br>5.0<br>14.3<br>> 1.2     | 20<br>24.1   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 1<br>33.3<br>2.6<br>< 1.2               | 0<br>0<br>0<br>< 0           | 2<br>66.7<br>28.6<br>= 2.4    | 3<br>3.6     |
| Column<br>Total                        | 8<br>9.6                                       | 39<br>47.0                              | 29<br>34.9                   | 7<br>8.4                      | 83<br>100.0  |

Raw Chi-square 40.13038  
Degrees of Freedom 12  
Number Missing Observations 12  
Significance .0001

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 5.03:  
Services for Students to Secure Odd-Jobs

Of the responding principals, 42.4 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 36.1 percent believe that this component is neither desirable nor essential and 47.2 percent believe that it is desirable but not essential. However, 16.7 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B29.

The remaining 57.6 percent of the respondents do have this component operationalized in their schools. Of those, 15.3 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 29.4 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 12.9 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B29---Chi-Square Test for Component No. 5.03: Services for  
Students to Secure Odd-Jobs.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 13<br>36.1<br>92.9<br>15.3                     | 17<br>47.2<br>43.6<br>20.0              | 6<br>16.7<br>23.1<br>7.1     | 0<br>0<br>0<br>0              | 36<br>42.4   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 3<br>60.0<br>7.7<br>> 3.5               | 1<br>20.0<br>3.8<br>> 1.2    | 1<br>20.0<br>16.7<br>> 1.2    | 5<br>5.9     |
| 3. Ineffec-<br>tive                    | 1<br>5.9<br>7.1<br>< 1.2                       | 9<br>52.9<br>23.1<br>= 10.6             | 5<br>29.4<br>19.2<br>> 5.9   | 2<br>11.8<br>33.3<br>> 2.4    | 17<br>20.0   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 9<br>37.5<br>23.1<br>< 10.6             | 14<br>58.3<br>53.8<br>= 16.5 | 1<br>4.2<br>16.7<br>> 1.2     | 24<br>28.2   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 1<br>33.3<br>2.6<br>< 1.2               | 0<br>0<br>0<br>< 0           | 2<br>66.7<br>33.3<br>= 2.4    | 3            |
| Column<br>Total                        | 14<br>16.5                                     | 39<br>45.9                              | 26<br>30.6                   | 6<br>7.1                      | 85<br>100.0  |

Raw Chi-square 44.82084  
Degrees of Freedom 12  
Number Missing Observations 10  
Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 5.04:  
Services for Students to Secure Summer Jobs

Of the responding principals, 31.3 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 26.9 percent believe that this component is neither desirable nor essential and 50.0 percent believe that it is desirable but not essential. However, 19.2 percent believe that it is essential and 3.8 percent feel that it is absolutely essential. See Table B30,

The remaining 68.7 percent of the respondents do have this component operationalized in their schools. Of those, 24.1 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 21.7 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 10.9 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0003, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B30---Chi-Square Test for Component No. 5.04: Services for  
Students to Secure Summer Jobs.

| Count<br>Row' Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|-----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                      | 7<br>26.9<br>100.0<br>8.4                      | 13<br>50.0<br>32.5<br>15.7              | 5<br>19.2<br>16.1<br>6.0     | 1<br>3.8<br>20.0<br>1.2       | 26<br>31.3   |
| 2. Very<br>Ineffec-<br>tive             | 0<br>0<br>0<br>= 0                             | 6<br>60.0<br>15.0<br>> 7.2              | 2<br>20.0<br>6.5<br>> 2.4    | 2<br>20.0<br>40.0<br>> 2.4    | 10<br>12.0   |
| 3. Ineffec-<br>tive                     | 0<br>0<br>0<br>< 0                             | 13<br>56.5<br>32.5<br>= 15.7            | 9<br>39.1<br>29.0<br>> 10.8  | 1<br>4.3<br>20.0<br>> 1.2     | 23<br>27.7   |
| 4. Effective                            | 0<br>0<br>0<br>< 0                             | 8<br>36.4<br>20.0<br>< 9.6              | 14<br>63.6<br>45.2<br>= 16.9 | 0<br>0<br>0<br>> 0            | 22<br>26.5   |
| 5. Very<br>Effective                    | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>50.0<br>3.2<br>< 1.2    | 1<br>50.0<br>20.0<br>= 1.2    | 2<br>2.4     |
| Column<br>Total                         | 7<br>8.4                                       | 40<br>48.2                              | 31<br>37.3                   | 5<br>6.0                      | 83<br>100.0  |

Raw Chi-square 36.15362  
Degrees of Freedom 12  
Number Missing Observations 12  
Significance .0003

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 5.05:  
A Co-Op Program, Where Students Spend Part  
of Their Course Working at a Job Related to  
the Skills They are Learning at  
Your School

Of the responding principals, 39.8 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 6.1 percent believe that this component is neither desirable nor essential and 54.5 percent believe that it is desirable but not essential. However, 36.4 percent believe that it is essential and 3.0 percent feel that it is absolutely essential. See Table B31.

The remaining 60.2 percent of the respondents do have this component operationalized in their schools. Of those, 15.7 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 36.1 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 8.4 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B31--Chi-Square Test for Component No. 5.05: A Co-op Program, Where Students Spend Part of Their Course Working at a Job Related to the Skills They are Learning at Your School.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 2<br>6.1<br>100.0<br>2.4                       | 18<br>54.5<br>78.3<br>21.7              | 12<br>36.4<br>30.8<br>14.5   | 1<br>3.0<br>5.6<br>1.2        | 33<br>39.8   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 1<br>100.0<br>2.5<br>> 1.2   | 0<br>0<br>0<br>> 0            | 1<br>1.2     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 2<br>22.2<br>8.7<br>= 2.4               | 6<br>66.7<br>15.0<br>> 7.2   | 1<br>11.1<br>5.6<br>> 1.2     | 9<br>10.8    |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 2<br>8.3<br>8.7<br>< 2.4                | 17<br>70.8<br>42.5<br>= 20.5 | 5<br>20.8<br>27.8<br>> 6.0    | 24<br>28.9   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 1<br>6.3<br>4.3<br>< 1.2                | 4<br>25.0<br>10.0<br>< 4.8   | 11<br>68.8<br>61.1<br>= 13.3  | 16<br>19.3   |
| Column<br>Total                        | 2<br>2.4                                       | 23<br>27.7                              | 40<br>48.2                   | 18<br>21.7                    | 83<br>100.0  |

Raw Chi-square 46.70984  
 Degrees of Freedom 12  
 Number Missing Observations 12  
 Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 5.06:  
A Work-Study Program, Where Students Work  
Part-Time for the School or Other Non-  
Profit Institutions to Enable Them to  
Earn Money so That They Can Complete  
Their Education

Of the responding principals, 47.6 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 12.8 percent believe that this component is neither desirable nor essential and 53.8 percent believe that it is desirable but not essential. However, 36.4 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B32.

The remaining 52.4 percent of the respondents do have this component operationalized in their schools. Of those, 13.4 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 29.3 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 9.7 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B32--Chi-Square Test for Component No. 5.06: A Work-Study Program, Where Students Work Part-Time for the School or Other Non-Profit Institutions to Enable Them to Earn Money so that they can Complete Their Education.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 5<br>12.8<br>100.0<br>6.1                      | 21<br>53.8<br>65.6<br>25.6              | 13<br>33.3<br>36.1<br>15.9   | 0<br>0<br>0<br>0              | 39<br>47.6   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 3<br>75.0<br>9.4<br>> 3.7               | 1<br>25.0<br>2.8<br>> 1.2    | 0<br>0<br>0<br>> 0            | 4<br>4.9     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 4<br>57.1<br>12.5<br>= 4.9              | 3<br>42.9<br>8.3<br>> 3.7    | 0<br>0<br>0<br>> 0            | 7<br>8.5     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 4<br>17.4<br>12.5<br>< 4.9              | 15<br>65.2<br>41.7<br>= 18.3 | 4<br>17.4<br>44.4<br>> 4.9    | 23<br>28.0   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 4<br>44.4<br>11.1<br>< 4.9   | 5<br>55.6<br>55.6<br>= 6.9    | 9<br>11.0    |
| Column<br>Total                        | 5<br>6.1                                       | 32<br>39.0                              | 36<br>43.9                   | 9<br>11.0                     | 82<br>100.0  |

Raw Chi-square 42.24134  
 Degrees of Freedom 12  
 Number Missing Observations 13  
 Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 6.01:  
Gathering and Reporting Data Relative to  
the Success of Students Getting, Keeping  
and Advancing on a Job, Including the  
Type of Job, How Obtained, Type of  
Company, Length of Time Held, Job  
Satisfaction

Of the responding principals, 60.8 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 12.5 percent believe that this component is neither desirable nor essential and 52.1 percent believe that it is desirable but not essential. However, 35.4 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B33.

The remaining 39.2 percent of the respondents do have this component operationalized in their schools. Of those, 22.8 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 15.2 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 1.2 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0004, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B33--Chi-Square Test for Component No. 6.01: Gathering and Reporting Data Relative to the Success of Students Getting, Keeping, and Advancing on a Job, Including the Type of Job, How Obtained, Type of Company, Length of Time Held, Job Satisfaction.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 6<br>12.5<br>100.0<br>7.6                      | 25<br>52.1<br>69.4<br>31.6              | 17<br>35.4<br>53.1<br>21.5 | 0<br>0<br>0<br>0              | 48<br>60.8   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 6<br>75.0<br>16.7<br>> 7.6              | 2<br>25.0<br>6.3<br>> 2.5  | 0<br>0<br>0<br>> 0            | 8<br>10.1    |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 4<br>33.3<br>11.1<br>= 5.1              | 6<br>50.0<br>18.8<br>> 7.6 | 2<br>16.7<br>40.0<br>> 2.5    | 12<br>15.2   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 1<br>10.0<br>2.8<br>< 1.3               | 7<br>70.0<br>21.9<br>= 8.9 | 2<br>20.0<br>40.0<br>> 2.5    | 10<br>12.7   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 1<br>100.0<br>20.0<br>= 1.3   | 1<br>1.3     |
| Column<br>Total                        | 6<br>7.6                                       | 36<br>45.6                              | 32<br>40.5                 | 5<br>6.3                      | 79<br>100.0  |

Raw Chi-square 35.45696  
 Degrees of Freedom 12  
 Number Missing Observations 16  
 Significance .0004

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 6.02:  
Gathering and Reporting of Ratings of Your  
School's Job-Related Preparation of  
Students, by Former Students

Of the responding principals, 71.8 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 12.5 percent believe that this component is neither desirable nor essential and 57.1 percent believe that it is desirable but not essential. However, 26.8 percent believe that it is essential and 3.6 percent feel that it is absolutely essential. See Table B34.

The remaining 28.2 percent of the respondents do have this component operationalized in their schools. Of those, 19.2 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 9.0 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0001, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B34--Chi-Square Test for Component No. 6.02: Gathering and Reporting of Ratings of Your School's Job-Related Preparation of Students, by Former Students.

| Count                       |     | 1.                        | 2.                         | 3.                          | 4.                          | Row<br>Total |
|-----------------------------|-----|---------------------------|----------------------------|-----------------------------|-----------------------------|--------------|
| Row                         | Pct | Neither                   | Desirable                  |                             |                             |              |
| Col                         | Pct | Desirable                 | But not                    |                             | Absolutely                  |              |
| Tot                         | Pct | Nor                       | Essential                  | Essential                   | Essential                   |              |
|                             |     | Essential                 |                            |                             |                             |              |
| 1. No<br>Component          |     | 7<br>12.5<br>100.0<br>9.0 | 32<br>57.1<br>94.1<br>41.0 | 15<br>26.8<br>46.9<br>19.2  | 2<br>3.6<br>40.0<br>2.6     | 56<br>71.8   |
| 2. Very<br>Ineffec-<br>tive |     | 0<br>0<br>0<br>= 0        | 1<br>20.0<br>2.9<br>> 1.3  | 4<br>80.0<br>12.5<br>> 5.1  | 0<br>0<br>0<br>> 0          | 5<br>6.4     |
| 3. Ineffec-<br>tive         |     | 0<br>0<br>0<br>< 0        | 1<br>10.0<br>2.9<br>= 1.3  | 8<br>80.0<br>25.0<br>> 10.3 | 1<br>10.0<br>20.0<br>> 1.3  | 10<br>12.8   |
| 4. Effective                |     | 0<br>0<br>0<br>< 0        | 0<br>0<br>0<br>< 0         | 5<br>83.3<br>15.6<br>= 6.4  | 1<br>16.7<br>20.0<br>> 1.3  | 6<br>7.7     |
| 5. Very<br>Effective        |     | 0<br>0<br>0<br>< 0        | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>< 0          | 1<br>100.0<br>20.0<br>= 1.3 | 1<br>1.3     |
| Column<br>Total             |     | 7<br>9.0                  | 34<br>43.6                 | 32<br>41.0                  | 5<br>6.4                    | 78<br>100.0  |

Raw Chi-square 38.61188  
 Degrees of Freedom 12  
 Number Missing Observations 17  
 Significance .0001

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 6.03:  
A Follow-Up Interview Service that is  
Responsible for Helping Students  
Stay on a Job or Change Their  
Career Plans

Of the responding principals, 82.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 20.6 percent believe that this component is neither desirable nor essential and 60.3 percent believe that it is desirable but not essential. However, 19.0 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B35.

The remaining 17.1 percent of the respondents do have this component operationalized in their schools. Of those, 13.2 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 2.6 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 1.3 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B35--Chi-Square Test for Component No. 6.03: A Follow-Up  
Interview Service that is Responsible for Helping  
Students Stay on a Job or Change Their Career Plans.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential             | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|-----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 13<br>20.6<br>100.0<br>17.1                    | 38<br>60.3<br>95.0<br>50.0              | 12<br>19.0<br>57.1<br>15.8  | 0<br>0<br>0<br>0              | 63<br>82.9   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>25.0<br>2.5<br>> 1.3               | 3<br>75.0<br>14.3<br>> 3.9  | 0<br>0<br>0<br>> 0            | 4<br>5.3     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>= 0                      | 5<br>100.0<br>23.8<br>> 6.6 | 0<br>0<br>0<br>> 0            | 5<br>6.6     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 1<br>33.3<br>2.5<br>< 1.3               | 1<br>33.3<br>4.8<br>= 1.3   | 1<br>33.3<br>50.0<br>> 1.3    | 3<br>3.9     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0          | 1<br>100.0<br>50.0<br>= 1.3   | 1<br>1.3     |
| Column<br>Total                        | 13<br>17.1                                     | 40<br>52.6                              | 21<br>27.6                  | 2<br>2.6                      | 76<br>100.0  |

Raw Chi-square 70.72330  
Degrees of Freedom 12  
Number Missing Observations 19  
Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 6.04:  
An Annual Survey of Employers to Determine  
What Qualifications They are Looking for  
in the Students They Accept

Of the responding principals, 85.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 14.9 percent believe that this component is neither desirable nor essential and 43.3 percent believe that it is desirable but not essential. However, 32.8 percent believe that it is essential and 9.0 percent feel that it is absolutely essential. See Table B36.

The remaining 14.1 percent of the respondents do have this component operationalized in their schools. Of those, 9.0 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 5.1 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .2121, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B36--Chi-Square Test for Component No. 6.04: An Annual Survey  
of Employers to Determine What Qualifications They are  
Looking for in the Students They Accept.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 10<br>14.9<br>100.0<br>12.8                    | 29<br>43.3<br>96.7<br>37.2              | 22<br>32.8<br>71.0<br>28.2 | 6<br>9.0<br>85.7<br>7.7       | 67<br>85.9   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 2<br>100.0<br>6.5<br>> 2.6 | 0<br>0<br>0<br>> 0            | 2<br>2.6     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 1<br>16.7<br>3.3<br>= 1.3               | 4<br>66.7<br>12.9<br>> 5.1 | 1<br>16.7<br>14.3<br>> 1.3    | 6<br>7.7     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 3<br>100.0<br>9.7<br>= 3.8 | 0<br>0<br>0<br>> 0            | 3<br>3.8     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>= 0            | 0<br>0       |
| Column<br>Total                        | 10<br>12.8                                     | 30<br>38.5                              | 31<br>39.7                 | 7<br>9.0                      | 78<br>100.0  |

Raw Chi-square 12.02183  
Degrees of Freedom 9  
Number Missing Observations 17  
Significance .2121

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 6.05:  
An Annual Survey of Graduates and Their  
Employers to Determine How the School's  
Placement Service Could be Improved

Of the responding principals, 84.4 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 10.8 percent believe that this component is neither desirable nor essential and 50.8 percent believe that it is desirable but not essential. However, 29.2 percent believe that it is essential and 9.2 percent feel that it is absolutely essential. See Table B37.

The remaining 15.6 percent of the respondents do have this component operationalized in their schools. Of those, 10.4 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 5.2 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0508, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B37--Chi-Square Test for Component No. 6.05: An Annual Survey of Graduates and Their Employers to Determine How the School's Placement Service Could be Improved.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential             | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|-----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 7<br>10.8<br>100.0<br>9.1                      | 33<br>50.8<br>97.1<br>42.9              | 19<br>29.2<br>63.3<br>24.7  | 6<br>9.2<br>100.0<br>7.8      | 65<br>84.4   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 1<br>100.0<br>3.3<br>> 1.3  | 0<br>0<br>0<br>> 0            | 1<br>1.3     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 1<br>12.5<br>2.9<br>= 1.3               | 7<br>87.5<br>23.3<br>> 9.1  | 0<br>0<br>0<br>> 0            | 8<br>10.4    |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 3<br>100.0<br>10.0<br>= 3.9 | 0<br>0<br>0<br>> 0            | 3<br>3.9     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0          | 0<br>0<br>0<br>= 0            | 0<br>0       |
| Column<br>Total                        | 7<br>9.1                                       | 34<br>44.2                              | 30<br>39.0                  | 6<br>7.8                      | 77<br>100.0  |

Raw Chi-square 16.86799  
 Degrees of Freedom 9  
 Number Missing Observations 18  
 Significance .0508

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 7.01:  
Occupational Placement Services Provided  
By Your Teachers

Of the responding principals, 74.0 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 33.3 percent believe that this component is neither desirable nor essential and 61.4 percent believe that it is desirable but not essential. However, 5.3 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B38.

The remaining 26.0 percent of the respondents do have this component operationalized in their schools. Of those, 7.8 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 16.9 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 1.3 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B38--Chi-Square Test for Component No. 7.01: Occupational Placement Services Provided by Your Teachers.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 19<br>33.3<br>95.0<br>24.7                     | 35<br>61.4<br>81.4<br>45.5              | 3<br>5.3<br>21.4<br>3.9    | 0<br>0<br>0<br>0              | 57<br>74.0   |
| 2. Very<br>Ineffec-<br>tive            | 1<br>25.0<br>5.0<br>= 1.3                      | 2<br>50.0<br>4.7<br>> 2.6               | 1<br>25.0<br>7.0<br>> 1.3  | 0<br>0<br>0<br>> 0            | 4<br>5.2     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 5<br>62.5<br>11.6<br>= 6.5              | 3<br>37.5<br>21.4<br>> 3.9 | 0<br>0<br>0<br>> 0            | 8<br>10.4    |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 1<br>12.5<br>2.3<br>< 1.3               | 7<br>87.5<br>50.0<br>= 9.1 | 0<br>0<br>0<br>> 0            | 8<br>10.4    |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>= 0            | 0<br>0       |
| Column<br>Total                        | 20<br>26.0                                     | 43<br>55.8                              | 14<br>18.2                 | 0<br>0                        | 77<br>100.0  |

Raw Chi-square 36.55901  
 Degrees of Freedom 6  
 Number Missing Observations 18  
 Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 7.02:  
Occupational Placement Services Provided  
By Your Guidance Counselor/s

Of the responding principals, 37.0 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 23.3 percent believe that this component is neither desirable nor essential and 43.3 percent believe that it is desirable but not essential. However, 33.3 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B39.

The remaining 63.0 percent of the respondents do have this component operationalized in their schools. Of those, 7.4 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 34.6 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 21.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0026, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B39--Chi-Square Test for Component 7.02: Occupational  
Placement Services provided by Your Guidance  
Counselor/s.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 7<br>23.3<br>100.0<br>8.6                      | 13<br>43.3<br>46.4<br>16.0              | 10<br>33.3<br>25.0<br>12.3   | 0<br>0<br>0<br>0              | 30<br>37.0   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 3<br>50.0<br>10.7<br>> 3.7              | 3<br>50.0<br>7.5<br>> 3.7    | 0<br>0<br>0<br>> 0            | 6<br>7.4     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 7<br>50.0<br>25.0<br>= 8.6              | 6<br>42.9<br>15.0<br>> 7.4   | 1<br>7.1<br>16.7<br>> 1.2     | 14<br>17.3   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 5<br>17.2<br>17.9<br>< 6.2              | 20<br>69.0<br>50.0<br>= 24.7 | 4<br>13.8<br>66.7<br>> 4.9    | 29<br>35.8   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>50.0<br>2.5<br>< 1.2    | 1<br>50.0<br>16.7<br>= 1.2    | 2<br>2.5     |
| Column<br>Total                        | 7<br>8.6                                       | 28<br>34.6                              | 40<br>49.4                   | 6<br>7.4                      | 81<br>100.0  |

Raw Chi-square 30.25530  
Degrees of Freedom 12  
Number Missing Observations 14  
Significance .0026

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 7.03:  
Occupational Placement Services Provided  
By You, the Principal

Of the responding principals, 74.7 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 41.1 percent believe that this component is neither desirable nor essential and 50.0 percent believe that it is desirable but not essential. However, 8.9 percent believe that it is essential and 0.0 percent feel that it is absolutely essential. See Table B40.

The remaining 25.3 percent of the respondents do have this component operationalized in their schools. Of those, 9.3 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 13.3 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 2.7 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B40--Chi-Square Test for Component No. 7.03: Occupational Placement Services Provided by You, the Principal.

| Count                       |     | 1.         | 2.         | 3.         | 4.         | Row<br>Total |
|-----------------------------|-----|------------|------------|------------|------------|--------------|
| Row                         | Pct | Neither    | Desirable  |            |            |              |
| Col                         | Pct | Desirable  | But not    |            | Absolutely |              |
| Tot                         | Pct | Nor        | Essential  | Essential  | Essential  |              |
| 1. No<br>Component          |     | 23         | 28         | 5          | 0          | 56           |
|                             |     | 41.1       | 50.0       | 8.9        | 0          | 74.7         |
|                             |     | 100.0      | 71.8       | 50.0       | 0          |              |
|                             |     | 30.7       | 37.3       | 6.7        | 0          |              |
| 2. Very<br>Ineffec-<br>tive |     | 0          | 3          | 1          | 0          | 4            |
|                             |     | 0          | 75.0       | 25.0       | 0          | 5.3          |
|                             |     | 0          | 7.7        | 10.0       | 0          |              |
|                             | =   | 0          | > 4.0      | > 1.3      | > 0        |              |
| 3. Ineffec-<br>tive         |     | 0          | 6          | 0          | 0          | 6            |
|                             |     | 0          | 100.0      | 0          | 0          | 8.0          |
|                             |     | 0          | 15.4       | 0          | 0          |              |
|                             | <   | 0          | = 8.0      | > 0        | > 0        |              |
| 4. Effective                |     | 0          | 2          | 4          | 3          | 9            |
|                             |     | 0          | 22.2       | 44.4       | 33.3       | 12.0         |
|                             |     | 0          | 5.1        | 40.0       | 100.0      |              |
|                             | <   | 0          | < 2.7      | = 5.3      | > 4.0      |              |
| 5. Very<br>Effective        |     | 0          | 0          | 0          | 0          | 0            |
|                             |     | 0          | 0          | 0          | 0          | 0            |
|                             |     | 0          | 0          | 0          | 0          |              |
|                             | <   | 0          | < 0        | < 0        | = 0        |              |
| Column<br>Total             |     | 23<br>30.7 | 39<br>52.0 | 10<br>13.3 | 3<br>4.0   | 75<br>100.0  |

Raw Chi-square 43.00328  
 Degrees of Freedom 9  
 Number Missing Observations 20  
 Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 7.04:  
Occupational Placement Services Provided  
By a Cooperative Education Coordinator

Of the responding principals, 67.1 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 20.8 percent believe that this component is neither desirable nor essential and 50.9 percent believe that it is desirable but not essential. However, 22.6 percent believe that it is essential and 5.7 percent feel that it is absolutely essential. See Table B41.

The remaining 32.9 percent of the respondents do have this component operationalized in their schools. Of those, 6.3 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 20.3 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 6.3 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B41--Chi-Square Test for Component No. 7.04: Occupational Placement Services Provided by a Cooperative Education Coordinator.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br><br>Essential         | 4.<br><br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|-----------------------------|-----------------------------------|--------------|
| 1. No<br>Component                     | 11<br>20.8<br>100.0<br>13.9                    | 27<br>50.9<br>84.4<br>34.2              | 12<br>22.6<br>52.2<br>15.2  | 3<br>5.7<br>23.1<br>3.8           | 53<br>67.1   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 2<br>100.0<br>6.3<br>> 2.5              | 0<br>0<br>0<br>> 0          | 0<br>0<br>0<br>> 0                | 2<br>2.5     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 3<br>20.0<br>9.4<br>= 3.8               | 9<br>60.0<br>39.1<br>> 11.4 | 3<br>20.0<br>23.1<br>> 3.8        | 15<br>19.0   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 2<br>22.2<br>8.7<br>= 2.5   | 7<br>77.8<br>53.8<br>> 8.9        | 9<br>11.4    |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0          | 0<br>0<br>0<br>= 0                | 0<br>0       |
| Column<br>Total                        | 11<br>13.9                                     | 32<br>40.5                              | 23<br>29.1                  | 13<br>16.5                        | 79<br>100.0  |

Raw Chi-square 44.94212  
 Degrees of Freedom 9  
 Number Missing Observations 16  
 Significance .0000

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 7.05:  
Occupational Placement Services Provided  
By Your Specially Designated  
Placement Coordinator

Of the responding principals, 91.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 29.4 percent believe that this component is neither desirable nor essential and 41.2 percent believe that it is desirable but not essential. However, 20.6 percent believe that it is essential and 8.8 percent feel that it is absolutely essential. See Table B42.

The remaining 8.1 percent of the respondents do have this component operationalized in their schools. Of those, 4.05 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 4.05 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0686, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B42--Chi-Square Test for Component No. 7.05: Occupational  
Placement Services Provided by Your Specially Designated  
Placement Coordinator.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 20<br>29.4<br>100.0<br>27.0                    | 28<br>41.2<br>93.3<br>37.8              | 14<br>20.6<br>82.4<br>18.9 | 6<br>8.8<br>85.7<br>8.1       | 68<br>91.9   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 2<br>100.0<br>6.7<br>> 2.7              | 0<br>0<br>0<br>> 0         | 0<br>0<br>0<br>> 0            | 2<br>2.7     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>= 0                      | 0<br>0<br>0<br>> 0         | 0<br>0<br>0<br>> 0            | 0<br>0       |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 3<br>75.0<br>17.6<br>= 4.1 | 1<br>25.0<br>14.3<br>> 1.4    | 4<br>5.4     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>= 0            | 0<br>0       |
| Column<br>Total                        | 20<br>27.0                                     | 30<br>40.5                              | 17<br>23.0                 | 7<br>9.5                      | 74<br>100.0  |

Raw Chi-square 11.71758  
Degrees of Freedom 6  
Number Missing Observations 21  
Significance .0686

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 7.06:  
Occupational Placement Services Provided  
By Personnel from The Area  
Education Agency

Of the responding principals, 78.7 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 35.6 percent believe that this component is neither desirable nor essential and 47.5 percent believe that it is desirable but not essential. However, 13.6 percent believe that it is essential and 3.4 percent feel that it is absolutely essential. See Table B43.

The remaining 21.3 percent of the respondents do have this component operationalized in their schools. Of those, 1.3 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 9.3 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 10.7 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0027, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B43--Chi-Square Test for Component No. 7.06: Occupational  
Placement Services Provided by Personnel from the  
Area Education Agency.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 21<br>35.6<br>100.0<br>28.0                    | 28<br>47.5<br>84.8<br>37.3              | 8<br>13.6<br>42.1<br>10.7  | 2<br>3.4<br>100.0<br>2.7      | 59<br>78.7   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 2<br>66.7<br>6.1<br>> 2.7               | 1<br>33.3<br>5.3<br>> 1.3  | 0<br>0<br>0<br>> 0            | 3<br>4.0     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 2<br>28.6<br>6.1<br>= 2.7               | 5<br>71.4<br>26.3<br>> 6.7 | 0<br>0<br>0<br>> 0            | 7<br>9.3     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 1<br>16.7<br>3.0<br>< 1.3               | 5<br>83.3<br>26.3<br>= 6.7 | 0<br>0<br>0<br>> 0            | 6<br>8.0     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>= 0            | 0<br>0       |
| Column<br>Total                        | 21<br>28.0                                     | 33<br>44.0                              | 19<br>25.3                 | 2<br>2.7                      | 75<br>100.0  |

Raw Chi-square 25.28818  
Degrees of Freedom 9  
Number Missing Observations 20  
Significance .0027

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 7.07:  
Occupational Placement Services Provided  
By Personnel from the Area Vocational  
Technical School and/or  
Community College

Of the responding principals, 67.1 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 25.5 percent believe that this component is neither desirable nor essential and 43.1 percent believe that it is desirable but not essential. However, 23.5 percent believe that it is essential and 7.8 percent feel that it is absolutely essential. See Table B44.

The remaining 32.9 percent of the respondents do have this component operationalized in their schools. Of those, 10.5 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 18.4 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 4.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0284, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B44--Chi-Square Test for Component No. 7.07: Occupational Placement Services Provided by Personnel from the Area Vocational Technical School and/or Community College.**

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 13<br>25.5<br>100.0<br>17.1                    | 22<br>43.1<br>78.6<br>28.9              | 12<br>23.5<br>42.9<br>15.8   | 4<br>7.8<br>57.1<br>5.3       | 51<br>67.1   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>33.3<br>3.6<br>> 1.3               | 2<br>66.7<br>7.1<br>> 2.6    | 0<br>0<br>0<br>> 0            | 3<br>3.9     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 3<br>50.0<br>10.7<br>= 3.9              | 3<br>50.0<br>10.7<br>> 3.9   | 0<br>0<br>0<br>> 0            | 6<br>7.9     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 2<br>14.3<br>7.1<br>< 2.6               | 10<br>71.4<br>35.7<br>= 13.2 | 2<br>14.3<br>28.6<br>> 2.6    | 14<br>18.4   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>50.0<br>3.6<br>< 1.3    | 1<br>50.0<br>14.3<br>= 1.3    | 2<br>2.6     |
| Column<br>Total                        | 13<br>17.1                                     | 28<br>36.8                              | 28<br>36.8                   | 7<br>9.2                      | 76<br>100.0  |

Raw Chi-square 22.91937  
 Degrees of Freedom 12  
 Number Missing Observations 19  
 Significance .0284

**Legend:**

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 7.08:  
Occupational Placement Services Provided  
By Personnel from the Job Service  
of Iowa

Of the responding principals, 46.8 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 13.9 percent believe that this component is neither desirable nor essential and 41.7 percent believe that it is desirable but not essential. However, 25.0 percent believe that it is essential and 19.4 percent feel that it is absolutely essential. See Table B45.

The remaining 53.2 percent of the respondents do have this component operationalized in their schools. Of those, 24.6 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 27.3 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 1.3 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0033, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B45--Chi-Square Test for Component No. 7.08: Occupational Placement Services Provided by Personnel from the Job Service of Iowa.**

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 5<br>13.9<br>100.0<br>6.5                      | 15<br>41.7<br>78.9<br>19.5              | 9<br>25.0<br>23.1<br>11.7    | 7<br>19.4<br>50.0<br>9.1      | 36<br>46.8   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>25.0<br>5.3<br>> 1.3               | 2<br>50.0<br>5.1<br>> 2.6    | 1<br>25.0<br>7.1<br>> 1.3     | 4<br>5.2     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 2<br>15.4<br>10.5<br>= 2.6              | 10<br>76.9<br>25.6<br>> 13.0 | 1<br>7.7<br>7.1<br>> 1.3      | 13<br>16.9   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 1<br>4.3<br>5.3<br>< 1.3                | 18<br>78.3<br>46.2<br>= 23.4 | 4<br>17.4<br>28.6<br>> 5.2    | 23<br>29.9   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0           | 1<br>100.0<br>7.1<br>= 1.3    | 1<br>1.3     |
| Column<br>Total                        | 5<br>6.5                                       | 19<br>24.7                              | 39<br>50.6                   | 14<br>18.2                    | 77<br>100.0  |

Raw Chi-square 29.48674  
 Degrees of Freedom 12  
 Number Missing Observations 18  
 Significance .0033

**Legend:**

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 7.09:  
Occupational Placement Services Provided  
By the State Vocational  
Rehabilitation Services

Of the responding principals, 30.4 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 16.7 percent believe that this component is neither desirable nor essential and 41.7 percent believe that it is desirable but not essential. However, 33.3 percent believe that it is essential and 8.3 percent feel that it is absolutely essential. See Table B46.

The remaining 69.6 percent of the respondents do have this component operationalized in their schools. Of those, 19.0 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 41.8 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 8.8 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0015, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B46--Chi-Square Test for Component No. 7.09: Occupational Placement Services Provided by the State Vocational Rehabilitation Services.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 4<br>16.7<br>100.0<br>5.1                      | 10<br>41.7<br>47.6<br>12.7              | 8<br>33.3<br>18.6<br>10.1    | 2<br>8.3<br>18.2<br>2.5       | 24<br>30.4   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>50.0<br>4.8<br>> 1.3               | 1<br>50.0<br>2.3<br>> 1.3    | 0<br>0<br>0<br>> 0            | 2<br>2.5     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 6<br>40.0<br>28.6<br>= 7.6              | 8<br>53.3<br>18.6<br>> 10.1  | 1<br>6.7<br>9.1<br>> 1.3      | 15<br>19.0   |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 4<br>12.9<br>19.0<br>< 5.1              | 23<br>74.2<br>53.5<br>= 29.1 | 4<br>12.9<br>36.4<br>> 5.1    | 31<br>39.2   |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 3<br>42.9<br>7.0<br>< 3.8    | 4<br>57.1<br>36.4<br>= 5.1    | 7<br>8.9     |
| Column<br>Total                        | 4<br>5.1                                       | 21<br>26.6                              | 43<br>54.4                   | 11<br>13.9                    | 79<br>100.0  |

Raw Chi-square 31.86031  
 Degrees of Freedom 12  
 Number Missing Observations 16  
 Significance .0015

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 8.01:  
Maintenance of Office, Phone, Secretarial  
and Clerical Help for Job and Student  
Information Processing for  
Occupational Placement

Of the responding principals, 85.5 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 28.8 percent believe that this component is neither desirable nor essential and 40.7 percent believe that it is desirable but not essential. However, 22.0 percent believe that it is essential and 8.5 percent feel that it is absolutely essential. See Table B47.

The remaining 14.5 percent of the respondents do have this component operationalized in their schools. Of those, 5.7 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 4.4 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 4.4 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .1836, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B47--Chi-Square Test for Component No. 8.01: Maintenance of Office, Phone, Secretarial and Clerical Help for Job and Student Information Processing for Occupational Placement.**

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential             | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|-----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 17<br>28.8<br>100.0<br>24.6                    | 24<br>40.7<br>88.9<br>34.8              | 13<br>22.0<br>65.0<br>18.8  | 5<br>8.5<br>100.0<br>7.2      | 59<br>85.5   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 1<br>100.0<br>5.0<br>> 1.4  | 0<br>0<br>0<br>> 0            | 1<br>1.4     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>= 0                      | 3<br>100.0<br>15.0<br>> 4.3 | 0<br>0<br>0<br>> 0            | 3<br>4.3     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 2<br>40.0<br>7.4<br>< 2.9               | 3<br>60.0<br>15.0<br>= 4.3  | 0<br>0<br>0<br>> 0            | 5<br>7.2     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 1<br>100.0<br>3.7<br>< 1.4              | 0<br>0<br>0<br>< 0          | 0<br>0<br>0<br>= 0            | 1<br>1.4     |
| Column<br>Total                        | 17<br>24.6                                     | 27<br>39.1                              | 20<br>29.0                  | 5<br>7.2                      | 69<br>100.0  |

Raw Chi-square 16.17017  
 Degrees of Freedom 12  
 Number Missing Observations 26  
 Significance .1836

**Legend:**

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 8.02:  
Part-Time (before and/or after school)  
Occupational Placement Services  
During the School Year

Of the responding principals, 68.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 19.6 percent believe that this component is neither desirable nor essential and 64.7 percent believe that it is desirable but not essential. However, 13.7 percent believe that it is essential and 2.0 percent feel that it is absolutely essential. See Table B48.

The remaining 31.1 percent of the respondents do have this component operationalized in their schools. Of those, 8.1 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 20.3 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 2.7 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0000, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B48--Chi-Square Test for Component No. 8.02: Part-Time  
(before and/or after school) Occupational Placement  
Services During the School Year.**

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential              | 4.<br>Absolutely<br>Essential | Row<br>Total     |
|----------------------------------------|------------------------------------------------|-----------------------------------------|------------------------------|-------------------------------|------------------|
| 1. No<br>Component                     | 10<br>19.6<br>100.0<br>13.5                    | 33<br>64.7<br>80.5<br>44.6              | 7<br>13.7<br>33.3<br>9.5     | 1<br>2.0<br>50.0<br>1.4       | 51<br>68.9       |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 2<br>66.7<br>4.9<br>> 2.7               | 0<br>0<br>0<br>> 0           | 1<br>33.3<br>50.0<br>> 1.4    | 3<br>4.1         |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 4<br>57.1<br>9.8<br>= 5.4               | 3<br>42.9<br>14.3<br>> 4.1   | 0<br>0<br>0<br>> 0            | 7<br>9.5         |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 2<br>15.4<br>4.9<br>< 2.7               | 11<br>84.6<br>52.4<br>= 14.9 | 0<br>0<br>0<br>> 0            | 13<br>17.6       |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0           | 0<br>0<br>0<br>= 0            | 0<br>0<br>0<br>0 |
| Column<br>Total                        | 10<br>13.5                                     | 41<br>55.4                              | 21<br>28.4                   | 2<br>2.7                      | 74<br>100.0      |

Raw Chi-square                      39.91014  
 Degrees of Freedom                9  
 Number Missing Observations    21  
 Significance                        .0000

**Legend:**

- >    More essential than effective
- =    Equally essential and effective
- <    Less essential than effective

Findings for Placement Component No. 8.03:  
Full-Time (all day) Occupational Placement  
Services During the School Year

Of the responding principals, 85.9 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 27.9 percent believe that this component is neither desirable nor essential and 47.5 percent believe that it is desirable but not essential. However, 23.0 percent believe that it is essential and 1.6 percent feel that it is absolutely essential. See Table B49.

The remaining 14.1 percent of the respondents do have this component operationalized in their schools. Of those, 5.6 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 7.1 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 1.4 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0005, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B49--Chi-Square Test for Component No. 8.03: Full-Time (all day) Occupational Placement Services During the School Year.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 17<br>27.9<br>100.0<br>23.9                    | 29<br>47.5<br>82.9<br>40.8              | 14<br>23.0<br>87.5<br>19.7 | 1<br>1.6<br>33.3<br>1.4       | 61<br>85.9   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 2<br>66.7<br>5.7<br>> 2.8               | 0<br>0<br>0<br>> 0         | 1<br>33.3<br>33.3<br>> 1.4    | 3<br>4.2     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 3<br>75.0<br>8.6<br>= 4.2               | 1<br>25.0<br>6.3<br>> 1.4  | 0<br>0<br>0<br>> 0            | 4<br>5.6     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 1<br>50.0<br>2.9<br>< 1.4               | 1<br>50.0<br>6.3<br>= 1.4  | 0<br>0<br>0<br>> 0            | 2<br>2.8     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 1<br>100.0<br>33.3<br>= 1.4   | 1<br>1.4     |
| Column<br>Total                        | 17<br>23.9                                     | 35<br>49.3                              | 16<br>22.5                 | 3<br>4.2                      | 71<br>100.0  |

Raw Chi-square 34.56776  
 Degrees of Freedom 12  
 Number Missing Observations 24  
 Significance .0005

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 8.04:  
Part-Time Occupational Placement Services  
During the Summer Months

Of the responding principals, 79.2 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 31.6 percent believe that this component is neither desirable nor essential and 45.6 percent believe that it is desirable but not essential. However, 21.1 percent believe that it is essential and 1.8 percent feel that it is absolutely essential. See Table B50.

The remaining 20.2 percent of the respondents do have this component operationalized in their schools. Of those, 7.0 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 8.3 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 5.5 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0032, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B50--Chi-Square Test for Component No. 8.04: Part-Time  
Occupational Placement Services During the Summer  
Months.**

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 18<br>31.6<br>100.0<br>25.0                    | 26<br>45.6<br>83.9<br>36.1              | 12<br>21.1<br>57.1<br>16.7 | 1<br>1.8<br>50.0<br>1.4       | 57<br>79.2   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 1<br>50.0<br>4.8<br>> 1.4  | 1<br>50.0<br>50.0<br>> 1.4    | 2<br>2.8     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 2<br>40.0<br>6.5<br>= 2.8               | 3<br>60.0<br>14.3<br>> 4.2 | 0<br>0<br>0<br>> 0            | 5<br>6.9     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 3<br>42.9<br>9.7<br>< 4.2               | 4<br>57.1<br>19.0<br>= 5.6 | 0<br>0<br>0<br>> 0            | 7<br>9.7     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>100.0<br>4.8<br>< 1.4 | 0<br>0<br>0<br>= 0            | 1<br>1.4     |
| Column<br>Total                        | 18<br>25.0                                     | 31<br>43.1                              | 21<br>29.2                 | 2<br>2.8                      | 72<br>100.0  |

Raw Chi-square 29.57033  
 Degrees of Freedom 12  
 Number Missing Observations 23  
 Significance .032

**Legend:**

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 8.05:  
Full-Time Occupational Placement Services  
During the Summer Months

Of the responding principals, 86.3 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 41.3 percent believe that this component is neither desirable nor essential and 36.5 percent believe that it is desirable but not essential. However, 20.6 percent believe that it is essential and 1.6 percent feel that it is absolutely essential. See Table B51.

The remaining 13.7 percent of the respondents do have this component operationalized in their schools. Of those, 5.5 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 5.5 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 2.7 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0050, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B51--Chi-Square Test for Component No. 8.05: Full-Time  
Occupational Placement Services During the Summer  
Months.**

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 26<br>41.3<br>100.0<br>35.6                    | 23<br>36.5<br>88.5<br>31.5              | 13<br>20.6<br>68.4<br>17.8 | 1<br>1.6<br>50.0<br>1.4       | 63<br>86.3   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 1<br>50.0<br>5.3<br>> 1.4  | 1<br>50.0<br>50.0<br>> 1.4    | 2<br>2.7     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 2<br>50.0<br>7.7<br>= 2.7               | 2<br>50.0<br>10.5<br>> 2.7 | 0<br>0<br>0<br>> 0            | 4<br>5.5     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 1<br>33.3<br>3.8<br>< 1.4               | 2<br>66.7<br>10.5<br>= 2.7 | 0<br>0<br>0<br>> 0            | 3<br>4.1     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>100.0<br>5.3<br>< 1.4 | 0<br>0<br>0<br>= 0            | 1<br>1.4     |
| Column<br>Total                        | 26<br>35.6                                     | 26<br>35.6                              | 19<br>26.0                 | 2<br>2.7                      | 73<br>100.0  |

Raw Chi-square 28.31031  
 Degrees of Freedom 12  
 Number Missing Observations 22  
 Significance .0050

**Legend:**

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 9.01:  
An Advisory Committee, Including Recent  
Graduates and Employers That Make  
Recommendations to the School  
About How to Improve the  
Occupational Services

Of the responding principals, 92.3 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 15.3 percent believe that this component is neither desirable nor essential and 48.6 percent believe that it is desirable but not essential. However, 30.6 percent believe that it is essential and 5.6 percent feel that it is absolutely essential. See Table B52.

The remaining 7.7 percent of the respondents do have this component operationalized in their schools. Of those, 5.1 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 2.6 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .1971, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

**TABLE B52--Chi-Square Test for Component No. 9.01: An Advisory Committee, Including Recent Graduates and Employers that Make Recommendations to the School About How to Improve the Occupational Services.**

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 11<br>15.3<br>100.0<br>14.1                    | 35<br>48.6<br>97.2<br>44.9              | 22<br>30.6<br>84.6<br>28.2 | 4<br>5.6<br>80.0<br>5.1       | 72<br>92.3   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 2<br>100.0<br>7.7<br>> 2.6 | 0<br>0<br>0<br>> 0            | 2<br>2.6     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 1<br>50.0<br>2.8<br>= 1.3               | 1<br>50.0<br>3.8<br>> 1.3  | 0<br>0<br>0<br>> 0            | 2<br>2.6     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>50.0<br>3.8<br>= 1.3  | 1<br>50.0<br>20.0<br>> 1.3    | 2<br>2.6     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>= 0            | 0<br>0       |
| Column<br>Total                        | 11<br>14.1                                     | 36<br>46.2                              | 26<br>33.3                 | 5<br>6.4                      | 78<br>100.0  |

Raw Chi-square 12.29676  
 Degrees of Freedom 9  
 Number Missing Observations 17  
 Significance .1971

**Legend:**

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 9.02:  
Regular Meetings with Parents in Order to  
Involve Them in the School's Occupational  
Placement Services Activities

Of the responding principals, 89.7 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 21.4 percent believe that this component is neither desirable nor essential and 48.6 percent believe that it is desirable but not essential. However, 25.7 percent believe that it is essential and 4.3 percent feel that it is absolutely essential. See Table B53.

The remaining 10.3 percent of the respondents do have this component operationalized in their schools. Of those, 7.7 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 2.6 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .4335, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B53--Chi-Square Test for Component No. 9.02: Regular Meetings  
with Parents in Order to Involve Them in the School's  
Occupational Placement Services Activities.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 15<br>21.4<br>100.0<br>19.2                    | 34<br>48.6<br>94.4<br>43.6              | 18<br>25.7<br>75.0<br>23.1 | 3<br>4.3<br>100.0<br>3.8      | 70<br>89.7   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 1<br>25.0<br>2.8<br>> 1.3               | 3<br>75.0<br>12.5<br>> 3.8 | 0<br>0<br>0<br>> 0            | 4<br>5.1     |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 1<br>33.3<br>2.8<br>= 1.3               | 2<br>66.7<br>8.3<br>> 2.6  | 0<br>0<br>0<br>> 0            | 3<br>3.8     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>100.0<br>4.2<br>= 1.3 | 0<br>0<br>0<br>> 0            | 1<br>1.3     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>= 0            | 0<br>0       |
| Column<br>Total                        | 15<br>19.2                                     | 36<br>46.2                              | 24<br>30.8                 | 3<br>3.8                      | 78<br>100.0  |

Raw Chi-square 9.04067  
Degrees of Freedom 9  
Number Missing Observations 17  
Significance .4335

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 9.03:  
Regular Meetings with Employers Regarding  
Needed Curriculum Changes in the School's  
Occupational Placement Services

Of the responding principals, 92.3 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 16.7 percent believe that this component is neither desirable nor essential and 37.5 percent believe that it is desirable but not essential. However, 41.7 percent believe that it is essential and 4.2 percent feel that it is absolutely essential. See Table B54.

The remaining 7.7 percent of the respondents do have this component operationalized in their schools. Of those, 2.6 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 5.1 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .5569, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B54--Chi-Square Test for Component No. 9.03: Regular Meetings  
With Employers Regarding Needed Curriculum Changes in the  
School's Occupational Placement Services.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 12<br>16.7<br>100.0<br>15.4                    | 27<br>37.5<br>96.4<br>34.6              | 30<br>41.7<br>85.7<br>38.5 | 3<br>4.2<br>100.0<br>3.8      | 72<br>92.3   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 0<br>0<br>0<br>> 0         | 0<br>0<br>0<br>> 0            | 0<br>0       |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 1<br>33.3<br>3.6<br>= 1.3               | 2<br>66.7<br>5.7<br>> 2.6  | 0<br>0<br>0<br>> 0            | 3<br>3.8     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 3<br>100.0<br>8.6<br>= 3.8 | 0<br>0<br>0<br>> 0            | 3<br>3.8     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 0<br>0<br>0<br>= 0            | 0<br>0       |
| Column<br>Total                        | 12<br>15.4                                     | 28<br>35.9                              | 35<br>44.9                 | 3<br>3.8                      | 78<br>100.0  |

Raw Chi-square 4.89821  
Degrees of Freedom 6  
Number Missing Observations 17  
Significance .5569

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 10.01:  
Monies for Occupational Placement Services  
From Local (school district) Taxes

Of the responding principals, 85.7 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 27.3 percent believe that this component is neither desirable nor essential and 28.8 percent believe that it is desirable but not essential. However, 33.3 percent believe that it is essential and 10.6 percent feel that it is absolutely essential. See Table B55.

The remaining 14.3 percent of the respondents do have this component operationalized in their schools. Of those, 5.2 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 9.1 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 0.0 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .0063, it is concluded that there is a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B55--Chi-Square Test for Component No. 10.01: Monies for  
Occupational Placement Services From Local (school  
district) Taxes.

| Count                       |     | 1.                          | 2.                          | 3.                         | 4.                          | Row<br>Total |
|-----------------------------|-----|-----------------------------|-----------------------------|----------------------------|-----------------------------|--------------|
| Row                         | Pct | Neither                     | Desirable                   |                            |                             |              |
| Col                         | Pct | Desirable                   | But not                     |                            | Absolutely                  |              |
| Tot                         | Pct | Nor                         | Essential                   | Essential                  | Essential                   |              |
|                             |     | Essential                   |                             |                            |                             |              |
| 1. No<br>Component          |     | 18<br>27.3<br>100.0<br>23.4 | 19<br>28.8<br>100.0<br>24.7 | 22<br>33.3<br>75.9<br>28.6 | 7<br>10.6<br>63.6<br>9.1    | 66<br>85.7   |
| 2. Very<br>Ineffec-<br>tive |     | 0<br>0<br>0<br>= 0          | 0<br>0<br>0<br>> 0          | 0<br>0<br>0<br>> 0         | 0<br>0<br>0<br>> 0          | 0<br>0       |
| 3. Ineffec-<br>tive         |     | 0<br>0<br>0<br>< 0          | 0<br>0<br>0<br>= 0          | 2<br>66.7<br>6.9<br>> 2.6  | 1<br>33.3<br>9.1<br>> 1.3   | 3<br>3.9     |
| 4. Effective                |     | 0<br>0<br>0<br>< 0          | 0<br>0<br>0<br>< 0          | 5<br>83.3<br>17.2<br>= 6.5 | 1<br>16.7<br>9.1<br>> 1.3   | 6<br>7.8     |
| 5. Very<br>Effective        |     | 0<br>0<br>0<br>< 0          | 0<br>0<br>0<br>< 0          | 0<br>0<br>0<br>< 0         | 2<br>100.0<br>18.2<br>= 2.6 | 2<br>2.6     |
| Column<br>Total             |     | 18<br>23.4                  | 19<br>24.7                  | 29<br>37.7                 | 11<br>14.3                  | 77<br>100.0  |

Raw Chi-square 22.93835  
Degrees of Freedom 9  
Number Missing Observations 18  
Significance .0063

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 10.02:  
Monies for Occupational Placement Services  
From the Iowa Department of  
Public Instruction

Of the responding principals, 90.7 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 14.7 percent believe that this component is neither desirable nor essential and 32.4 percent believe that it is desirable but not essential. However, 36.8 percent believe that it is essential and 16.2 percent feel that it is absolutely essential. See Table B56.

The remaining 9.3 percent of the respondents do have this component operationalized in their schools. Of those, 4.0 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 4.0 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 1.3 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .4930, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B56--Chi-Square Test for Component No. 10.02: Monies for  
Occupational Placement Services from the Iowa  
Department of Public Instruction.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 10<br>14.7<br>100.0<br>13.3                    | 22<br>32.4<br>95.7<br>29.3              | 25<br>36.8<br>89.3<br>33.3 | 11<br>16.2<br>78.6<br>14.7    | 68<br>90.7   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 0<br>0<br>0<br>> 0         | 0<br>0<br>0<br>> 0            | 0<br>0       |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 1<br>50.0<br>4.3<br>= 1.3               | 1<br>50.0<br>3.6<br>> 1.3  | 0<br>0<br>0<br>> 0            | 2<br>2.7     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>33.3<br>3.6<br>= 1.3  | 2<br>66.7<br>14.3<br>> 2.7    | 3<br>4.0     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 1<br>50.0<br>3.6<br>< 1.3  | 1<br>50.0<br>7.1<br>= 1.3     | 2<br>2.7     |
| Column<br>Total                        | 10<br>13.3                                     | 23<br>30.7                              | 28<br>37.3                 | 14<br>18.7                    | 75<br>100.0  |

Raw Chi-square 8.41421  
Degrees of Freedom 9  
Number Missing Observations 20  
Significance .4930

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

Findings for Placement Component No. 10.03:  
Monies for Occupational Placement Services  
From the Federal Government

Of the responding principals, 90.7 percent do not have this occupational placement service component in operation in their senior high schools. Of those, 19.1 percent believe that this component is neither desirable nor essential and 32.4 percent believe that it is desirable but not essential. However, 35.3 percent believe that it is essential and 13.2 percent feel that it is absolutely essential. See Table B57.

The remaining 9.3 percent of the respondents do have this component operationalized in their schools. Of those, 2.7 percent feel that this component is desirable, essential, or absolutely essential for their schools but they believe it is ineffective or very ineffective as it exists. Further, 5.3 percent believe that this component is as effective as necessary, i.e., it needs little if any improvement. However, 1.3 percent of the respondents feel that this component is more effective than essential, i.e., though it is operationally effective they are not convinced it is an essential or absolutely essential function of their school.

With a chi-square test significance of .3759, it is concluded that there is not a significant relationship between occupational placement component essentialness and effectiveness.

TABLE B57--Chi-Square Test for Component No. 10.03: Monies for Occupational Placement Services from the Federal Government.

| Count<br>Row Pct<br>Col Pct<br>Tot Pct | 1.<br>Neither<br>Desirable<br>Nor<br>Essential | 2.<br>Desirable<br>But not<br>Essential | 3.<br>Essential            | 4.<br>Absolutely<br>Essential | Row<br>Total |
|----------------------------------------|------------------------------------------------|-----------------------------------------|----------------------------|-------------------------------|--------------|
| 1. No<br>Component                     | 13<br>19.1<br>100.0<br>14.3                    | 22<br>32.4<br>95.7<br>29.3              | 24<br>35.3<br>85.7<br>32.0 | 9<br>13.2<br>81.8<br>12.0     | 68<br>90.7   |
| 2. Very<br>Ineffec-<br>tive            | 0<br>0<br>0<br>= 0                             | 0<br>0<br>0<br>> 0                      | 0<br>0<br>0<br>> 0         | 0<br>0<br>0<br>> 0            | 0<br>0       |
| 3. Ineffec-<br>tive                    | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>= 0                      | 1<br>100.0<br>3.6<br>> 1.3 | 0<br>0<br>0<br>> 0            | 1<br>1.3     |
| 4. Effective                           | 0<br>0<br>0<br>< 0                             | 1<br>20.0<br>4.3<br>< 1.3               | 3<br>60.0<br>10.7<br>= 4.0 | 1<br>20.0<br>9.1<br>> 1.3     | 5<br>6.7     |
| 5. Very<br>Effective                   | 0<br>0<br>0<br>< 0                             | 0<br>0<br>0<br>< 0                      | 0<br>0<br>0<br>< 0         | 1<br>100.0<br>9.1<br>= 1.3    | 1<br>1.3     |
| Column<br>Total                        | 13<br>17.3                                     | 23<br>30.7                              | 28<br>37.3                 | 11<br>14.7                    | 75<br>100.0  |

Raw Chi-square 9.69268  
 Degrees of Freedom 9  
 Number Missing Observations 20  
 Significance .3759

Legend:

- > More essential than effective
- = Equally essential and effective
- < Less essential than effective

## **BIBLIOGRAPHY**

## BIBLIOGRAPHY

1. A Position Paper on School-Based Placement Service. Lansing, Michigan: Michigan State Department of Education, January 1975.
2. Adams, A. Job Placement Services: An Open Door to Opportunities. Prairie View, Texas: Prairie View A & M University Press.
3. Adams, Glenn A. "Preventative Career Counseling-- Proving That It Works." Journal of College Placement (Spring, 1974).
4. Advance Report of Job Placement Services Provided by School Districts. Washington, D.C.: U.S. Department of HEW, 1976, 3pp.
5. Akron-Summit County Public Schools. Data Processing Techniques for Job Placement and Guidance. Akron, Ohio, n.d., p. 37.
6. Allen, Thomas R., Jr. Job Placement Coordinator's Handbook. Huntington, West Virginia: Marshall University, Department of Vocational-Technical Education, Teachers College. (ED 060211)
7. "America's New Jobless." Time Magazine. 1975, p. 22.
8. Anderson, Grady L. and Riordan, Richard. Georgia Guide Book on Job Placement Services. Atlanta, Georgia: Georgia State Department of Education, Division of Vocational Education, 1971.
9. An Evaluation of Placement Programs in Ohio. The Evaluation Division, The Center for Vocational Education, Ohio State University, December 1974.
10. Annual Report: Pilot Placement Project 1973-1974. Adrian, Michigan: Lenawee I.S.D., Lenawee Area Vocational Technical Education Center, 1974.

11. Athen, James, Assistant Director of Career Education Branch, Iowa Department of Public Instruction. Personal Interview, Ames, Iowa.
12. Bailey, Jim. Proposed Materials to be Used in Job Placement Manual. Georgia, 1974.
13. Baxter, Jan; Barber, Larry; and Thurber, Gene. Development and Implementation of Secondary Special Education Programs. Michigan Department of Education, Special Education and Vocational Rehabilitation Department, January 1975.
14. Bolles, R. N. "Four Marks for Effective Counseling in the '70s." Journal of College Placement (Summer 1974).
15. Bottoms, James E. Phase I Report: Developing a Program of Student Personnel Services for New Vocational Technical Schools. Atlanta, Georgia: State Department Division of Vocational Technical Education, 1966.
16. Bottoms, James E. and Otte, Fred L. Final Report: Developing a Program of Student Personnel Services for Area Vocational-Technical Schools. Volume 1 and 2. Washington, D.C.: Georgia State Department of Education, Atlanta Division--Office of Education, 1968.
17. Bovee, C. and Ayars, A. L. How to Conduct the Community Resources Workshop. Buffalo, New York: National Association for Industry-Education Cooperation, 1975.
18. Branter, Seymour T. "Follow-up Studies: Who Benefits?" American Vocational Journal (1975).
19. Buckingham, Lillian. "Job Placement as a School Program." American Vocational Journal (1972) 47:63-64.
20. Buckingham, L. and Lee, A. M. Placement and Follow-up in Career Education. Raleigh, North Carolina: Center for Occupational Education, 1973.
21. Burden, Jean G. "Some Problems of Minority Recruiting." Journal of College Placement (Winter 1975).
22. Burt, S., ed. Training Manual for Establishing and Conducting a School-Based Job Placement Services Program for School-Aged Youth. Washington, D.C.: National Association for Industry-Education Cooperation, 1975.

23. Burt, S. M. Strengthening Volunteer Industry Service to Public Education. Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research, 1971.
24. Calendire, Jerry and Fleming, Margaret. Job Development Services. Cleveland, Ohio: Cleveland Public Schools 1972, pp. 1-2. (ED 070795)
25. Calkins, M. Third Report to the Secretary of Health, Education and Welfare. Washington, D.C.: National Advisory Council on Vocational Education.
26. Career Education as a Concept for Educational Planning in Michigan's Schools. Lansing, Michigan: State Advisory Council on Career Education, Michigan Department of Education, January 1975.
27. Carey, E. N. The Schools Responsibility for Placement. Baltimore, Maryland: Maryland State Department of Education.
28. Carkhuff, R. R.; Pierce, R. M.; Friel, T. W.; and Willis, D. G. GETAJOB. Amherst, Massachusetts: Human Resource Development Press, 1975.
29. Case Studies in Practical Career Guidance No. 11: Lenawee Vocational Technical Center and Placement Program, Adrian, Michigan. Palo Alto, California: American Institute for Research, June 1973.
30. Center for Studies in Vocational and Technical Education. Review and Synthesis of Job Placement Literature. Madison, Wisconsin: University of Wisconsin, 1975.
31. Chaffee, Everett and Kelly, Robert E. A Work Experience Education and Employment Placement Program, A Guide. California: Los Angeles City Schools, p. 35.
32. Chamber of Commerce of the United States. Career Education and the Businessman: A Handbook of Action Suggestions. A Report of the First National Council on Career Education, Washington, D.C.
33. Chern, Hermine I. and Pettibone, Timothy J. "A Two-Year Follow-up Study of Public Vocational School Graduates." Journal of Vocational Behavior 3:99-101 (1973).

34. Christian, Floyd T. Guidelines for Placement Services and Follow-up Studies Provided by School Districts. Tallahassee, Florida: State of Florida Department of Education, December 1973.
35. Cleveland Public Schools. Job Development Service Advisor and Counselor Guide. 1973, p. 63.
36. Cooperative Education: A Student's Handbook. Brooklyn, New York: Cooperative Education Bureau, Board of Education, p. 39.
37. Collingwood, T., Director of Youth Services Program. Dallas Police Department, Dallas, Texas. Personal Communication, 1975.
38. Cook, Helen E. and McCarty, Virginia V. The Atlanta Plan: Career Education. Atlanta, Georgia: The Atlanta Public Schools Career Education Center, 1974.
39. Daniels, J. L. Workshop in Career Counseling, Placement and Follow-Up. Hattiesburg, Mississippi: University of Southern Mississippi, 1974.
40. Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System. Program Narrative Submitted to the Wisconsin Board of Vocational Technical and Adult Education by the University of Wisconsin. Madison, Wisconsin, 1973, p. 4.
41. Dayton, Charles W. Case Studies in Practical Career Guidance. Adrian, Michigan: Lenawee Vocational-Technical Center and Placement Program. No. 11.
42. Davis, B. Glen and McKinney, Floyd L. "Kentucky VIEW on Trial: Assessment of a Vocational Guidance Tool." American Vocational Journal 49, No. 1:51-53 (1974).
43. Department of Health, Education and Welfare. National Longitudinal Study of the High School Class of 1972. A capsule Description of High School Seniors, Base-Year Survey. Washington, D.C.: Department of Health, Education and Welfare, Pub. No. (OE)74-11116.
44. Dillon, Roy D. "Placement: Who's Job Is It?" Editorial. Agricultural Education Magazine. 45, No. 12 (June 1973), 267.

45. Dolles, Nelson R. "Four Marks for Effective Counseling in the '70s." Journal of College Placement (Summer 1974).
46. Drake, Larry R.; Kaplan, Roy H.; and Stone, Russell A. "How Do Employers Value the Interview?" Journal of College Placement (February/March 1972).
47. Educational Amendments of 1972, Public Law 92-318, 92nd Congress, 5.659, June 23, 1972.
48. Employment of High School Graduates and Dropouts, October 1973. Special Labor Force Report 168, U.S. Department of Labor, Bureau of Labor, Statistics, 1974.
49. Eninger, M. U. Report of Job Placement Services in Pennsylvania. Harrisburg, Pennsylvania: Department of Education, 1974.
50. Evans, Robert N. "The Secondary School and Occupational Preparation." NASSP Bulletin, 53, No. 334 (February 1969), 23-40.
51. Evans, Rupert N. "Training Time and Placement Time in Vocational and Technical Education." American Vocational Journal 45, No. 3:16-18.
52. Federal Register. State Vocational Education Programs 35, No. 91, Part II. Washington, D.C., 1970.
53. Fitch, J. A. Vocational Guidance in Action. New York: Columbia University Press, 1935, pp. 97-196.
54. Flanagan, J. C. and Jung, S. M. Progress in Education: A Sample Survey (1960-1970). Palo Alto, California: American Institutes for Research, 1971.
55. Flanagan, J. C.; Shaycroft, M. F.; Richards, J. M.; and Claudy, J. G. Project TALENT: Five Years After High School. Final Report. Palo Alto, California: The American Institutes for Research and the University of Pittsburg, 1971.
56. Flint Community Schools' Student Placement Service. Flint, Michigan: 1973-74 Annual Report, Board of Education.

57. "Follow-up: Vocational Education's Accountability Tool." American Vocational Journal (March 1975).
58. Ganschow, L. H. Baltimore Placement and Follow-up Program. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1973.
59. Ganschow, L. H.; Helliwel, C. B.; Hamilton, J. A.; Jones, B. G.; and Tiedeman, D. V. Practical Career Guidance, Counseling and Placement for Non-College-Bound Student: A Review of the Literature. Palo Alto, California: American Institute for Research, 1973.
60. Gasper, J. M. Employability Skills. Flint, Michigan: Genesee Intermediate School District.
61. Gilli, Angelo C., Sr. "Follow-up Means Feedback." American Vocational Journal. Washington, D.C., p. 25.
62. Gingerich, G. E. School-Based Job Placement Service Model. Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1972. (ED 069887)
63. Gootnick, D. E. "Resumes that Communicate." Journal of College Placement (Summer 1974).
64. Gray, K. "Mt. Ararat Finds the Keystone." American Vocational Journal (1974), 49:33-36.
65. Guidelines for Career Education Programming. Career Education Advisory Commission, State Board of Education, Michigan Department of Education, Lansing, Michigan, 1974.
66. Hale, Lester L. "A Bold New Print for Career Planning and Placement." Journal of College Placement (Spring 1974).
67. Hamilton, L. The Role of Employers in a School-Based Placement Program. Washington, D.C.: National Association for Industry-Education Cooperation, 1974.
68. Hobbs, A. S. Memorandum, 11-5-74. Lansing, Michigan: Michigan State Department of Education.
69. Hobbs, A. S. Solicitation Guidelines for Area Placement Services for Secondary Students. Memorandum 11-74. Lansing, Michigan: Michigan State Department of Education, p. 1.

70. Hoppoch, Robert. Occupational Information, Where to Get It and How to Use it in Counseling and in Teaching. New York: McGraw-Hill Book Company, Inc., p. 1.
71. Iowa Department of Labor. Entrants Into the Iowa Labor Force from Educational Institutions 1972-1980. Des Moines, Iowa: Department of Labor, 1972.
72. Iowa Department of Public Instruction. Data On Iowa Schools. School Year 1970-71, Part 2, Professional People. Des Moines, Iowa: Department of Public Instruction, 1971.
73. Iowa Department of Public Instruction. The Iowa State Plan for the Administration of Vocational Education within Career Education, 1977-1981. Des Moines, Iowa: Department of Public Instruction, 1976.
74. Iowa Department of Public Instruction. 1974 Career Education Student Follow-up. Des Moines, Iowa: Career Education Branch, 1975.
75. Iowa Department of Public Instruction. Iowa Educational Directory 1973-74 School Year. Des Moines, Iowa: Department of Public Instruction, 1973.
76. Iowa Department of Public Instruction. Pilot Placement Projects Evaluation Reports. Des Moines, Iowa: Career Education Branch, 1974.
77. Iowa High School Athletic Association. 1973-74 Iowa High School Athletic Association Directory. Boone, Iowa: Iowa High School Athletic Association, 1973.
78. JEEP Program (Job Entry Employment Preparation), Division of Occupational Vocational and Technical Education. Pittsburgh, Pennsylvania: Pittsburgh Public Schools. (Revised January 1972.) P. 116.
79. Job Preparation: Introduction to Job Preparation Program. Adrian, Michigan: Lenawee Area Vocational Technical Education Center, 1974.
80. Jones, Charles B. Computer Programs, a Systems Approach to Placement and Follow-up: A Computer Model. Bryan, Texas: Bryan Independent School District. (ED 080769)

81. Kaufman, Jacob J. and Lewis, Morgan V. "The Potential of Vocational Education." NASSP Bulletin Vol. 53, No. 334 (February 1969), 1-22.
82. Kaufman, J. J.; Schaeffer, C. J.; Lewis, M. V.; Stevens, D. W.; and House, E. W. The Role of the Secondary Schools in the Preparation of Youth for Employment. University Park, Pennsylvania: The Pennsylvania State University, 1967, p. 24.
83. KNOW (Knowledge Needed to Obtain Work). Teacher, Counselor Guide. San Diego County, California: Regional Career Information Center, Department of Education.
84. Kruger, D. H. and Kessler, J. An Analysis of New Entrants into the Michigan Labor Force from Educational Institutions, 1972-1980. School of Labor and Industrial Relations, Michigan State University.
85. Laner, Stephen. Second Survey of High School Students' Needs for Labor Market. Information in Career Decision-Making. Oakland, California: Fremont High School. (ED 080742)
86. Lansner, Lawrence A. "Finally . . . An Intern Program for Placement." Journal of College Placement (February/March 1971).
87. Larsen M. Position Paper: House Bill 5671. Lansing, Michigan: House of Representatives.
88. Lewis, M. D. and Warren, P. "Counseling and Armed Forces Recruitment." The Personnel and Guidance Journal 531 (1975) 67-71.
89. Little, K. J. Review and Synthesis of Research on the Placement and Follow-up of Vocational Education Students. Columbus, Ohio: Ohio State University, 1974.
90. Little, J. K. The Placement and Follow-up of Vocational Education Students--A Review and Synthesis of the Research. ERIC Clearinghouse on Vocational and Technical Education--the Center for Vocational and Technical Education. The Ohio State University, 1970.
91. Lumsden, Howard H. and Sharf, James C. "Behavioral Dimensions of the Job Interview." Journal of College Placement (Spring 1974).

92. Maguire, James and Wilkins, Walter. Workshop for Occupational and Career Educational Personnel. Joliet, Illinois, 1974.
93. Mahrt, James. Placement Services. Lansing, Michigan: VIES, Michigan Department of Education, 1973.
94. Marland, Sydney P. Career Education. Washington, D.C.: U.S. Government Printing Office, 1971.
95. Martin, J. Benefits to Employers in Utilizing Student Placement Services Flint (Michigan) Community Schools. Flint, Michigan.
96. Martin, J. Student Placement Services Operating Guidelines and Procedures. Flint, Michigan: Board of Education.
97. Mayor's Education Task Force. A Report Prepared of the Chamber of Commerce Career Education Committee. Newark, N.J., 1973, pp. 1-4. (ED 082060)
98. McCarty, V. V. Job Placement. Atlanta, Georgia: Atlanta Public Schools.
99. McClinton, R. B. What the Navy Department Expects from the School System-Based Job Placement Services Project. Washington, D.C.: Department of the Navy, 1974.
100. McCracken, J. David, et al. Targeted Communications for Institutional Vocational Placement and Follow-up. Interim Report. Columbus: Ohio State University, Center for Vocational and Technical Education. (ED 061454)
101. McCrury, Wilma O. Job Placement. San Antonio, Texas: Career Education Center, Harlandale School District, 1972.
102. McGuire, Gary W. "Getting Out While the Getting's Good." Journal of College Placement (December 1972-January 1973).
103. McKinney, Harold. Final Report: Continuing Placement Service Study. Fayetteville, Arkansas: Fayetteville School District.
104. McLester, Celeste and Mahrt, James L. Current Report on Career Development Projects 1972-1973. Michigan Department of Education, Guidance Unit, October 1972.

105. McMahon, G. G. Development of Vocational Guidance and Placement Personnel for Metropolitan Areas. Syracuse, New York, 1971.
106. Michigan Department of Education. Career Education Handbook for Implementation. Program Development: Placement Guide. Lansing, Michigan: Department of Education, 1975.
107. Michigan State Legislature. House Bill 5671.
108. Michigan State Plan for Vocational Education, 1974-1975, Lansing, Michigan.
109. Miller, Melvin and Budke, Wesley. Job Placement and Follow-up of Secondary School Vocational Education Students. Prep. Report #32, National Center for Educational Communication. U. S. Department of Health, Education and Welfare, Office of Education, Washington, D.C., 1970. (ED 062581)
110. Morgan, Marian C. and Foster, Willie. Job Placement Model for Henry Grady High School. Atlanta, Georgia, 1972-73.
111. Mullen, Margaret J. A Volunteer Program in Vocational Information and Career Guidance for Secondary Schools, a Handbook. Redwood City, California: Sequoia Union High School District, 1968.
112. National Advisory Council on Vocational Education. Third Report. U.S. Department of Health, Education and Welfare, Office of Education, 1970.
113. National Advisory Council on Vocational Education. Washington, D.C., 1968.
114. National Advisory Council on Vocational Education. Sixth Report. Washington, D.C.: National Advisory Council on Vocational Education, 1972.
115. National Association for Industry-Education Cooperation. Industry-Education Councils. Buffalo, New York.
116. Nicholson, Tom C. "Placement and Follow-up . . . Transforming a Dream Into a Reality." The Agriculture Education Magazine 45, No. 12 (1973) 276-277.

117. Nie, Norman; Bent, Dale H.; and Hull, C. Hadlai. Statistical Package for the Social Sciences. New York: McGraw-Hill Book Company, 1970.
118. Nixon, R. A. The Labor Market Framework of Job Development: Some Problems and Perspectives, Manpower Training Series. Washington, D.C.: New York University, Department of Health, Education and Welfare, 1967.
119. Norton, R. E. Using Community Resources in Career Education: An Imperative. Columbus, Ohio: Center for Vocational and Technical Education, 1974.
120. Oliver, Dale J. and Elson, Donald E. "Placement and Follow-up: Who Should be Responsible." Agricultural Education Magazine 45, No. 12 (June 1973), 267-268.
121. Otte, Fred L. Final Report. Georgia Job Placement Evaluation Model Project. Atlanta, Georgia: Department of Vocational and Career Development, Georgia State University, February 1975.
122. Otte, Fred L. and Foreman, Francis W. Tentative Job Placement Program Plans. Marietta, Georgia: Cobb County Public Schools 1974-75, September 1974.
123. Otte, Fred L. and Haynes, Porky. Proposed Job Placement Manual--1974-75. Waycross, Georgia: Waycross High School, September 1974.
124. Otte, Fred L. and Steadley, Millie. Proposed Job Placement Manual: Jonesboro Senior High School. Jonesboro, Georgia, September 1974.
125. Panel of Consultants on Vocational Education. Education for a Changing World of Work. Washington, D.C.: U.S. Government Printing Office, 1963.
126. Pawtucket City School Department. Placement Program for 1973-74. A Human Resources Career Development Model for Pawtucket, Rhode Island. In conjunction with the Pawtucket Model Cities Agency.
127. Pierce, William F. Occupational and Adult Education: Major Thrust for 1973 and Beyond. Joint Meeting of State and National Advisory Council, Washington, D.C., 1972.

128. Placement Legislation. Michigan House Bill 5671, January 1974.
129. Placement Legislation. Florida Senate Bill No. 1025, Chapter 73-235, 1973.
130. Porter, John W. Child Labor Provisions. Lansing, Michigan: VIES, Michigan Department of Education, 1974.
131. Porter, John W. Guidelines for Special Education Programs and Services in Michigan. Lansing, Michigan: State Board of Education, Michigan Department of Education, 1974.
132. Pratt, Arden L. "Accountability Quiz, for Technical Educators." American Vocational Journal 48: 58-60.
133. President's Commission on Law Enforcement and Administration of Justice. Task Force Report: Juvenile Delinquency and Youth Crime.
134. President's Committee on Youth Employment. The Challenge of Jobless Youth. Washington, D.C.: Government Printing Office, 1963, p. iv.
135. Proposal Guidelines for Area Placement Services for Secondary Students. Lansing, Michigan: Career Development Unit, VIES, Michigan Department of Education.
136. Purdy, Charles H. "Placement and the Law." Journal of College Placement (October/November 1972), pp. 43-51.
137. Recommended Minimum Vocational/Technical Program Performance Objectives. Lansing, Michigan: VIES Department, Michigan Department of Education, 1974.
138. Reed, A. Y. Occupational Placement. Ithaca, New York: Cornell University Press, 1946, pp. 34-78.
139. Reich, Carol M. "Vocational Specialization and Occupational Placement: A Follow-up Study." Vocational Guidance Quarterly, 21, No. 4 (June 1973), 63-64.
140. Reitstuk, Thomas L. "A Small Placement Office With Some Big Ideas." Journal of College Placement (Fall 1974).

141. Rhoden, James A. and Dellefield, Calvin. Findings, Recommendations and Project Summary of the School to Work Project. Washington, D.C.: National Advisory Council on Vocational Education, March 1974.
142. Rhodes, James A. Alternative to a Decadent Society. Indianapolis: Howard W. Sanes and Company, Inc., 1969, p. 9.
143. Rhodes, James A. Vocational Education and Guidance: A System for the Seventies. Columbus, Ohio: Charles E. Merrill Publishing Company, 1970.
144. Ristan, R. A. A Study of the Effectiveness of Placement Services Provided High School Students in Michigan and the Development of a School-Based Placement Model. Mimeo, Eastern Michigan University, 1974.
145. Robb, Felix C. "The Three P's: Preparation, Placement, Performance." Journal of College Placement (February/March, 1971).
146. Roberts, Roy W. Vocational and Practical Arts Education, History, Development, and Principals. New York: Harper and Row Publishers, 1965, pp. 353-354.
147. Roscoe, John T. Fundamental Research Statistics for the Behavioral Sciences. New York: Holt, Rinehart and Winston, Inc., 1969.
148. Scherer, Belden. The Job Placement Program. Speech given to Akron Ohio Businessmen, Akron, Ohio, 1975.
149. School-Based Job Placement Services Project. Newsletter 1(1), 1975.
150. Scott, T. J. Job Development Program, Cleveland Public Schools, Cleveland, Ohio. Palo Alto, California: American Institutes for Research, 1973.
151. Schell, Claude I. and Patrick, Floyd A. "Grades Continue to be Stressed by Recruiters." Journal of College Placement (February/March 1973).
152. Sherlock, John F. "The Placement Director's Crucial First Year." Journal of College Placement (October/November 1970), pp. 73-80.

153. Shingleton, John D. and Scheetz, Patrick L. Recruiting Trends Survey, 1974-1975. East Lansing, Michigan: Michigan State University Placement Service, December 1974.
154. Shingleton, John C. Placement Services, 1973-1974 Follow-up Report. East Lansing, Michigan: Michigan State University Placement Services, 1974.
155. Singhall, L.D. "Some Private and Social Aspects of the Labor Mobility of Young Workers." Quarterly Review of Economics and Business 6 (1966), 19-27.
156. Slaton, T. Preparing Students for Job Placement. Georgia: Franklin County High School.
157. Slatin, T. VCD 796 Seminar: Job Placement Summer 1974; Preparing Studies for Job Placement. Georgia: Franklin County High School, 1974.
158. Smith, Edward D. A Report of the Regional Conferences on Guidance Services for Present and Potential Students of Area Vocational-Technical Schools. Pa. State Department of Construction, Harrisburg Bureau of Personnel Services. Washington, D.C.: Office of Education, 1968.
159. Smith, H. Proposed Job Placement Manual. Rome, Georgia: Rome City Schools, 1974.
160. Smith, Marion B. and Bertrand, A. L. Training Resources for Use. Brooklyn, New York, June 1965.
161. Snyder, E. B., Jr. Strengthening the School-Business Partnership. Columbus, Ohio: National Conference of State Coordinators for Career Education, 1974.
162. Southeast Area Placement System. Annual Report, 1974.
163. State of Michigan Labor Laws, 1974. Lansing, Michigan: Department of Labor, 1974.
164. Stevenson, William W. and Sandlin, B. Evaluating Career Guidance, Counseling and Placement at the State Level. Guidance Division, American Vocational Association Convention, December 1970.
165. Super, Donald E. and Bohn, Martin J., Jr. Occupational Psychology. Belmont, California: Wadsworth Publishing Company, Inc., 1970, p. 190.

166. Texas Education Agency. Job Placement Services: A Suggested Model for Implementation. Austin, Texas: Texas Education Agency.
167. Thai-Larsen, Margaret and Nagarvala, Phiroze. First Survey of High School Students' Needs for Labor Market Information in Career Decision-Making. Human Factors in Technology Research Group Working Paper. Berkeley: California University, 1971, p. 38. (ED 080699)
168. The Design and Implementation of a Model Placement and Follow-up Program. Sarasota County, Florida, Florida Department of Education, Division of Vocational Technical and Adult Education, Tallahassee, Florida, 1974.
169. Thelan, Robert. Report and Analysis: Follow-up Survey for 1974 Graduates of the Capitol Area Career Center. Mason, Michigan, 1974.
170. The Michigan Career Development Model; A Reference Guide. Goals and Performance Indicators, Lansing, Michigan, 1974.
171. The School's Responsibility for Placement. Maryland State Department of Education, 1974.
172. Tuttle, Francis T., et al. "Oklahoma: The OTIS Model." American Vocational Journal 47, No. 4 (April 1971), 54-57.
173. Tylawski, John R. and VanDette, Robert G. Annual State Report: Genesee Area Skill Center. Flint, Michigan, June 1974.
174. United States Bureau of Labor Statistics. Bulletin 68, p. 1. (n.d.)
175. U.S. Congress, Senate. Committee on Labor and Public Welfare. Notes and Working Papers Concerning the Administration of Programs Authorized Under Vocational Act of 1963, Public Law 88-210, as amended. Sub-Committee on Education, 1968, pp. 423. (ED 021151)
176. United States Employment Service. Guidelines for Job Development with Employees Under Union-Management Contract. Washington, D.C.: U.S. Department of Labor, 1971.
177. U.S. Department of Labor. Job Finding Survey. Washington, D.C.: U.S. Department of Labor, 1974.



178. U.S. Department of Labor, Bureau of Labor Statistics. Employment and Earnings. Washington, D.C.: U.S. Government Printing Office, 18, No. 7, 1972.
179. Venn, Grant. Man, Education and Manpower. Washington, D.C.: American Association of School Administrators, p. 23 (n.d.).
180. Venn, Grant. Man, Education and Work. Washington, D.C.: American Council on Education, 1964, p. 129.
181. Venn, Grant. "A Lifetime Concern." American Vocational Journal 41, No. 8 (1966).
182. Wagner, J. F. and Wood, T. R. Placement and Follow-up Literature Search. Jacksonville, Florida: Duval County School Board, 1974.
183. Wasil, R. A. Follow-up Model for Implementation of School Follow-up System. Akron, Ohio: Summit County Board of Education.
184. Wasil, R. A. Placement: Accountability, Communication, Coordination. Akron-Summit County Public Schools Placement Department.
185. Wasil, R. A. Pre-Employment Model for School Pre-Employment Activities. Akron, Ohio: Summit County Board of Education.
186. Wasil, R. A. Placement Model--Akron Ohio. Summit County Board of Education, Akron, Ohio, 1974.
187. Wasil, R. A. "Whatever Happened to Harry?" AVA Journal (November 1972).
188. Waters, A. E. An Annotated Bibliography of Selected References on School System-Based Job Placement Programs. Washington, D.C.: National Advisory Council on Vocational Education, 1974.
189. Wenrich, Ralph C. and Wenrich, J. William. Leadership in Administration of Vocational and Technical Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1974, pp. 205-206.
190. Williams, L. R. Comprehensive Organizational Model for Providing District-Wide Placement Service and Follow-up Studies. Gainesville, Florida: Alachua County School Board.

191. Wilson, John A. "Placement and Follow-up: Aides in Evaluating Accountability of Vocational Programs." Agricultural Education Magazine 44, No. 4 (October 1971), 98-99.
192. Windle, J. L.; Jay, Richard S.; and Van Mondfrans, Adrian P. "Project Zoo: A Research Review." Journal of College Placement (February/March and April/May 1971).
193. Wolfbein, S. L. "Seven Signs for the Seventies." Journal of College Placement (Fall 1974), 42-45.
194. Wolff, Jergen M. Case Studies in Practical Career Guidance, No. 12. Palo Alto, California: Occupational Learning Center, Syracuse City Schools, American Institutes for Research, June 1973.
195. Worth, Charles C., et al. Survey of Post Placement Experience of PAT Graduates. Washington, D.C.: University of Tennessee and Oak Ridge Atomic Energy Commission, Manpower Administration, April 1973.
196. Young, Earl B., et al. Vocational Education for Handicapped Persons. Handbook for Program Implementation. Washington, D.C.: U.S. Department of Health, Education and Welfare, U.S. Government Printing Office, No. HE 5. 235:35096, 1970.
197. Yungman, Thomas G. "Content Analysis of the Vocational Guidance Quarterly: Articles 1-19 inclusive." Vocational Guidance Quarterly (March 1972).
198. Zeran, F. R. and Riccio, A. C. Organization and Administration of Guidance Services. Chicago, Illinois: Rand McNally, 1962.

