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ABSTRACT

The guide is a component of the Program Development Section of the "Career Education Handbook for Implementation" whose purpose is establishing and operating a school-based job placement program. It is designed to be of practical assistance to the user in building a placement program that will effectively meet the needs of a particular situation. The brief introduction discusses various reasons for school-based placement. The overview defines school-based placement services and describes some programs and projects operating successfully in Michigan. The third section covers staff involvement, expected competencies of placement personnel, and the activities of the placement program. The final section discusses 11 basic components necessary in operating a placement program: placement advisory committee, placement staff, ongoing in-service, program promotion, career information systems, identification of placement opportunities and student placement interests/needs, referral systems, followup and feedback, evaluation and modification, and area coordination and support. Three models are included. The first outlines the stages of planning, implementation, operation, and evaluation and modification for a school-based program. The second expands on the first to show persons responsible and activities required for each stage. The third provides a similar outline for area and local placement activities. (BP)

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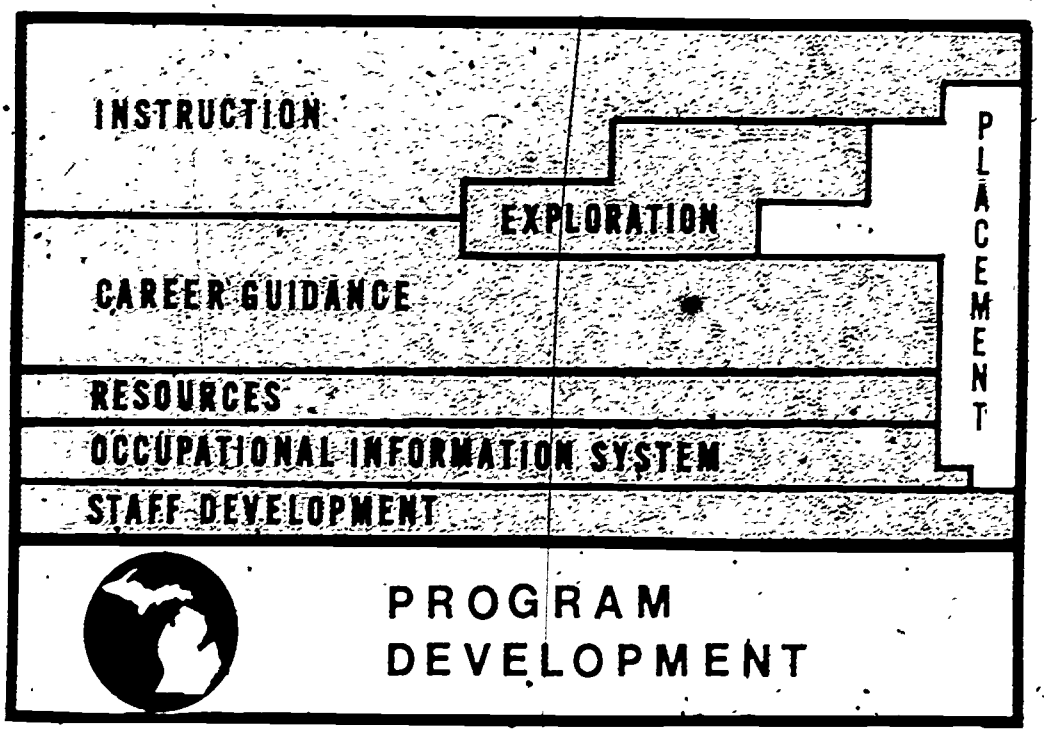
PLACEMENT GUIDE



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FOREWORD

This guide to the establishment and operation of a school-based placement program is designed to serve as a component of the Program Development Section of the Career Education Handbook for Implementation. It may also be detached from the Handbook and viewed on its own by anyone primarily interested in planning and implementing school-based placement services. The guide is not intended to be an exhaustive list of all possible approaches to providing placement services or to designate any one approach as universally desirable. It is designed to be of practical assistance to the user in building a placement program that will effectively meet the needs of a particular situation.

The majority of students exiting from school are looking for employment. Since most schools are already better equipped to help the student continue his or her education than to help in finding employment, the main challenge in providing school-based placement services is in the area of job placement. In response to this, the main thrust of this placement guide will be in the direction of employment. However, this should not be interpreted as limiting school-based placement services to job placement. To be truly effective, a school-based placement program must coordinate placement efforts to serve the needs of all students.

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INTRODUCTION

WHY SCHOOL-BASED PLACEMENT?

Earlier methods by which young persons found their roles in society are no longer working satisfactorily in today's complex society. Youth unemployment rates are unacceptably high, and there is growing dissatisfaction with the consequent waste of valuable human resources.

Legislators, educators, manpower planners, students, businessmen and labor leaders recognize that schools can do more than prepare young persons for their future careers. In addition, they can actively assist students in implementing their career goals. This is especially true in the area of finding and retaining jobs.

For these reasons, the National Advisory Council for Vocational Education recommended in its third report that "every secondary school should be an employment agency." The report further observed that a school in which getting a job is part of the curriculum is more likely to have students who understand why reading and math make a difference than a school which regards employment as someone else's business.

The concept of Career Education in Michigan holds that one of the principal components of career development is career planning and placement, that part of the educational process designed to help students develop and implement systematic programs to reach their career goals.

A school-based placement program is an important step in building effective Career Education to the benefit of students, schools, and the community.

AN OVERVIEW OF SCHOOL-BASED PLACEMENT SERVICES

WHAT ARE SCHOOL-BASED PLACEMENT SERVICES?

School-based placement services cover the entire range of assistance offered by a school to help the student develop and implement his or her career plan. These services help students to choose and successfully reach placement goals consistent with their aptitudes, interests and abilities.

The goals can be choices or combinations of choices in employment (full-time, part-time, permanent and temporary), the military or continued education.

Initial job placement may not, in itself, be sufficient. Retention and upward mobility are important dimensions of successful placement services. Comprehensive placement activity will result in some youths' being employed while still in school. In addition to enabling students to continue their education, summer employment and part-time employment during school can be valuable learning experiences.

The final measure of the success of school-based placement is the satisfaction of students that these services did, indeed, enable them to meet their immediate career aspirations and/or represent the best choice, given available alternatives.

Building systematic placement programs to help students reach their career goals is not the responsibility of one person or one institution alone. If it is to be done successfully, it must involve the cooperation and effort of the total community.

Obviously, those involved would include:

- Students
- Parents
- Educators
- Employers
- Labor unions
- Professional associations
- Community groups
- School board members
- Advisory committees
- Government agencies
- Legislators
- Placement agencies.

HOW DOES THE PLACEMENT SERVICE BENEFIT A SCHOOL?

An efficient and effective placement program will help the school create a more meaningful environment for students and staff through:

- Building identification with student career goals,
- Strengthening ties between education and career goals,
- Providing information on curriculum strength and weakness,
- Bridging the gap between school and employment,
- Helping in career decision-making and career planning.

WHAT IS ALREADY BEING DONE?

Recent pilot placement projects operating in comprehensive high schools, area vocational centers and community colleges have demonstrated that school-based programs which systematically focus on placement can effectively help students find and enter adult work roles.

Area placement programs that coordinate and support the placement activities of local schools and other community agencies are demonstrating effective ways to deliver placement services within a given geographical area.

In accordance with existing Career Education legislation, the Department of Education, in cooperation with other agencies, is periodically compiling and making available to Career Education Planning Districts and Local Educational Agencies information pertaining to current and future job opportunities.

Occupational information delivery systems

Michigan has several occupational information delivery systems, ranging in sophistication from a microfiche-based occupational information retrieval system to computer-assisted, interactive career exploration systems. Among these are:

1. Vital Information for Education and Work (V.I.E.W.) Program

   This program, which is currently operating in a majority of Michigan's public secondary schools and community colleges, is a career information system which utilizes the medium

of the microfiche.

2. The Instant Career Program Directory (I.C.P.D.) Project

   This program, presently operating on an experimental basis in Northern Michigan, uses a Wide Area Telephone Service (WATS) line delivery system to convey accurate and current enrollment information on post-secondary vocational and technical programs.

Plans have already been laid to incorporate these and other delivery systems in a comprehensive Michigan Occupational Information System.

WHERE DO YOU START?

The superintendent, or his designee, is the appropriate official for initiating action to plan and implement a school-based placement program.

First steps* in initiating such action might be to:

1. Secure the support of the Board of Education for initiating action;
2. Determine how the planning effort will be organized within the agency;
3. Choose a Placement Steering Committee representing educators, employers, labor unions and other community interests;
4. Assess placement needs and resources in the schools and the community;
5. Survey existing placement activity in the schools, the community and the surrounding area;
6. Analyze the information received through the assessment and survey;

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* For further information see:
Diagram I, page 10
Appendix A, page 25
Appendix B, page 30

7. Develop a plan based on local needs and resources;

8. Submit the plan for approval by the Board of Education; and

9. Promote the plan in the schools and in the community.

FACILITIES

The placement office should be located within the school and be easily accessible to students, school staff and employers. Appropriate space, materials and clerical support should be provided to accomplish placement tasks. Also essential are adequate provision for telephone communication and a travel budget to enable the placement office to develop and maintain necessary contact with employers and other placement agencies for purposes of referral and follow-up.

AVAILABILITY OF SERVICES

A placement program should serve students on a 12-month basis and provide services for at least one year after they leave school.

COORDINATION OF PLACEMENT PROGRAMS

In planning and implementing school-based placement services, it is important to coordinate placement effort with other community placement programs to eliminate unnecessary duplication of services and to make maximum use of existing information and resources.

Michigan Employment Security Commission

The Michigan Employment Security Commission (MESC) is an especially valuable resource for school-based placement programs. Regular services of the MESC that would be made available to schools under the MESC School Cooperation Program would include:

- Job Bank Microfiche
- Career information
- Planning information
- Testing
- Job Corps information
- Films
- Brochures
- Application forms

- Labor Law information
- Resource personnel

MESC Branch Office Managers should be contacted for involvement in the local or area school-based placement program. MESC representation on placement advisory committees is a good approach to effective coordination of effort with the MESC. Requests to the MESC State office for occupational information should be directed to the Occupational Research Unit, Program Development Section. Requests for labor market information and occupational outlook projections should be directed to the Research and Statistics Division.

STATEMENT OF ETHICAL PRACTICES

It is important that school-based placement activity be conducted equitably and responsibly on the part of all concerned. It is in the best interests of students, staff and employers that a statement of principles governing ethical practices in placement be developed.

General principles of ethical placement practices might include the following objectives:

1. The open and free selection of placement opportunities that will provide students with the optimum long-term utilization of their talents, consistent with their personal objectives.

2. The promotion of intelligent and responsible career choices by the students for their own greatest satisfaction and the most fruitful long-range investment of their talents.

3. The development of the placement function as an integral part of the educational system so that it, as well as the total placement process, may be oriented toward the establishment of high standards of integrity and conduct among all parties.

THE PLACEMENT PROGRAM IN THE SCHOOL

STAFF INVOLVEMENT

A successful school-based placement program involves the total community and not only the educational institution. Similarly, within a school, the placement program involves the total staff, as well as students and parents. Although roles may differ, none can be excluded from a successful program.

While all are involved, however, the principal responsibility for the day-to-day activities of the placement program rests with the placement staff.

EXPECTED COMPETENCIES OF PLACEMENT PERSONNEL

An individual selected to organize and/or implement the placement program in the school should have competencies related to the task. The following competencies are seen as related:

- Able to work effectively with a wide range of individuals and groups.
- Possessing enthusiasm and demonstrated ability in working with youth.
- Familiar with the working practices of business, industry, education and government.
- Possessing a working knowledge of curriculum, curriculum content and related educational methods.
- Skilled in written and verbal communication.
- Capable of organizing and managing a program.
- Skilled in sales techniques.
- Able to work innovatively and independently, with flexibility of schedule.
- Possessing a working knowledge of specific employment dynamics:

  a. The local labor market
  b. Existing community resources and agencies
  c. Fair employment practices
  d. Legal work restrictions
  e. Hiring patterns
  f. Job development, referral and follow-up
  g. Personnel office procedures

h. Minimum wage laws
i. Social Security registration
j. Labor union practices and requirements

ACTIVITIES OF THE PLACEMENT PROGRAM

The activities of the placement program are centered on serving three basic groups:

1. Students
2. Employers
3. Educational staff

Groups served

Students

In meeting the needs of students, the placement program would:

1. Create an awareness of the placement services offered and how they can be used by students in achieving their own career goals.

2. Impart information on career opportunities and requirements, to assist students in their career decision making and planning.

3. Involve students in the tasks and responsibilities of placement efforts.

4. Assist students in developing employability skills necessary to enable them to gain desired employment.

5. Identify specific needs and interests of each student served and provide appropriate assistance.

6. Refer the student to specific placement opportunities consistent with needs and interests.

7. Follow up referrals to determine outcome and any additional needs of students.

Employers

In meeting the needs of employers, the placement program would:

1. Create an awareness of the placement services offered and how employers can benefit from them.

2. Impart information to employers on the job

needs/interests of students and their career preparation.

3. Gather information on projected labor market needs.

4. Obtain information on specific job openings, including types of jobs, wages, fringe benefits and collective bargaining practices.

5. Refer applicants according to job requirements and applicant preparation and interest.

6. Follow up referrals and placements with whatever additional services may be needed.

7. Involve employers in educational decision making and planning necessary to meet manpower and training needs.

Educational staff

To facilitate the efforts of the educational staff, the placement program would:

1. Create an awareness of the placement program and its benefits to the total school program, as well as the roles of individual staff members in the school's placement effort.

2. Work cooperatively with the staff by supplying information and resource materials needed to teach pre-employment skills.

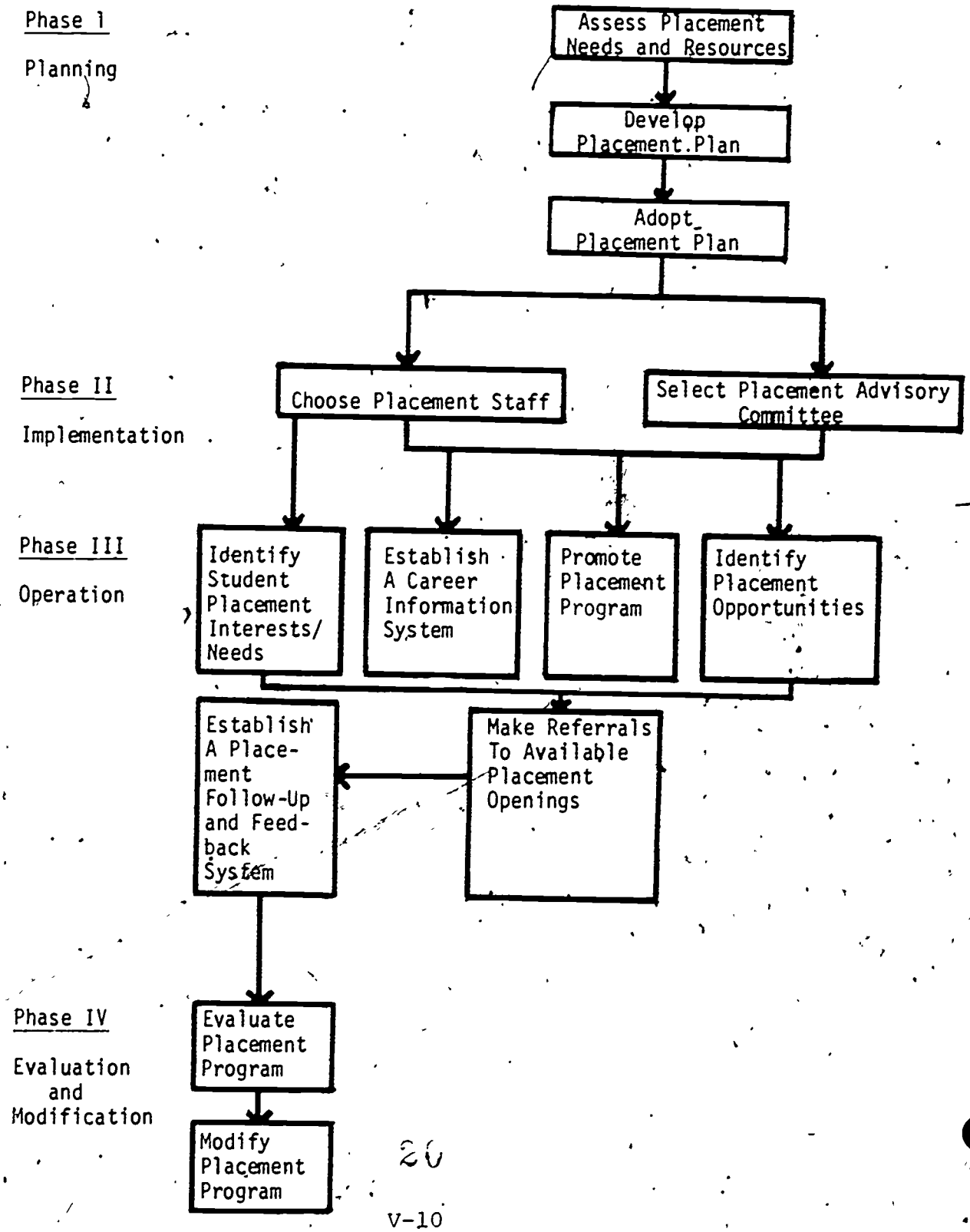
3. Develop a system for sharing career information of mutual interest concerning developments in business, industry, labor and continuing education; the strengths and/or weaknesses of existing career preparation programs; and the requirements of specific students and placement openings.

4. Inform the staff about what is happening to students through direct follow-up information from students and employers.

5. Participate in the planning and implementation of curriculum and program changes to enable the staff to meet the needs of students and the community.

Diagram 1

A SUGGESTED MODEL FOR PLANNING AND IMPLEMENTING A SCHOOL-BASED PLACEMENT PROGRAM



OPERATING A PLACEMENT PROGRAM

THE BASIC COMPONENTS

A functioning school-based placement program requires certain basic components. In planning and implementing such a program, it is important to provide for these components:*

1. Placement Advisory Committee
2. Placement staff
3. Ongoing in-service
4. Program promotion
5. Career information system
6. Identification of placement opportunities
7. Identification of student placement interests/needs
8. Referral system
9. Follow-up and feed-back system
10. Evaluation and modification
11. Area coordination and support

1. PLACEMENT ADVISORY COMMITTEE

Why is it important?

A Placement Advisory Committee is an important part of a school-based placement program. Since placement services must have a wide range if they are to meet student needs in implementing career goals, providing these services is the responsibility of more than educators and students. This is especially true of job placement. A Placement Advisory Committee can provide:

a. Essential support and advice from a variety of viewpoints
b. Current information on local labor market
c. Contacts with employers and labor unions
d. Identification of placement opportunities
e. Assistance in gaining community acceptance
f. A forum for identifying placement problems and resolving them

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* For further information on how these components might work together, see:
Diagram I, page 10
Appendix A, page 25
Appendix B, page 30

In order to be effective, a Placement Advisory Committee must be well planned. Its role should be well defined, reasonable and substantive. In no case should the committee be used as a token group to approve decisions already made. Its advice will be more freely given and its support will be more generous if the committee is able to:

- Elect its chairperson
- Determine its agenda
- Schedule its meetings

Secretarial services and supplies for the committee should be provided by the educational institution.

Groups represented

Groups represented on a Placement Advisory Committee might include:

a. Employers
b. Labor organizations
c. Community groups
d. Civic leaders
e. Students
f. Parents
g. Educators

Use of existing committees

The size of a school, a school district or an area will to some extent determine the size and scope of the committee. Existing committees, such as advisory committees to vocational education programs and Career Education committees, may well be used if they meet placement advisory needs.[1] Where an area placement program exists to coordinate and support local placement, the placement advisory committee might possibly function better at the area, rather than the local level. Whatever the size or location of the committee, it is important that it be as broadly representative as possible and that it not be dominated by any one group.

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1 For additional suggestions, see Vocational Education Advisory Committees, "A Guide for the Effective Utilization of Advisory Committees," prepared by Central Michigan University for the Vocational and Technical Education Service of the Michigan Department of Education.

2. PLACEMENT STAFF

The staff designated to carry out placement responsibilities on a day-to-day basis is an important component of a successful school-based placement program. Building this component would include the following considerations:

a. Definition of expected competencies of a placement staff,
b. Clear designation of placement staff responsibilities,
c. Adequate placement staff size,
d. Incorporation of placement staff within total school staff.

Placement activities will demand considerable time and effort on the part of the placement staff. For this reason, a full-time placement staff is desirable. However, in schools where the size of the student body would not require a full-time placement person, other options might be:

a. A full-time placement person to serve several schools,
b. A placement person for each school on a part-time basis.

Whatever the size of the placement staff or its designation as full-time or part-time, it will be important to involve teachers, counselors and administrators as part of the placement effort.

3. ONGOING IN-SERVICE

In operating a placement program, it is important that provision be made for an ongoing in-service program for those directly involved in the placement effort. Such a program would allow for:

- The development and updating of placement skills,
- Regular exchange of information among placement personnel,
- Early assessment of factors that influence the success of the placement efforts, (i.e. developments in the local labor market).

4. PROGRAM PROMOTION

Placement services are needed by students, schools and the community, and they need to be promoted if they are to be successful. Organized placement services are new to many schools. The placement office will be faced with the challenge of making its presence known to the school and the community and building and preserving a good image. Community acceptance will depend on the perceived value of the placement program to students and the community.

Planning promotional efforts as an ongoing part of the program will be more beneficial than crash publicity campaigns. For this reason it is important to identify:

a. Who needs to be informed,
b. What they need to know,
c. How the information can best be communicated.

Techniques

Some ways of communicating information about a school-based placement program would be:*

- Personal contact
- Public speaking
- Short films or slide-tape presentations
- Public exhibits
- Bulletin boards
- News releases
- Open house
- Informational tours
- Printed materials
  - Pamphlets
  - Brochures
  - Reports

The placement advisory committee and operational contact with the school and the community will help in building good public relations, but some additional steps might involve:

a. Presentations at:
   - Faculty meetings
   - Departmental meetings
   - Student assemblies

* For additional suggestions see "Approaches to Various Publics," Part B of "Creating Awareness, Understanding and Receptivity," Career Education Handbook for Implementation.

School board meetings
PTA meetings
Chamber of Commerce meetings
Personnel association meetings
Special group meetings
Conventions

b. Individual presentations to persons whose interest and support would advance the program.

c. News media coverage of events or information relating to the placement program on a regular basis.

d. Membership in community groups.

e. Participation in community activities.

5. CAREER INFORMATION SYSTEM

Information, both general and specific, concerning career opportunities, requirements and entry processes must be made available to students to assist them in decision making, planning and implementation of their career goals.

Activities of placement personnel

School placement personnel have important activities to accomplish in assisting the school in:

- Identifying sources of career information.
- Gathering career information from placement contacts.
- Interpreting follow-up information.
- Helping students in individual career planning and academic programing.
- Providing delivery systems for career information through existing school programs and special events such as Career Days/Nights for all students and special interest groups.
- Helping students develop an understanding of the steps involved in gaining entry to an

educational program or a job and the skills required to successfully take those steps.

For other information, see page 3, Occupational information delivery systems, and page 5, Michigan Employment Security Commission, in this Guide.

Employability skills

The skills required to gain entrance to a post-secondary educational program, an apprenticeship program or a job have much in common. The school may incorporate existing curriculum and counseling services in helping students develop these skills. Where existing programs do not provide for this assistance, it is essential that the placement program take remedial steps to assist the students before making referrals to placement openings. These steps may be taken on both an individual and a group basis.

Programs such as "Job Clinics" are helpful in assisting students to develop such "employability skills" as:

a. Resume writing
b. Filling out application forms
c. Understanding the purpose of an interview
d. Gathering appropriate information to answer application and interview questions
e. Identifying references
f. Knowing how and where to look for employment
g. Interpreting one's needs, interests and experiences
h. Appropriate dress and grooming
i. Employer expectations
j. Good traits in getting, keeping and moving ahead on a job
k. How to resign from a job or an educational program.

For further information consult "Employability Skills" in Vocational Education Performance Objectives, and "Career Planning and Placement" in Career Development Goals and Performance Indicators, publications of the Michigan Department of Education.

6. IDENTIFICATION OF PLACEMENT OPPORTUNITIES

Information on specific placement opportunities is essential for a successful school-based placement program. Traditionally school-based placement efforts have favored post-secondary education at the college or university level, with less emphasis on apprenticeship and/or training programs. Even so, such efforts have generally not met the needs of all students.

The majority of students leaving secondary school require job placement either in full-time jobs, as they implement their immediate career goals, or in full- or part-time jobs as they continue their education to meet the requirements of longer range career goals. Added to this are student employment needs, either part-time or temporary full-time, to continue their secondary education. Consequently, the success of a school-based placement program will depend in large part on its ability to identify job placement openings.

Job openings

The identification of job placement openings requires a consistent, concerted effort to contact the employers in the labor market area. This should be done in a coordinated way, so that maximum coverage is assured without duplication of effort. Cooperation among school-based placement personnel in the area and between school-based placement and the placement efforts of the Michigan Employment Security Commission and other public employment agencies is essential to achieving coverage of job placement openings.

Manpower programs

Government sponsored manpower programs, such as youth employment programs, are important sources of placement opportunities for part-time and temporary full-time employment. The time between the announcement of such programs and the filling of jobs is generally short; therefore, it is important that school-based placement programs be alert to such opportunities and be prepared to make referrals on short notice.

Skill training

Community-based skill training programs and business and trade schools readily offer specific information on available programs and admission standards. Apprenticeship programs and industry-based training programs also supply information

on placement opportunities and requirements, on request.

Colleges and universities

Placement openings in community colleges and four-year colleges and universities are usually identifiable by contacting college admissions offices. Specific programs offered and entry steps and requirements are generally available from the college catalogue. Many colleges offer additional assistance and some actively recruit prospective students.

Since such educational/training placement is required to enable students to achieve their long-range career goals, it should be coordinated with placement efforts to meet the employment needs of students.

Military service

The branches of the military maintain active recruitment programs and will supply information on placement openings and requirements on request. Generally, the active promotion of such recruitment involves relatively little effort on the part of the school to provide students access to such information.

Contacts by placement personnel

The task of identifying job placement openings requires that school-based placement personnel have a flexible schedule to accommodate the needs of students and employers.

Employers may be contacted by a variety of methods, the most effective method being personal visitation. This is especially true in initiating contacts.

Visits to employment sites will enable placement personnel to gain first-hand information on specific job requirements.

The development of employer contacts is a total process, built on the expectation that both parties will have much to contribute to each other over a long period of time. It should be systematic, inclusive and efficient.

Individual contacts will always involve a personal dimension and can cover a range of interests:

- Information
- Specific openings
- Referral
- Follow-up

To a great extent the success and continuation of such contacts will involve mutual:

- Understanding
- Credibility
- Reliability

In initiating such a program, a good starting point might be employers who are already employing former students.

Employer contact forms

Forms should be developed to maintain a record of employer contacts. They should provide for such basic information as:

- Standard identification items
- Contact person
- Specific job openings
- Specific job requirements
- Dates and type of contacts
- Referrals
- Placements
- Follow-ups

7. IDENTIFICATION OF STUDENT PLACEMENT INTERESTS/ NEEDS

Suggested steps

The satisfactory placement of students involves the identification of their interests and needs. In order to make this identification and to have available the necessary information when it is needed for referral to specific placement openings, the following steps are recommended:

- Personal interviews
- Counseling
- Recording of information
- Maintenance of file of those available

Counseling activities

Counseling must be an integral part of any effective placement program. Examples of some suggested counseling activities within a placement program follow:*

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* For further information on potential roles for counselors in a school-based placement program, see The Process Guide for Career Guidance, a publication of the Michigan Department of Education (Fall, 1975).

a. Assist students to develop career plans.
b. Help prepare students for employment by conducting group job preparation activities.
c. Provide students with career information.
d. Counsel students regarding their job readiness.
e. Visit employers and students on the job, as needed.
f. Help students make career choices.
g. Help students select curriculum appropriate for career choices.
h. Assist in follow-up studies.
i. Provide supportive counseling services, when needed, to students already placed.

Student record forms

A wide range of information is required to satisfactorily meet the placement needs of students. Standard record-keeping forms are essential for collecting and maintaining this information. Many varieties of such forms have been developed by existing placement programs and generally contain:

- Standard identification items
- Career interests/needs
- Developed skills
- Previous experience
- Employment preferences
- Referral/placement/follow-up

8. REFERRAL SYSTEM

The core of an operating placement program is its referral system. Essentially it involves the matching of student interests and needs with available placement opportunities. Speed and accuracy in referral are basic in making successful placements. In referring students for employment, the desired number of applicants should be determined by the placement office in discussions with the employer prior to referral.

Specific information on the requirements of the placement opening will assist the student in determining whether the opportunity is consistent with his or her interests and needs. Once applicants have been identified, referrals should be made. In the event that no applicants can be identified, that information should be conveyed promptly to the one offering the placement opportunity.

Precise information should be made available to the applicant on the steps involved in making application, the contact person, and the date, time and place of the scheduled interview. A standard referral form may be appropriate.

Arrangements should also be made for follow-up on the outcome of the referral. In the event that placement does not occur, additional referrals should be arranged for the applicant and for the placement opening.

9. FOLLOW-UP AND FEED-BACK SYSTEM

The day-to-day operation of a placement program requires an immediate follow-up of all referrals if it is to function effectively. Unless such follow-up occurs, clients will be disappointed and valuable placement opportunities will be neglected. Forms are important for recording follow-up information so that the information may be organized and analyzed.

In addition, longer range follow-up should be conducted in order to determine:

- Placement satisfaction
- Adjustment needs
- Curriculum strengths or weaknesses in preparing students for their career goals.

Annual surveys of graduates

Various types of follow-up surveys are conducted by local education agencies. Some of these surveys cover all students leaving school; others cover only graduates. Some are longitudinal surveys, covering students for a number of years after leaving school.

In cooperation with local education agencies, an annual follow-up of graduates is conducted by the Michigan Department of Education. This follow-up survey covers specific questions:

- Employment
- Post-secondary education
- Unemployment
- Graduate comments and suggestions

Participation in this survey allows for a comparison of information at different levels:

- State
- Career Education Planning District
- Local

Feed-back of information

The value of a school-based placement program is greatly enhanced if the placement office regularly shares understandable follow-up information for decision making and planning with:

- Students
- Teachers and counselors
- Administrators
- Labor market planning agencies
- Other placement programs

10. EVALUATION AND MODIFICATION

Evaluation and modification should be an integral part of the placement program's operating plan. In evaluating the effectiveness of the programs, it is important to consider such things as:

- Students served
- Placement openings identified
- Referrals made
- Placements made
- Placement openings not filled and reasons why
- Types of placements made
- Earnings
- Success of placements
- Conditions of the labor market

In making modifications it is important to examine the operation of program components and the cause-effect relationships of program components to the identified strengths and weaknesses of the placement program.

Provision should be made for ongoing monitoring of the program and modification.

Reporting is essential to the evaluation process. Reports may fall into two general categories:

a. Informal - those reports necessary to maintain an ongoing placement program. These reports are usually made on a weekly or a monthly basis to those primarily charged with operating and supporting the placement

program, e.g.:

- Placement advisory committee
- Placement directors
- Placement staff
- Teachers
- Counselors

b. Formal - those reports necessary to summarize the placement program in terms of its accomplishments and problems arising over a period of time. These reports are usually made on a quarterly, semi-annual or annual basis, to those primarily charged with broader responsibilities than placement alone, e.g.:

- School boards
- Superintendents
- Principals
- Advisory committees

11. AREA COORDINATION AND SUPPORT

A labor market will generally encompass several schools or school districts. Therefore, it is advantageous to the schools and the employers in the area to coordinate efforts in canvassing employers and to exchange information concerning available manpower and unfilled job openings.

How placement efforts in a given area can best be coordinated will depend on an assessment of the varied needs and resources of that area and the development of a plan for area coordination and support of local placement activities.*

An area placement program would provide the following advantages to local placement programs:

a. Coordinate job development efforts so that local placement programs would be able to cover the employment market without duplication of effort and possible inconvenience to employers.

b. Coordinate exchange of information on job openings so that local placement programs

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* For further information on how area and local activities might be coordinated, see Appendix B, page 30.

would have access to a wider range of job opening information than they could generate by local effort alone.

c. Enable local placement programs to meet the needs of employers by making available a broader range of students for placement.

d. Provide assistance and support for local education agencies in starting local placement programs.

e. Provide ongoing in-service training programs that would make possible an exchange and update of information on placement.

f. Provide local placement programs with current and accurate area career information that would enable students to make knowledgeable career decisions.

g. Provide placement services in the most cost-effective fashion consistent with the achievement of the objectives of the placement program.

FURTHER ASSISTANCE FOR SCHOOL-BASED PLACEMENT SERVICES IN MICHIGAN

If you are interested in further assistance in the establishment of school-based placement services, contact:

The Michigan Department of Education
Placement Programs
Box 928
Lansing, Michigan 48904

(517-373-3370)

Appendix A

A SUGGESTED MODEL FOR PLANNING AND IMPLEMENTING A SCHOOL-BASED PLACEMENT PROGRAM

Phase I - Planning

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
1. Assess placement needs and resources.	Superintendent	a. Designate persons responsible for assessment. b. Assess placement needs and resources in the schools and community. c. Survey existing placement activity. d. Analyze and summarize information.
2. Develop placement plan.	Superintendent	a. Secure support of the Board of Education. b. Choose a Placement Planning Committee.
	Placement Planning Committee	a. Review results of Placement Assessment. b. Examine existing placement guidelines and models. c. Develop a placement plan based on local needs and resources. d. Identify budgetary resources and designate appropriate amounts. e. Identify participating schools based on placement assessment and placement plan.
3. Adopt placement plan.	Board of Education	a. Review proposed placement plan. b. Adopt placement plan.

Phase II - Implementation

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
1. Choose placement staff.	Superintendent Building Administrators	a. Identify staff needs based on existing resources and population size. b. Choose placement personnel with appropriate compentencies. c. Assign staff duties consistent with placement plan. d. Designate appropriate facilities.
2. Select Placement Advisory Committee	Superintendent	a. Select membership on basis on broad representation. b. Coordinate roles and responsibilities.
	Building Administrators	a. Recommend members of Placement Advisory Committee. b. Select school representation if required.

Phase III - Operation

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
1. Promote placement program	Placement Advisory Committee Placement Staff	a. Identify target populations in school and community. b. Devise appropriate promotion strategies and techniques. c. Maintain consistent promotional campaign.

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
2. Establish a Career Information System	Placement Advisory Committee Placement Staff	a. Identify career information sources. b. Establish a career information collection and delivery system. c. Maintain and update career information system.
3. Identify placement opportunities	Placement Advisory Committee	a. Advise on strategies for identifying placement opportunities, especially job openings within the labor market natural to the area. b. Assist in gaining entree to employers, labor unions, etc. for identification of job openings.
	Placement Staff	a. Devise strategy for efficient and effective coverage of placement opportunities. b. Coordinate efforts in contracting employers, labor unions, etc. c. Exchange information on unfilled job openings.
4. Identify student placement interests/needs	Placement Staff	a. Prepare inventory of student populations to be served. b. Interview individual students. c. Record appropriate information. d. Maintain active file of students seeking employment.

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
5, Make referrals to available placement openings	Placement Staff	a. Inform student concerning specifics of placement opening. b. Arrange interview with employer or educational agency. c. Monitor interview outcome. d. If not placed, refer another applicant. e. Re-process initial applicant. f. Refer unfilled openings to other placement staff.
6. Establish a Placement Follow-Up and Feedback System	Placement Staff	a. Follow-up placements for additional assistance and information. b. Collect and maintain data on placement opportunities, referrals, and placements. c. Feedback appropriate follow-up information to students, school staff, administrators, and Placement Advisory Committee.

Phase IV - Evaluation and Modification

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
1. Evaluate placement process	Placement Advisory Committee Placement Staff	a. Analyze and evaluate follow-up data in terms of placement effectiveness. b. Prepare required reports with appropriate data, evaluation, and recommendations for modification.

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
2. Evaluate Placement Program	School Board Superintendent Building Administrators	a. Receive required reports. b. Assess effectiveness of placement program. c. Approve appropriate recommendations for modification.
3. Modify Placement Program	Placement Advisory Committee Placement Staff	a. Re-design program components in accordance with approved modifications. b. Implement modifications.

Appendix B

A SUGGESTED MODEL FOR RELATING AREA PLACEMENT ACTIVITIES TO LOCAL PLACEMENT ACTIVITIES

Under an area placement plan, the inter-relationship of the area placement office and the local placement office might include the following:

Phase I - Planning

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
1. Assess Area Placement Needs and Resources	Survey area in terms of: a. student population, b. existing school-based placement services, c. present student placement patterns, d. existing community/non-educational placement services, e. labor market, f. projected placement needs, g. available resources for placement.	Input local information to area survey.
2. Establish Boundaries of Placement Area	Analyze survey data and determine area boundaries in terms of natural labor market.	Assist in determination of area boundaries.
3. Plan Area/Local Placement Service Program	Develop area/local placement plans using local input.	Input to development and adoption of area/local placement plans.

Phase II - Operational

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
1. Initiate Area Placement Service	Cooperatively determine area placement office site. Choose area placement staff.	Cooperatively determine area placement office site.
2. Initiate Placement inservice Program	Conduct inservice program for area/local staff.	Participate in inservice program.

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
3. Select Placement Advisory Committee	Select membership of Placement Advisory Committee on basis of broad representation. Coordinate roles and responsibilities.	Recommend membership of Placement Advisory Committee.
		Select local placement representative on Placement Advisory Committee.
4. Establish Career Information System	Establish area system to collect, manage and disseminate career information. Coordinate with existing career information sources.	Input on desired career information.
5. Establish a Manpower Information System	Coordinate area/local responsibilities for contacting employers and identifying job openings.	Participate in coordinated system for contacting employers and identifying job openings.
6. Establish a Job Placement System	Coordinate area/local referral system for job openings.	Identify student job interests/needs. Inform student concerning specific job openings, requirements, work conditions, wages, etc. Contact employer to arrange interview; monitor interview outcome. If not placement, refer another applicant. Reprocess initial applicant.
	Assist in establishing local placement services for schools not large enough to require an individual local placement office.	
	Monitor referrals and placements. Redirect unfilled job openings to other local offices.	Refer job opening needs to area office. Refer unfillable job openings to area office. Inform area office of job referral outcomes.

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
7. Establish a Placement Follow-Up System		Offer immediate follow-up service to student, employer and school staff for information and job adjustment.
	Collect and maintain data on area/local referrals and placements.	Collect and maintain data on local referrals and placements.

Phase III - Evaluation and Modification

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
1. Evaluate Placement Process	Analyze and evaluate area/local follow-up data in terms of area placement profile. Evaluate all components of area/local placement process.	Input to area/local evaluation.
		Analyze and evaluate local follow-up data in terms of placement effectiveness.
	Convey evaluation information to appropriate programs and agencies.	
2. Modify Placement Program	Assess area placement program as evaluated.	Assess local placement program as evaluated.
	Coordinate area/local assessments.	
	Plan expansion or reduction of area program in population and/or services.	Plan expansion or reduction of local program in population and/or services.
	Redesign area program components as indicated by modification plan.	Redesign local program components as indicated by modification plan.