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**ABSTRACT**

A research project was conducted to evaluate the impact of programs that prepare students for the occupation of homemaking. The survey focused on former students after high school, their homemaking responsibilities, and the impact of homemaking instruction. The 155 students in the random sample were from 62 North Dakota school districts; they had taken at least three semesters of consumer homemaking and were males and females from all academic ranks. Following graduation, 70 percent had enrolled in a postsecondary program. Homemaking responsibilities included greatest initial involvement in money management, housing, personal development and relationships, time management, and clothing. Most (79 percent) stated that homemaking classes had assisted them in preparing for independent living responsibilities. Foods and nutrition was identified as being helpful by the highest number (85 percent). Students also indicated assistance in money management (68 percent), time management (44 percent), personal development and relationships (62 percent), and clothing (79 percent). Almost all students (96 percent) identified personal gains from enrollment, including greater confidence, increased independence, satisfaction, and greater understanding of oneself and others. Of those who had belonged to Future Homemakers of America (42 percent), 72 percent indicated personal gains from participation. (The survey instrument, data breakdown, anecdotes, and case studies are appended.) (YLB)

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CONSUMER HOMEMAKING EDUCATION: WHAT ARE THE IMPACTS?

Final Report of a North Dakota Project

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Supporting Agencies:

North Dakota State Advisory Council for Vocational Education  
North Dakota State Board for Vocational Education  
University of North Dakota

August 1, 1981

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## TABLE OF CONTENTS

Introduction . . . . .	1
Procedures . . . . .	1
Findings and Discussion . . . . .	3
High School Background Information . . . . .	4
Post High School Background Information . . . . .	4
Homemaking Responsibilities . . . . .	4
Impacts of Homemaking Instruction . . . . .	9
Impacts of FHA-HERO Participation . . . . .	12
Recommendations for Homemaking Programs . . . . .	13
Conclusions and Recommendations . . . . .	13
Selected References . . . . .	16
Acknowledgements . . . . .	17
Appendix A. North Dakota Consumer Homemaking Follow-up Survey . . . . .	18
Appendix B. North Dakota Consumer Homemaking Follow-up Survey: Student Selection Procedure . . . . .	30
Appendix C. Participating Schools and Coordinating Teachers . . . . .	32
Appendix D. North Dakota Consumer Homemaking Follow-up Survey: Data Breakdown . . . . .	35
Appendix E. Anecdotes . . . . .	48
Appendix F. Case Studies . . . . .	51

What are the impacts of consumer homemaking education on students for whom programs were designed to serve? Are programs relevant for homemaking roles students assume? These are questions asked by teachers, administrators, school board members, legislators, and the public.

The purpose of this project was to provide a basis for answering these questions for North Dakota programs. Specific objectives were to:

- (1) identify former student status with respect to employment, education, and marriage.
- (2) identify former student homemaking responsibilities.
- (3) determine the impact of homemaking instruction.
- (4) determine the impact of participation in the Future Homemakers of America.

#### PROCEDURES

Numerous inputs were used to insure the validity of the project and the usability of the findings. First, the literature provided a basis for methodology and content. Second, both a project advisory committee and a panel of consultants were used throughout the study. These individuals provided input from classroom teachers and from specialists in vocational education, educational research, and state supervision. Third, preliminary interviews were conducted with former students. The purpose of these interviews was to determine the breadth of homemaking responsibilities and instructional impacts.

An interview instrument, the North Dakota Consumer Homemaking Follow-up Survey, was developed (see Appendix A, page 18). The survey consisted of the following sections:

High School Background Information  
Post High School Background Information  
Homemaking Responsibilities  
Impacts of Homemaking Instruction  
Impacts of FHA-HERO Participation  
Recommendations for Homemaking Programs

The survey was developed and revised based on inputs previously identified; three specific notes should be made regarding the content and method. The content of the homemaking responsibilities section was based on skills of homemakers and North Dakota curriculum for the occupation of homemaking. In addition, because of the identified need for qualitative indicators of impact, sections related to impact used qualitative as well as quantitative questioning techniques; the remaining sections focused primarily on quantitative data. Finally, the survey was designed as a potential tool for classroom teachers conducting their own follow-up studies.

Two qualifications were established for students in the sample. First, students must have terminated high school one or three years previously. Because interviews were scheduled for 1981, targeted termination dates were 1978 and 1980. Second, students must have taken at least three semesters of consumer homemaking from grades 10 to 12.

A stratified random sample of school districts with vocational home economics education programs was drawn. Coordinating teacher, in each district were requested to use a random procedure to select a specified number of former students; the actual number for each district was based on district consumer homemaking enrollment count (see Appendix B, page 30).

Of the 67 eligible districts in the sample, 62 (93%) provided names of former students while five (7%) declined to participate (see Appendix C, page 32). Of the 181 students identified, 155 completed interviews.

This figure represented 86% of the total names or 79% of the total potential sample. In addition, the overall response rate by years was almost identical; for 1978, 78 (80%) students responded while for 1980, 77 (79%) completed interviews. In total, the response was judged high for a follow-up survey of this type.

Data were analyzed according to the objectives. Structured responses (e.g., yes, no) were tabulated and percentages were computed. Responses to open-ended questions were classified into major content areas; then frequencies and percents were calculated. Responses from both structured and open-ended questions were then ranked from highest to lowest overall frequency by content area.

In addition, significant differences between the two groups were identified. Only two sections showed differences: post high school background information and homemaking responsibilities. Percentages for the two groups were reported separately while all remaining sections were reported using combined percentages.

Telephone interviews were conducted February 16 to March 15, 1981. Three interviewers including the project director conducted the interviews. These interviewers were trained in interview techniques and in the use of the survey.

#### FINDINGS AND DISCUSSION

The complete data breakdown was reported in Appendix D. For the purposes of this report only the major points were discussed in the following section.

### High School Background Information

The sample was predominantly females (93%), and high school graduates (99%). From grades 9-12, most students had taken food and nutrition (78%), comprehensive homemaking (67%), family relations (66%), child development (53%), and textiles and clothing (53%). Fewer students had taken housing and furnishings (35%), consumer education (7%), and home management (3%).

### Post High School Background Information

Overall, the majority (73%, 67%)<sup>1</sup> had enrolled in a postsecondary program since high school. Half or less were employed full-time at the time of the survey (24%, 52%). Many students indicated involvement in more than one job or in both job and school (42%, 25%).

### Homemaking Responsibilities

Students had assumed responsibilities in all six areas listed on the survey: foods; managing money; managing time; housing, home furnishings, and equipment; personal development and relationships; and textiles and clothing. Some difference was apparent in the number and range of responsibilities within each area (see Table 1).

In the area of foods, the items with highest frequencies related to selecting from a menu when eating out, preparing meals when entertaining, and preparing foods for oneself. Clearly, students had had limited initial responsibilities in the foods area. Interviewers noted that living arrangements may have limited students responsibilities in this area; for example, many students lived in dorms or at home. As indicated by significant

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<sup>1</sup> First figure represented data from 1980 group, or first year after high school; second figure was from the 1978 group, or third year after high school.

Table 1. Homemaking Responsibilities Assumed  
By Fifty Percent or More of Former Students

	Percentage of Students Assuming Responsibilities	
	1980 (Number=77)	1978 (Number=78)
<b>Foods</b>		
Select from menu when eating out	86	90
Prepare special meals when entertaining	69	75
Prepare foods for yourself	55	79
Buy most foods for yourself		74
Preserve food	53	53
Plan most foods which you eat		62
Plan/prepare foods for special diets		51
<b>Managing money</b>		
Use consumer information	99	100
Manage own personal finances	97	99
Have savings	82	86
Use credit	55	70
Have budget/plan for spending	64	55
Purchase insurance		69
Use budget/plan for spending	58	
<b>Managing time</b>		
Organize time on a day to day basis	73	81
<b>Housing, home furnishings, equipment</b>		
Care for furnishings	94	95
Select housing	91	92
Arrange furnishings	91	87
Plan storage	85	86
Select equipment/appliances	80	84
Select furnishings	74	87
Purchase equipment/appliances	71	79
Make simple home repairs	74	73
Purchase furnishings	55	77
Renovate/restore furnishings	54	
<b>Personal development/relationships</b>		
Develop new relationships	97	100
Participate in self improvement activities	62	74
Make family living decisions	51	61
Deal with situations upsetting to me		58

	Percentage of Students Assuming Responsibilities	
	1980	1978
	(Number=77)	(Number=78)
Textiles and clothing		
Select clothing	100	99
Buy clothing	94	100
Repair clothing	90	92
Care for soiled clothing	85	91
Plan wardrobe	89	88
Make clothing decisions for others	50	60

differences in items, foods responsibilities increased over time (see Table 2).

In the area of money management, almost all students reported that they had assumed responsibility for managing their own personal finances. A smaller smaller percentage reported having a budget/spending plan and using a budget/spending plan. Most students also had had experience with savings and with credit; the most common items for which credit was obtained were for education and for a car or truck. In terms of significant differences, students three years after high school were more likely to have had responsibilities in purchasing insurance; they were also more likely to have a retirement plan. This difference was attributed to change in employment status.

Almost all students reported using consumer information, specifically labels, sales information, and warranties and guarantees. Students reported less use of information as related to energy efficiency; interviewers noted that examples cited by students related primarily to selection of cars.

Table 2. Homemaking Responsibilities Showing Significant Differences Between Groups

	Percentage of Students Assuming Responsibilities	
	1980 (Number=77)	1978 (Number=78)
<b>Foods</b>		
Buy most foods for self	45	74
Plan most food which you eat	33	62
Buy most foods for your family/others	28	48
Prepare foods to supplement what is served	39	21
<b>Managing money</b>		
Purchase insurance	44	69
Car/truck	37	37
Health/accident	21	46
Life	14	39
Home	5	17
Have retirement plan	6	20
<b>Housing, home furnishings and equipment</b>		
Purchase furnishings	55	77
<b>Personal development/relationships</b>		
Develop new relationships with boss/supervisor	60	81
Develop new relationships with children	47	71
Develop new relationships with spouse	12	31
Develop new relationships with in-laws	10	33
Decide to get married	19	43
Decide to stay single	26	13
Decide when to have/not have children	8	29

In managing time, students indicated management primarily on a day to day basis. Less than half indicated organizing on a longer term basis. This may have been due in part to the variable scheduling imposed by classes, and the involvement in more than one job or school plus a job. No significant differences were apparent between the two groups related to the time management items on the survey.

Students reported consistently high frequencies in the housing, home furnishings, and equipment area. Most students had had experience in selecting housing with the most frequent forms of housing being apartments and dorms. They had also had responsibility in caring for, arranging, selecting, and purchasing furnishings, as well as the selection and purchase of equipment. Interviewers noted that students cited examples of furnishings ranging from wall hangings to furniture items; examples in the equipment area were primarily related to small appliances, such as curling irons and hair dryers. Former students had also had experience in making simple home repairs. About half had renovated or restored furnishings. One significant difference was apparent; more 1978 students had assumed responsibilities in purchasing furnishings.

In personal development and relationships, the highest responsibility assumed was in developing new relationships. The majority of students reported new relationships with friends/agemates, bosses/supervisors, and teachers. Most students had participated in self improvement activities. Most students had made family living decisions since high school, including deciding to get married and/or deciding to stay single. Half of the students (49%, 58%) indicated they had had experiences which were personally

upsetting; the range of situations listed included death, illness, school, change/loss of job, divorce, and pregnancy.

Following high school, students in general had had limited responsibilities with children. Although many (47%, 71%) indicated new relationships with children, few students had made decisions to have/not have children (8%, 29%), and fewer students had assumed the responsibility of a parent (4%, 12%).

Significant differences were apparent between the two groups. Three years after high school, students were more likely to have developed new relationships with a boss or supervisor. They were also more likely to have made decisions to get married or to have/not have children, and to have developed relationships with a spouse, in-laws, and children.

Students had had a range of initial responsibilities in the textiles and clothing area. Most students had had responsibility for clothing selection, purchase, repair, and care, as well as planning a wardrobe. One third (28%, 34%) indicated constructing clothing on a regular basis. No differences were evident between the two groups.

Students were also asked to identify which of the six areas they considered most difficult. The highest percentage of students indicated that managing money was the most difficult (41%) seconded by managing time (20%)

#### Impacts of Homemaking Instruction

Most students (79%) stated that homemaking classes had assisted them prepare for independent living responsibilities. The majority of students indicated assistance in five of the six areas of responsibility.

The foods area was identified as being helpful by the highest number of students (85%). This was the area taken by the most students and yet it was also the area in which they had had limited initial responsibilities. Specific impacts cited by students included skill in food preparation, use of proper nutrition, and getting the most for the food dollar (see Table 3).

Homemaking instruction assisted 68% of the students spend money wisely. Students indicated impacts in cutting dollars spent, comparing prices, developing a plan for spending/budget, looking for consumer information, and getting the best quality for the money. Interviewers noted that impacts were also stated in relationships to other subject areas of the interview, thus supporting the integration concept of consumer content.

Impacts in time management were indicated by less than half (44%). The most frequently reported example was in planning the use of time. In identifying why home economics instruction had not helped in this area 27% did not feel that time management was covered in homemaking classes.

Impacts in personal development and relationships were identified by 62% of the students. The areas most frequently reported were understanding others, improved relationships, improved communication, and dealing with problems relevant to me.

Specific examples in this area were diverse and represented, in part, the ability of programs to relate to individual needs and interests (see Appendix E, page 48). As examples, two students indicated that home economics helped them deal with an alcoholic parent. Several students stated that home economics enabled them to help others. Specific examples in-

Table 3. Areas in which Twenty-five Percent or More Indicated Help from Home Economics Classes

Area of Impact <sup>a</sup>	Total Percentage of Students Responding <sup>b</sup> (Number=155)
<b>Foods</b>	
Skill in food preparation	68
Use of proper nutrition	39
Getting the most for the food dollar	27
<b>Spending money</b>	
Cut dollars spent	39
Compare prices	37
Develop plan for spending/budget	33
Look for consumer information	32
Get best quality for money	29
<b>Using time</b>	
Plan use of time	37
<b>Housing, home furnishings, equipment</b>	
Plan use of space	32
Coordinate colors	26
<b>Personal development and relationships</b>	
Understand others	39
Improve relationships	38
Improve communications	30
Deal with issues/problems relevant to me	28
<b>Clothing</b>	
Clothing construction/repair	62
Selecting readymade clothing	36
Care of clothing	31

<sup>a</sup> Responses were categorized from open-ended questions.

<sup>b</sup> Percentage includes both groups.

cluded assisting a single parent family member assume parenting roles, helping handicapped persons, and dealing with foster children.

Assistance in the housing area was identified by 64%. The most frequently reported examples related to design: planning the use of space and coordinating colors. Students did indicate some assistance in consumer aspects, e.g., using guarantees (14%), and managing related expenditures (12%). However, impact did not parallel the breadth of responsibilities assumed. It should be noted that a low percentage of students (35%) had taken a specialized housing course.

Instruction in clothing helped 79% of the students. The areas most frequently cited were in clothing construction and repair, selecting ready-made clothing, and care of clothing.

Almost all students (96%) indicated personal gains from enrollment. They indicated greater confidence (48%), increased independence (33%), satisfaction (32%), and greater understanding of oneself and others (29%). One student stated that if it had not been for homemaking she probably would have dropped out of school.

#### Impacts of FHA-HERO Participation

Less than half (42%) had belonged to the Future Homemakers of America (FHA-HERO). Of those members, 65% indicated holding an office in the organization. Overall, FHA-HERO members (72%) indicated personal gains from participation in the organization. The most consistently reported gains were in relating to others (60%). Specific examples cited by students included relating to adults, handicapped, elderly, and people of the job. Students also reported gains in improved leadership abilities (36%), and

satisfaction from doing things for others (28%).

#### Recommendations for Homemaking Programs

Students had a wide range of recommendations for homemaking teachers. Comments ranged from general approaches to teaching to specific examples as to how home economics programs might best be effective. Many students (42%) initially indicated that they felt good about their programs as they were; these students then were asked to identify what aspects of programs they felt should continue.

Recurring themes in the recommendations were apparent. The most frequently identified was that programs should be realistic (41%). Students also indicated that teachers should understand students and their problems. (33%)

#### CONCLUSIONS AND RECOMMENDATIONS

North Dakota consumer homemaking programs were having an impact on former students. Based on impacts cited, programs were preparing students for homemaking roles they assumed. Impacts further encompassed personal development skills, those areas which provided a basis for success as homemakers and wage earners, e.g. confidence and satisfaction. Finally, throughout the study as a whole and throughout many interviews in specifics, homemaking programs were able to deal with individual interests and needs.

This evaluation study was designed to provide a basis for the analysis of curriculum and the analysis of preservice and inservice content. As a result of the project, the following four recommendations for strengthening programs were made:

First, curriculum related to time management should be analyzed. Students identified time management as an area ranking second in difficulty, yet few students felt homemaking instruction had helped them in that area. Time, as a management concept, has been identified as an integral component of homemaking instruction; however, the results of the study indicated that more directed emphasis was necessary.

Second, the opportunity that students have to develop housing competencies should be reviewed. Although assistance in the housing area was identified by the majority of students, the impacts cited did not parallel the breadth of housing responsibilities, further few students had taken a semester housing class. Specific attention should be directed toward approaches whereby the broad range of housing competencies can be developed.

Third, a follow-up of former students four or more years after high school should be conducted. Such a study would provide feedback as more students enter the work force, change marital status, and assume the parenting role. Need for assessment of responsibilities and impacts was particularly evident in the parenting area.

Fourth, the follow-up of former students by local teachers was recommended. Such a follow-up would provide teachers with information specific to the local program. A basis for instrumentation has been developed through the current project; the system could be carried out in part by FHA-HERO students and advisory committee members. The merits of such involvement by local teachers were reflected by one project interviewer who commented "I learned more about home economics teaching in talking to former students than I did in four years of teaching."

In conclusion, many factors make a successful program. One factor is the willingness of teachers, teacher educators, and state staff to assess the impact of programs and to strengthen accordingly. Such a process has been initiated in North Dakota, as consumer homemaking professionals strive for increasing relevance in the development of programs to prepare students for tomorrow's homemaking roles.

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## Appendix A

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**NORTH DAKOTA CONSUMER-HOMEMAKING FOLLOW-UP SURVEY**

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- Directions:
- (1) The Survey is divided into six sections:
    - A. High School Background Information
    - B. Post High School Background Information
    - C. Homemaking Responsibilities
    - D. Impacts of Homemaking Instruction
    - E. Impacts of FHA-HERO Participation
    - F. Recommendations for Homemaking Programs
  
  - (2) Section A (High School Background Information) is optional and should be obtained only if it is specifically warranted by purposes of the study. If utilized, the information should be obtained by the teacher through information available in the school. In all cases the data should be strictly confidential.
  
  - (3) All other sections are designed to be used through telephone or on site interviews. The sections may be used in total or in part.

G. Crawford  
UND - HEcN  
June 1, 1981

A. High School Background Information

1. Year of completion: \_\_\_\_\_

2. Sex: \_\_\_\_\_ Male  
 \_\_\_\_\_ Female

3. Check student's status that year:  
 \_\_\_\_\_ Graduated from high school  
 \_\_\_\_\_ Dropped out of school  
 \_\_\_\_\_ No information available

4. Give the number of semesters the student took the following home-making classes from grades 9-12.

_____ Comprehensive homemaking	_____ Family relations
_____ Child development	_____ Food and nutrition
_____ Clothing and textiles	_____ Home management
_____ Consumer education	_____ Housing & home furnishings
_____ Family health	_____ Other (list) _____

5. Check student rank in relation to graduating class.

_____ Upper 25%	_____ Lower 75-100%
_____ Upper 25-50%	_____ Not applicable
_____ Lower 50-75%	_____ Not available

6. When the student was in high school, could he/she have been classified in the following? (Check those that apply).

<u>Yes</u>	<u>No</u>	<u>No Information</u>	
_____	_____	_____	Mentally handicapped
_____	_____	_____	Hard of hearing
_____	_____	_____	Deaf
_____	_____	_____	Speech impaired
_____	_____	_____	Visually impaired
_____	_____	_____	Seriously emotionally impaired
_____	_____	_____	Crippled
_____	_____	_____	Learning disabled
_____	_____	_____	Disadvantaged

---

B. Post High School Background Information

1. HOW MANY JOBS HAVE YOU HELD SINCE HIGH SCHOOL?  
(Give number) \_\_\_\_\_
2. WHAT IS YOUR CURRENT JOB? (Describe) \_\_\_\_\_  
 Unemployed  
 Full-time employed  
 Part-time employed  
 Full-time homemaker
3. HAVE YOU ENROLLED IN ANY FORMAL EDUCATIONAL PROGRAM?  
 No  
 Yes  
 If yes, DESCRIBE  
 GED  
 Adult education (no-credit)  
 Vocational-technical program  
 Two year college program  
 Four year college program  
 WHAT IS/WAS YOUR PROGRAM MAJOR? \_\_\_\_\_
- WHAT IS YOUR CURRENT STATUS?  
 Completed  
 In progress  
 Dropped out (Explain: \_\_\_\_\_)  
 Other (Specify: \_\_\_\_\_)
4. WHAT IS YOUR MARITAL STATUS?  
 Single  
 Married  
 Divorced  
 Separated  
 Widowed  
 IF MARRIED, WHAT IS YOUR SPOUSE'S PRESENT EMPLOYMENT?  
 (Describe: \_\_\_\_\_)  
 None  
 Full-time  
 Part-time
5. DO YOU HAVE CHILDREN?  
 No  
 Yes  
 IF YES, HOW MANY? (Give number) \_\_\_\_\_
6. WHERE ARE YOU CURRENTLY LIVING?  
 At home with parents  
 In rental property (include dorm)  
 In home which you own
7. ARE YOU SHARING YOUR LIVING SPACE WITH SOMEONE ELSE?  
 No  
 Yes
-

## C. Homemaking Responsibilities

NEXT, I'D LIKE TO FIND OUT WHAT HOMEMAKING OR INDEPENDENT LIVING RESPONSIBILITIES YOU HAVE HAD SINCE HIGH SCHOOL.

1. WHAT RESPONSIBILITIES HAVE YOU HAD IN THE FOODS AREA?

<input type="checkbox"/> Have a budget
<input type="checkbox"/> Use budget
<input type="checkbox"/> Plan most foods which you eat
<input type="checkbox"/> Plan most foods which your family eats
<input type="checkbox"/> Buy most foods for yourself
<input type="checkbox"/> Buy most foods for your family
<input type="checkbox"/> Prepare food for yourself
<input type="checkbox"/> Prepare food for your family
<input type="checkbox"/> Select mostly from choices available in dorm
<input type="checkbox"/> Prepare foods to supplement what is served
<input type="checkbox"/> Prepare special meals when entertaining
<input type="checkbox"/> Select from menu when eating out
<input type="checkbox"/> Plan/prepare foods for special diets
<input type="checkbox"/> Pregnancy
<input type="checkbox"/> Lactation
<input type="checkbox"/> Infant/tod'ler
<input type="checkbox"/> Weight problem
<input type="checkbox"/> Illness
<input type="checkbox"/> Geriatrics
<input type="checkbox"/> Other (specify: _____)
<input type="checkbox"/> Preserve food

2. WHAT EXPERIENCES HAVE YOU HAD IN MANAGING RESOURCES?

## a. Money

<input type="checkbox"/> Manage your own personal finances
<input type="checkbox"/> Have a budget
<input type="checkbox"/> Use a budget

<input type="checkbox"/> Use consumer information (If yes, what kind are you using?)	
<input type="checkbox"/> Labels	<input type="checkbox"/> Sale information
<input type="checkbox"/> Warranties, guarantees	<input type="checkbox"/> Information on product energy efficiency (e.g., car, electrical appliance)
<input type="checkbox"/> Use credit If so, WHAT KIND?	
<input type="checkbox"/> Credit card	<input type="checkbox"/> Home loan
<input type="checkbox"/> Student loan	<input type="checkbox"/> Car/truck loan
<input type="checkbox"/> Other (Specify: _____)	
IF YES, WHAT WOULD YOU ESTIMATE IS THE TOTAL AMOUNT THAT YOU NOW HAVE OUT IN LOANS?	
<input type="checkbox"/> 0	<input type="checkbox"/> \$10,000-\$19,999
<input type="checkbox"/> \$1-\$249	<input type="checkbox"/> \$20,000-\$39,999
<input type="checkbox"/> \$250-\$999	<input type="checkbox"/> \$40,000 or more
<input type="checkbox"/> \$1,000-\$4,999	<input type="checkbox"/> Uncertain
<input type="checkbox"/> \$5,000-\$9,999	
<input type="checkbox"/> Purchase insurance. If yes, WHAT TYPES?	
<input type="checkbox"/> Car/truck	<input type="checkbox"/> Home
<input type="checkbox"/> Health/Accident	<input type="checkbox"/> Life
<input type="checkbox"/> Other (Specify: _____)	
<input type="checkbox"/> Have savings	
<input type="checkbox"/> Have investments (e.g., land, stocks, bonds)	
<input type="checkbox"/> Have retirement plan	
<input type="checkbox"/> Have will	
<b>b. Time</b>	
<input type="checkbox"/> Organize time on day to day basis	
<input type="checkbox"/> Organize time on a longer basis (e.g., week to week)	

3. WHAT EXPERIENCES HAVE YOU HAD IN THE HOUSING, HOME FURNISHINGS, EQUIPMENT AREA?

<input type="checkbox"/> Select housing	
<input type="checkbox"/> Dorm <input type="checkbox"/> Trailer <input type="checkbox"/> Apartment	<input type="checkbox"/> House <input type="checkbox"/> Other (Specify: _____)
<input type="checkbox"/> Select furnishings <input type="checkbox"/> Purchase furnishings <input type="checkbox"/> Arrange furnishings	
<input type="checkbox"/> Select equipment/appliances <input type="checkbox"/> Purchase equipment/appliances	
<input type="checkbox"/> Care for furnishings <input type="checkbox"/> Make simple home repairs <input type="checkbox"/> Use consumer services for home repairs	
<input type="checkbox"/> Plan storage	
<input type="checkbox"/> Renovate/restore housing <input type="checkbox"/> Renovate/restore furnishings	

4. HOW ABOUT EXPERIENCES IN PERSONAL DEVELOPMENT/ RELATIONSHIPS?

<input type="checkbox"/> Develop new relationships	
<input type="checkbox"/> Spouse <input type="checkbox"/> In-laws <input type="checkbox"/> Roommate <input type="checkbox"/> Friends/agemates <input type="checkbox"/> Children	<input type="checkbox"/> Boss/supervisor <input type="checkbox"/> Teachers <input type="checkbox"/> Others (specify: _____)
<input type="checkbox"/> Make family living decisions IF YES, WHAT DECISIONS HAVE YOU MADE?	
<input type="checkbox"/> Decided to stay single <input type="checkbox"/> Decided to get engaged <input type="checkbox"/> Decided to get married <input type="checkbox"/> Decided when to have/not have children	
<input type="checkbox"/> Assume role of parent	
<input type="checkbox"/> Give consideration to prenatal care <input type="checkbox"/> Manage child's daily routine <input type="checkbox"/> Obtain child care services <input type="checkbox"/> Care for aging parent	

<input type="checkbox"/> Participate in self improvement activities	
<input type="checkbox"/> HAS ANYTHING HAPPENED TO YOU SINCE HIGH SCHOOL SCHOOL THAT HAS BEEN UPSETTING TO YOU?*	
If yes, what?	
<input type="checkbox"/> Death	<input type="checkbox"/> Pregnancy
<input type="checkbox"/> Divorce (own)	<input type="checkbox"/> School
<input type="checkbox"/> Divorce (family)	<input type="checkbox"/> Illness
<input type="checkbox"/> Change in job	<input type="checkbox"/> Other (Specify: _____)
<input type="checkbox"/> Loss of job	

5. WHAT EXPERIENCES HAVE YOU HAD IN THE TEXTILES AND CLOTHING AREAS?

<input type="checkbox"/> Plan wardrobe
<input type="checkbox"/> Select clothing
<input type="checkbox"/> Buy clothing
<input type="checkbox"/> Construct clothing
<input type="checkbox"/> Care for soiled clothing
<input type="checkbox"/> Repair clothing
<input type="checkbox"/> Make clothing decisions for others
6. OVERALL
WE'VE TALKED ABOUT LOTS OF AREAS IN WHICH YOU'VE HAD RESPONSIBILITIES: FOODS, MANAGING MONEY AND TIME, HOUSING, PERSONAL DEVELOPMENT, CLOTHING.

OF THOSE AREAS, WHICH HAVE YOU FOUND MOST DIFFICULT?

- Foods
- Managing money
- Managing time
- Housing
- Personal development/relationships
- Clothing
- Can't think of any

\*Please note item is of a personal nature; teachers who conduct their own follow-up surveys may delete the item depending on the purposes of their studies.

---

D. Impacts of Homemaking Instruction

1. WHAT HOMEMAKING CLASSES HAVE YOU HAD IN 9-12 GRADES?

- Comprehensive homemaking
- Child development
- Clothing and textiles
- Consumer education
- Family health
- Food and nutrition
- Home management
- Housing, home furnishings, equipment
- Other (List: \_\_\_\_\_)

WHY DID YOU TAKE THOSE CLASSES? (Rec rd response)

2. LET'S THINK ABOUT THOSE HOMEMAKING RESPONSIBILITIES YOU HAVE ASSUMED. HAVE THOSE HOME ECONOMICS CLASSES THAT YOU LISTED HELPED YOU IN ANY WAY IN PERFORMING TASKS RELATED TO ...

a. ... Foods?

- No
- Yes
- Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

b. ... SPENDING YOUR MONEY MORE WISELY?

- No
- Yes
- Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

c. ... USING YOUR TIME BEST?

No

Yes

Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

d. ... HOUSING, HOME FURNISHINGS, EQUIPMENT?

No

Yes

Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

e. ... PERSONAL DEVELOPMENT/RELATIONSHIPS?

No

Yes

Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

f. ... CLOTHING?

- No  
 Yes  
 Not sure

IF YES, IN WHAT WAY?

IF NO, WHY NOT?

3. WHAT WOULD YOU HAVE LIKED TO HAVE HAD IN THOSE CLASSES THAT WOULD HAVE HELPED YOU WITH THE RESPONSIBILITIES YOU HAVE NOW?

4. LET'S CONSIDER ALL THOSE HOME ECONOMICS CLASSES THAT YOU TOOK. DID YOU PERSONALLY GAIN ANYTHING FROM TAKING THOSE CLASSES?

- Yes  
 No

WHAT DID YOU GAIN?

5. YOU TOOK SEVERAL SEMESTERS OF HOME ECONOMICS FROM GRADES 9-12. LET'S SAY THAT YOUR SCHOOL DIDN'T HAVE HOME ECONOMICS. WHAT WOULD YOU HAVE TAKEN? WHY?

---

E. Impacts of FHA/HERO Participation

1. DID YOUR SCHOOL HAVE AN FHA CHAPTER?  
 No (If no, proceed to Section F)  
 Yes

2. DID YOU BELONG TO FHA?  
 No  
 Yes  
IF NO, WHY NOT?

3. IF YES, WHAT YEARS?  
 9th  
 10th  
 11th  
 12th

WHY DID YOU BELONG?

4. DID YOU HOLD AN OFFICE?  
 Yes (Specify: \_\_\_\_\_)  
 No

5. DID YOU GAIN ANYTHING FROM BELONGING TO FHA?  
 No  
 Yes  
IF YES, WHAT DID YOU GAIN?

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F. Recommendations for Homemaking Programs

1. DO YOU THINK THAT HOME ECONOMICS CLASSES SHOULD HELP PREPARE STUDENTS FOR FUTURE INDEPENDENT LIVING RESPONSIBILITIES?  
 No  
 Yes
2. DO YOU THINK YOUR HOME ECONOMICS CLASSES DID HELP PREPARE YOU FOR FUTURE INDEPENDENT LIVING?  
 No  
 Yes
3. DID YOU RECEIVE ANY OTHER BACKGROUND WHICH HELPED YOU IN INDEPENDENT LIVING?  
 No  
 Yes

IF YES, LIST SOURCES.

4. WAS YOUR HOME ECONOMICS BACKGROUND DIFFERENT?  
 No  
 Yes

HOW WAS IT DIFFERENT?

5. LET'S SAY THAT YOU HAVE AN OPPORTUNITY TO MAKE RECOMMENDATIONS FOR HOME ECONOMICS PROGRAMS. WHAT OVERALL RECOMMENDATIONS WOULD YOU HAVE FOR HOME ECONOMICS TEACHERS?

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THAT TAKES CARE OF THE QUESTIONS I HAVE FOR YOU. DO YOU HAVE ANY QUESTIONS FOR ME?

THANKS FOR YOUR HELP!!

## Appendix B

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 NORTH DAKOTA CONSUMER HOMEMAKING FOLLOW-UP PROJECT:  
 STUDENT SELECTION PROCEDURE
 

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School: \_\_\_\_\_

Quota of 1978 students \_\_\_\_\_

Quota of 1980 students \_\_\_\_\_

- Step 1: Locate a complete listing of those students who graduated/left school in 1978 and in 1980. Such a list will likely be filed with your school counselor or in your central administrative office. (If the 1978 and 1980 lists do not merge dropouts with graduates and cannot be merged in a simple manner, then use the graduation lists from those two years; then note that you used the graduation lists when you return your packet.)
- Step 2: For the 1978 list, identify the first student who has had three or more semesters of homemaking from grades 10-12 and whose name appears after the letters \_\_\_\_\_. Continue selecting alphabetically to meet your quota. If you are at the end of the alphabet, continue to A.
- Step 3: For the 1980 list, identify the first student who has had three or more semesters of homemaking from grades 10-12 and whose name appears after the letters \_\_\_\_\_. Continue selecting alphabetically to meet your quota. If you are at the end of the alphabet, continue to A.
- Step 4: On the STUDENT CONTACT DATA form, identify current parent address and phone, and if at all possible, current student address and phone. The latter information will be most helpful to us and your assistance in obtaining it is greatly appreciated. If information for neither the parent nor the student is available, then select the next student who qualifies.

This step may require the use of a telephone directory or personal contact with the parent/student. If personal contact is made, then explain that the student's name has been selected to participate in a statewide follow-up of former homemaking students. Contact will be made in late February or early March to secure consent to participate and to schedule a telephone interview at his/her convenience. The interview itself will take approximately 20 minutes.

(CONTINUED)

Step 5: Complete STUDENT BACKGROUND DATA from school information available. For item 6, the definitions for handicapped or disadvantaged follow those you have used previously in vocational reports. A copy of the State Board for Vocational Education "Identifying Handicapped/Disadvantaged Persons" is included.

Step 6: Return STUDENT CONTACT DATA and BACKGROUND DATA for the number in your quota to me by Monday, February 2.

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UND/SBVE  
1/13/81

## Appendix C

## Participating Schools and Coordinating Teachers

Dakota High School Helen Sutton Arthur, N.D.	Des Lacs/Burlington High School Sheila Guvakosky Des Lacs, N.D.
Belfield High School Paulette Dorval Belfield, N.D.	Devils Lake Central High School Evelyn Piper Devils Lake, N.D.
Bisbee High School Marie Wolsky Bisbee, N.D.	Dickinson High School Diana Grosz Dickinson, N.D.
Bismarck Senior High School Valerie Otto Bismarck, N.D.	Edgeley High School Meryl Buckeye Edgeley, N.D.
Century High School Marlys Erickson Bismarck, N.D.	North High School Ruth Anderson Fargo, N.D.
Bottineau High School Kathleen Grosz Bottineau, N.D.	South High School Mary Hoffmann Fargo, N.D.
Bowman High School Laurie Varley Bowman, N.D.	Fessenden High School Twila Zidon Fessenden, N.D.
Central Valley High School Alice Holtz Buxton, N.D.	Finley-Sharon High School Deborah Hagen Finley, N.D.
Carrington High School Joanne Backlund Carrington, N.D.	Gackle High School Sandra Schlenker Gackle, N.D.
Carson High School Roselyn Huber Carson, N.D. 58529	Garrison High School Beverly Staveteig Garrison, N.D.
Richland High School Claire Althoff Colfax, N.D. 58019	Glen Ullin High School Beverly Schuh Glen Ullin, N.D.

Grafton High School  
Denise Schmidt  
Grafton, N.D.

Central High School  
Alice Sheppard  
Grand Forks, N.D.

Red River High School  
Barbara Helt  
Grand Forks, N.D.

North Sargent High School  
Margie Asche  
Gwinner, N.D.

Hatton High School  
Eileen Mork  
Hatton, N.D.

Hazen High School  
Linda Quast  
Hazen, N.D.

Hebron High School  
Tara Weber  
Hebron, N.D.

Hillsboro High School  
Elaine Laxdal  
Hillsboro, N.D.

Midway High School  
Barbara Danner  
Inkster, N.D.

Jamestown High School  
Joan Naves  
Jamestown, N.D.

Killdeer High School  
Candice Benz  
Killdeer, N.D.

Larimore High School  
Kathy Yunker  
Larimore, N.D.

Leeds High School  
Jane Brown  
Leeds, N.D.

Lisbon High School  
Gwen Martin  
Lisbon, N.D.

Litchville High School  
Cheryl Fair  
Litchville, N.D.

Mandan Senior High School  
Donna McCabe  
Mandan, N.D.

Mayville-Portland High School  
Lois Lovas  
Mayville, N.D.

Medina High School  
Diana Giese  
Medina, N.D.

Magic City Campus School  
LaDonna Elhardt  
Minot, N.D.

Napoleon High School  
Carol Graner  
Napoleon, N.D.

New Rockford High School  
Gail Weisenburger  
New Rockford, N.D.

Page High School  
Donna Utke  
Page, N.D.

Park River High School  
Laurie Larson  
Park River, N.D.

Parshall High School  
June Strand  
Parshall, N.D.

Unity High School  
Jennifer Barney  
Petersburg, N.D.

Plaza High School  
Kim Hodenfield  
Plaza, N.D.

North Central High School  
Debra Rham  
Rock Lake, N.D.

North Central High School  
Joyce Johnson  
Rogers, N.D.

Rolla High School  
Romayne Albrecht  
Rolla, N.D.

Rugby High School  
Carrie Butts  
Rugby, N.D.

Scranton High School  
Bertha Olson  
Scranton, N.D.

Steele High School  
Hollies Maas  
Steele, N.D.

Turtle Lake-Mercer High School  
Sheila Link  
Turtle Lake, N.D.

Underwood High School  
Faye Miller  
Underwood, N.D.

Valley City High School  
Pauline Lentz  
Valley City, N.D.

Velva High School  
Alice Westby  
Velva, N.D.

Senior High School  
Nadine Torgerson  
Wahpeton, N.D.

Walhalla High School  
Beverly Waters  
Walhalla, N.D.

Washburn High School  
Ardyth Kurle  
Washburn, N.D.

McKenzie High School  
Betty Schumacher  
Watford City, N.D.

West Fargo High School  
Joan Hall  
West Fargo, N.D.

Williston Senior High School  
Beverly Witt  
Williston, N.D.

Willow City High School  
Heidi Danielson  
Willow City, N.D.

## Appendix D: North Dakota Consumer Homemaking Follow-up Survey: Data Breakdown

## A. High School Background Information

		Total Percentage of Students Responding (Number=155)
1.	Sex:	
	Female -	93
	Male -	7
2.	High School Status	
	Graduated	99
	Dropped out	1
3.	Classes which students took:	
	Food & Nutrition	78
	Comprehensive Homemaking	67
	Family Relations	66
	Child Development	53
	Clothing & Textiles	53
	Housing & Furnishings	35
	Consumer Education	7
	Home Management	3
	Family Health	2
	Other	12
4.	Rank	
	Upper 25%	29
	Upper 25-50%	32
	Lower 50-75%	21
	Lower 75-100%	13
	Not available	5
5.	Handicapped/disadvantaged	
	Mentally handicapped	1
	Hard of hearing	1
	Speech impaired	1
	Visually impaired	2
	Crippled	1
	Learning disabled	1
	Disadvantaged	4
	Total for which information available	65
	Total for which information not available	35

## B. Post High School Background Information

	<u>Percentage of Students</u>		
	1980 (Number=77)	1978 (Number=78)	Difference Between Years
1. Employment status:			
Full-time job	23	48	
School & part-time job	36	14	
School only	25	14	
School & full-time job	4	7	
Part-time job	4	7	
Unemployed	5	5	
Full-time & part-time jobs	1	4	
Part time & part-time jobs	1	0	
Other	1	1	
2. Enrollment in educational program:			
Yes	73	67	
No	27	33	
If yes, describe			
Four year college	35	40	
Two year college	27	13	
Vocational-technical	12	14	
Adult education (no credit)	0	0	
Status			*
In progress	64	35	
Dropped out	6	17	
Completed	3	16	
3. Marital status:			
Single	91	70	
Married	9	30	
Spouse's employment			*
Full-time job	5	25	
Unemployed	0	2	
Full-time & part-time jobs	4	0	
Part-time job	0	3	
4. Children			*
No	99	90	
Yes	1	10	

a A "\*" indicates significant differences between groups.

<u>Percentage of Students</u>			
	1980 (Number=77)	1978 (Number=78)	Difference Between Years
Number			*
1	1	8	
2	0	3	
5. Residence			*
In rental property	60	65	
At home with parents	37	20	
In own home	3	14	
Other	0	1	
Living space shared			
Yes	96	91	
No	4	9	

## C. Homemaking Responsibilities

	Percentage of Students Assuming Responsibilities		
	1980 (Number=77)	1978 (Number=78)	Differences Between Years
<b>1. Foods</b>			
Select from menu when eating out	86	90	
Prepare special meals when entertaining	69	75	
Prepare foods for yourself	55	79	
Buy most foods for self	45	74	*
Preserve food	53	53	
Plan most food which you eat	33	62	*
Plan/prepare foods for special diets	45	51	
Weight problem	32	27	
Infant/toddler	10	12	
Illness	10	9	
Pregnancy	4	11	
Lactation	1	4	
Geriatrics	5	1	
Other	8	12	
Prepare foods for your family	32	46	
Buy most foods for your family	28	48	*
Have budget	27	44	
Use budget	24	38	
Prepare foods to supplement what is served	39	21	*
<b>2. Managing resources</b>			
<b>a. Money</b>			
Use consumer information	99	100	
Labels	85	100	
Sale information	95	90	
Warranties, guarantees	85	87	
Energy efficient	47	60	
Manage my own personal finances	97	99	
Have savings	82	86	
Use credit	55	70	
Student loan	27	33	
Car/truck loan	17	29	
Credit card	14	16	
Home loan	1	13	
Other	8	14	

Amount	Percentage of Students Assuming Responsibilities		Differences Between Years
	1980	1978	
	(Number=77)	(Number=78)	
0	5	0	
\$1-249	6	5	
\$250-999	9	10	
\$1,000-4,999	26	27	
\$5,000-9,999	3	10	
\$10,000-19,999	1	5	
\$40,000 or more	0	4	
Uncertain	4	7	
Have a budget /plan for spending	64	55	
Purchase insurance	44	69	*
Car/truck	37	57	*
Health/accident	21	46	*
Life	14	39	*
Home	5	17	*
Other	5	1	*
Use a budget/plan for spending	58	47	
Have investments	22	23	
Have retirement plan	6	20	*
Have will	1	1	
b. Time			
Organize time on a day to day basis	73	81	
Organize time on a longer basis (week to week)	46	44	
3. Housing, home furnishings and equipment			
Care for furnishings	94	95	
Select housing	91	92	
Apartment	22	34	
Dorm	33	16	
House	10	14	
Trailer	5	13	
Other	22	16	
Arrange furnishings	91	87	
Plan storage	85	86	
Select equipment/appliances	85	84	
Select furnishings	74	87	
Purchase equipment/appliances	71	79	
Make simple home repairs	74	73	

	Percentage of Students		
	<u>Assuming Responsibilities</u>		
	1980 (Number=77)	1978 (Number=78)	Differences Between Years
Purchase furnishings	55	77	*
Renovate/restore furnishings	54	47	
Use consumer services for home repairs	42	49	
Renovate/restore housing	32	36	
<b>4. Personal development/ relationships</b>			
Develop new relationships	97	100	
Friends/agemates	94	100	
Boss/supervisor	60	81	*
Children	47	71	*
Teachers	58	52	
Roommate	42	43	
Spouse	12	31	*
In-laws	10	33	*
Others	18	26	
Participate in self improve- ment activities	62	74	
Make family living decisions	51	61	
Decide to get married	19	43	*
Decide to stay single	26	13	*
Decide when to have/not have children	8	29	*
Decide to get engaged	8	7	
Has anything happened since high school that has been upsetting to you?			
Yes	49	58	
What?			
Death	19	29	
Illness	8	17	
School	13	12	
Change in job	5	9	
Divorce (family)	5	7	
Loss of job	4	4	
Pregnancy	4	1	
Divorce (own)	0	1	
Other	12	16	

	Percentage of Students Assuming Responsibilities		
	1980	1978	Differences
	(Number=77)	(Number=78)	Between Years
Assume role of parent	4	12	
Give consideration to prenatal care			
Manage child's daily routine	3	9	
Obtain child care services	3	8	
5. Textiles & clothing			
Select clothing	100	99	
Buy clothing	94	100	
Repair clothing	90	92	
Care for soiled clothing	85	91	
Plan wardrobe	89	88	
Make clothing decisions for others	50	60	
Construct clothing	28	34	
6. Overall: Area considered most difficult			
Managing money	39	43	
Managing time	24	16	
Foods	13	14	
Personal/family development/relationship	6	5	
Clothing	6	4	
Housing	3	5	
Can't think of any	9	13	

## D. Impacts of Homemaking Instruction

	Total Percentage of Students Responding <sup>b</sup> (Number=155)
1. Why did you take those classes?	
I took out of personal interest/enjoyment in the subject	77
I knew I could use now or in future	53
I wanted to learn about clothing construction	8
food preparation	5
both	11
It was required	12
I was influenced by my friends	12
I took for the credit	11
2. Have those home economics classes that you listed helped you in any way in performing tasks related to ...	
a. Foods?	
Yes	85
No	8
Not sure	3
N/A	4
(1) If yes, in what way?	
Skill in food preparation	68
Use of proper nutrition	39
Getting the most for my food dollar	27
Making food/meals attractive	14
Skill in substitutions and shortcuts	3
(2) If no, why not?	
Learned mostly from home	8
b. Spending your money more wisely?	
Yes	68
No	25
Not sure	7
N/A	0
(1) If yes, in what way?	
Cut dollars spent	39
Compare prices	37
Develop plan for spending/budget	33
Look for consumer information	32
Get best quality for my money	29

<sup>b</sup> Percentage includes both groups.

	Total Percentage of Students Responding (Number=155)
(2) If no, why not?	
Learned mostly from home/personal experience	14
Don't remember covering	11
I'm not oriented toward spending money wisely	3
c. Using time best?	
Yes	44
No	47
Not sure	8
N/A	1
(1) If yes, in what way?	
Plan use of time	37
Prepare meals/foods	14
(2) If no, why not?	
Don't remember covering	27
I'm not oriented toward managing time	12
Learned mostly from home/personal experience	11
d. Housing, home furnishings and equipment	
Yes	64
No	19
Not sure	5
N/A	12
(1) If yes, in what way?	
Plan use of space	32
Coordinate colors	26
Upkeep of furnishings	14
Check warranties/guarantees	14
Manage related expenditures	12
(2) If no, why not?	
Learned mostly from home/personal experience/other classes	12
Don't remember covering	7
Haven't put to use yet	3
e. Personal development /relationships?	
Yes	62
No	30
Not sure	5
N/A	3

	Total Percentage of Students Responding (Number=155)
(1) If yes, in what way?	
Understand others	39
Improve relationships	38
Improve communications	30
Deal with issues/problems relevant to me	28
Make family living decisions	11
(2) If no, why not?	
Don't remember covering	16
Relationships have never been a problem	8
Learned at (1) home	6
(2) church	1
(3) both	1
f. Clothing?	
Yes	79
No	10
Not sure	1
N/A	10
(1) If yes, in what way?	
Clothing construction	47
repair	8
both	7
Selecting readymade clothing	36
Care of clothing	31
Coordinating wardrobe	19
Choosing what looks good on me	16
(2) If no, why not?	
I'm not into sewing now	5
I learned from other sources	3
3. What would you have liked to have had in those classes to help you with the responsibilities you have now?	
Can't think of anything	31
Managing money	29
Different techniques in preparing food	14
Managing time	11
Family planning	1

---

	Total Percentage of Students Responding (Number=155)
<hr/>	
4. Did you personally gain anything from taking those classes?	
Yes	96
No	4
If yes, what did you gain?	
More knowledge in areas of home economics	61
Greater confidence	48
Increased independence	33
Satisfaction	32
Greater understanding of myself/others	29
5. You took several semesters of home economics. Let's say your school didn't have home economics; what would you have taken?	
Other vocational subjects	40
Don't know	14
Math	10
English	4
Others	31

---

## E. Impacts of FHA-HERO Participation

	Total Percentage of Students Responding	Percentage Based on
1. Did your school have an FHA chapter?		All Students (Number=155)
Yes	92	
No	2	
Not sure	6	
2. Did you belong to FHA?		All Students (Number=155)
Yes	42	
No	57	
Not applicable	1	
If no, why not?		Non-FHA Students (Number=88)
Of no interest to me	40	
I had no time	35	
Never heard much about it	24	
Mostly for girls	12	
If yes, what years?		FHA Students (Number=65)
9th	80	
10th	85	
11th	71	
12th	66	
3. Why did you belong?		FHA Students (Number=65)
Fun activities	52	
Big thing at my school	9	
Both fun activities and big thing in our school	17	
It was an opportunity to meet others	28	
I needed to belong to something	11	
It was required	8	
4. Did you hold an office?		FHA Students (Number=65)
Yes	65	
No	35	
5. Did you gain anything personally from belonging to FHA?		FHA Students (Number=65)
Yes	72	
No	28	
If yes, what did you gain?		FHA Students (Number=65)
Relate to others	60	
Leadership	36	
Satisfaction from doing things for others	28	
Got to know teacher better	4	

## F. Recommendations for Homemaking Programs

	Total Percentage of Students Responding (Number=155)
1. Do you think home economics classes should help prepare students for future independent living responsibilities?	
Yes	99
No	1
2. Do you think your classes prepared you for future independent living responsibilities?	
Yes	79
No	7
Not sure	2
Missing data	12
3. Have you received any other background which has helped in independent living?	
Yes	84
No	14
If yes, list sources	
Home/family	71
4-H	10
Job	10
Friends	8
4. Was your home economics background different?	
Yes	41
No	50
How was it different?	
More detail at school	20
Got more detail from other sources	11
Had experience at school, didn't have at home	8
School gave more than one point of view	7
Learned at own pace at home; learned at class pace at school	5
5. What overall recommendations would you have for home economics teachers in the state?	
Felt good about home economics program/teacher	
I had	42
Be realistic	41
Understand students and their problems	33
Let students interact with those who have had real experiences	14
Can't think of any	8

## Appendix E. Anecdotes

NOTE: This section was composed of anecdotes from the interviews. It was designed for teacher reference only and should not be used in instruction.

1. This young woman graduated in the lower quarter of her graduating class three years ago. She was listed as learning disabled and disadvantaged. The first year after high school, she had a job but over-extended herself on credit. After paying her debts, she moved to an urban area and advertised to do housekeeping. She quickly discovered the demand for such services and set up her own business.

She identified high school home economics as being more related to her personal life than the math and history classes she had to take. Through home economics she learned a lot about herself and what she liked to do in life. For example, she learned she especially liked to cook and to work in the home. She also learned about the importance of a good attitude and about how important it is to think positive.

\* \* \* \* \*

2. This young woman graduated from high school in 1980. High school graduation was a factor to which she gave special note. As a student she was described as mentally handicapped, slightly crippled, and disadvantaged.

At the time of the interview, she lived with her family and had no job. She said she had basically no homemaking responsibilities because her mom did most everything. The most upsetting thing that had happened to her since high school was when her mom yells at her.

She couldn't think of many ways home economics had helped her because her mom had all the responsibility. When asked if she gained anything personally from home economics, she responded: "yes ... confidence." She explained that when her class had an open house, she brought one person. It made her feel good to bring someone to see what she had done and for the class to see she had family too.

\* \* \* \* \*

3. This student graduated one year ago. She is married and has a full time job in her home as a babysitter for seven children. She commented that "I tried quitting once, but I was so lonesome I couldn't stand it."

She took home economics because "I've always wanted to work with children. All the courses I took in high school were to help me better prepare for my job as a child care aide." She acknowledged that home economics classes probably kept her in school. "I don't know if I would have stuck it out.... I probably would have just gotten married and started off with my job."

4. This young woman graduated in the lower quarter of her class three years ago. She has since married, and has an infant son. She is a full time homemaker and her husband farms. As a new bride she wasn't too fond of housekeeping, let things go, but soon discovered managing was important.

Repeatedly, she described her biggest gain from home economics was learning about responsibility. She learned about the responsibilities one has in a family, e.g., caring for a family, cleaning house, having meals on time. She would have liked to have had more on married life, especially what it's like to go on a budget and to have kids.

\* \* \* \* \*

5. This male student's parents had been divorced for six years. He lived with his father and his younger sister. He noted that "It's hard living with one parent and keeping a friendly relationship with them as two separate people."

From grades 9-12, he took six semesters of home economics because he wanted to help take responsibility around the house. He said home economics helped him in performing household tasks, and in managing his money from his sheep ranch operation.

\* \* \* \* \*

6. During high school, this female student's father had an alcohol problem. A unit on alcoholism in family living class helped her deal with the problem. She said, "the unit made me seek help for myself. I was the one suffering through my father's illness." She developed a strong relationship with her pastor and other members of the community. "I feel that home economics classes kept me in my family by understanding the problem and knowing where to seek help."

\* \* \* \* \*

7. This female student would have liked to have had more background in high school home economics in the area of personal relationships. However, she commented "I don't think we could have talked about relationships serious in high school. Nobody has really experienced adult life situations (life, divorce, sex, marriage). I don't think high school is a good place to talk about this. Kids don't listen or care."

8. This male student enthusiastically commented "I had excellent (home economics teachers). In fact, they were the best I had in high school... They were more personal. They knew how the world was.... my home economics teachers knew how to cope with the world."

\* \* \* \* \*

9. This female student is married and has two children. She works part-time as a maid in a motel. Her husband is in construction, but is currently unemployed. She had one recommendation to home economics teachers: "They should teach kids to realize it's hard."

\* \* \* \* \*

10. This female former student was using her home economics background to help others. She said, (Sic) "By learning and knowing the skills in homemaking, it gives me a good feeling to know I can help people who can't help themselves."

She was majoring in family relations and minoring in special education. She noted that she loves to work with handicapped persons.

\* \* \* \* \*

11. This female now has a part-time and a full-time job. She noted numerous impacts from home economics in managing time and money. In addition, her home economics classes in personal development and family relationships led her to another job responsibility. She serves as a foster supervisor for children who are having problems at home. (Sic) "Family Living has helped me in dealing with problems I face with these kids. I have to deal with their grief and the many, many family problems they have."

The child development class also helped her view of children. As a result of the class, she was able to help her older sister through a pregnancy; she also helped with the baby of which her sister was scared to death.

"I owe it all to Home Economics. Thanks."

\* \* \* \* \*

12. This 1978 graduate is now a full-time student majoring in fashion merchandising and is a part-time sales clerk in a clothing store. She belonged to FHA for three years and held offices as Chapter Vice President and President, and as District President. She said she gained leadership and self-confidence from belonging to FHA. She added: (Sic) "Before, I was really afraid to get up before a bunch of people. Then, I decided to run for District President and I made myself do it... (I'm) really glad I did; (it) sure has helped me in my job and in relating to people."

## Appendix F Case Studies

NOTE: This section was developed from actual interviews with former students. The names have been changed to protect student anonymity. The case studies were designed to be used as a basis for class discussion.

## Monica

Monica wasn't too excited about much of anything in high school. "I just took classes to get the credits I needed to graduate". Graduation was three years ago and Monica has had seven jobs since high school. Those jobs were mostly as a maid or a waitress, part-time or full-time. She'd take anything she could get.

Right now, she's unemployed and her biggest problem is managing money. That includes: paying for the car, the efficiency apartment, food, and all those many expenses that come with living independently. She just lives from week to week on her unemployment check.

When asked what she would be doing in five years, she said she would like to have a good job and to live in a nice house. To her, a good job was one which was steady and one in which you got along with fellow workers and the boss. She isn't real sure how she is going to get there from here.

## Darrell

Darrell graduated from high school three years ago. He entered college with a major in art, but lost interest so he dropped out. He took a job as a laborer with a construction firm.

Now he is discovering that the paycheck isn't stretching as far as it used to. In fact, after two years of living on his own, he has decided that the responsibility of living independently is just too much to take, and he doesn't want to stay single any longer.

## Deidre

In high school, Deidre couldn't wait to be on her own, to marry, and to move out of state. She got married just before graduation three years ago. She and her husband moved to a distant state, bought a trailer and now have two children (ages 3 and 1).

But Deidre has found that jobs are tight when skills are limited. The most she's been able to find lately is working as a part-time maid for a small motel nearby. Her husband is in construction, but work has slowed down to the point where he is now out of work.

## Kiki

Kiki graduated three years ago, and has recently moved away from the family home into an apartment by herself. She describes her family background as being the youngest in the family and leading a very sheltered life. At home, everything was done for her. Her parents paid her tuition, gave her spending money, and even bought her a new car. She had never purchased insurance, gotten tags for her car, filled out her own income tax forms, or even scheduled a doctor's appointment for herself.

She has recently made the decision to get married in three months. The fellow she is marrying is about six years older, has been married previously and has custody of his three children (ages 2, 4, 6). She is unsure about being a mother to three children, but is sure that with her common sense, everything will work out okay.

## Michele

Michele graduated from high school three years ago. Continuing school wasn't for her, so just afterward, she got a steady job as a waitress. With her new job she found she had quite a few new expenses: a car, a television, her apartment, Christmas presents, and living expenses. She quickly became over extended on credit. "My creditors were writing, calling, and knocking down the door".

That's when she decided the situation had to change. One year following high school, she tore up her credit cards and she settled her debts. She then moved to an urban area in a nearby state and advertised to do housekeeping. She quickly discovered the demand for such services and set up her own business. Since then, her business has grown to the point where her careful records show scheduled commitments for the next two months solid.

How does she like what she's doing? "I enjoy the work. I love the freedom and the responsibility of being my own boss."