Occupational areas and coincident student interest in home economics were surveyed in Dade County to provide a basis for future program planning. Surveyed were 11,402 junior and senior high school students enrolled in home and family education courses in May 1972 and 64 employers in home economics related occupations. A series of recommendations was drawn up. Additional Child Care, Guidance and Services programs should be initiated cautiously due to limited employment opportunities. A combined Home Furnishings, Equipment, Services, Clothing Management, Production and Services program would meet both student interest and employer demand for garment factory sewing machine operators. Student interest in Food Management, Production and Services should be stimulated and programs established. Hiring of cooperative education students should be investigated. Work habits and attitudes should be an important emphasis of all wage earning courses. Results are presented in tabular and textual form. Data Collection procedures and survey instruments (with raw data) are in the appendix. (MS)
Survey of Student Interest in Home Economics Wage-Earning Programs and Employment Opportunities in Home Economics Related Occupations in Dade County, Florida

Prepared by
Margaret R. Hein
Home and Family Education for the OFFICE OF VOCATIONAL AND ADULT EDUCATION
Dade County Public Schools
Miami, Florida 33132
June, 1973
SURVEY OF STUDENT INTEREST
IN HOME ECONOMICS WAGE-EARNING
PROGRAMS AND EMPLOYMENT
OPPORTUNITIES IN HOME ECONOMICS
RELATED OCCUPATIONS IN
DADE COUNTY, FLORIDA

Prepared by
Margaret R. Hein
Home and Family Education

for the
OFFICE OF VOCATIONAL AND ADULT EDUCATION
Dade County Public Schools
Miami, Florida 33132
June, 1973
THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

Mr. G. Holmes Braddock, Chairman
Mr. William Turner, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Phyllis Miller
Mr. Robert Renick
Dr. Ben J. Sheppard

Dr. E. L. Whigham, Superintendent
Dade County Public Schools
ACKNOWLEDGEMENTS

This study was made possible through funds provided by Project Number F2-0082 approved by the State of Florida, Department of Education, September 30, 1971.

Sincere appreciation is extended to the many individuals who provided invaluable assistance with this study and the writing of this report.
# Table of Contents

LIST OF TABLES ................................................................. vi

INTRODUCTION ........................................................................ 1

SUMMARY OF RESULTS AND CONCLUSIONS ................................. 3

RECOMMENDATIONS .................................................................. 5

RESULTS

STUDENT PREFERENCES FOR HOME ECONOMICS RELATED OCCUPATIONAL PROGRAMS ......................................................... 6

STUDENT INTEREST IN COURSES ............................................... 8

EMPLOYER INTEREST ................................................................ 13

WORKING CONDITIONS ........................................................... 15

APPENDIXES

APPENDIX A: DATA COLLECTION PROCEDURES .............................. 17

APPENDIX B: SURVEY INSTRUMENTS (with Raw Data) ......................... 19
LIST OF TABLES

1. STUDENT PREFERENCES FOR HOME ECONOMICS RELATED OCCUPATIONAL PROGRAMS COUNTYWIDE

2. STUDENT PREFERENCES FOR HOME ECONOMICS RELATED OCCUPATIONAL PROGRAMS BY SCHOOL AREA

3. COUNTYWIDE STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES

4. STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES, NORTHEAST AREA

5. STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES, NORTHWEST AREA

6. STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES, NORTH CENTRAL AREA

7. STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES, SOUTH CENTRAL AREA

8. STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES, SOUTHWEST AREA

9. STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES, SOUTH AREA

10. EMPLOYMENT SITUATIONS AND OUTLOOK

11. EMPLOYERS' INTEREST IN HIRING HOME ECONOMICS GRADUATES AND COOPERATIVE TRAINEES

12. HOME ECONOMICS OCCUPATIONAL COURSES FROM WHICH EMPLOYERS EXPRESSED WILLINGNESS TO CONSIDER HIRING HIGH SCHOOL GRADUATES

13. PERSONAL DEFICIENCIES RESPONSIBLE FOR EMPLOYEE FAILURE

vi
INTRODUCTION

As more of the services once provided in the home are being performed by other agencies, the marketability of job skills in the areas of food, clothing, child care, home management and home furnishings services becomes obvious. Within the broad field of Home Economics there is a wide range of subject matter areas. Each of these areas possesses its unique job opportunities accompanied by unique training and equipment needs. There is, in fact, a wider range within the field of Home Economics than between many completely separate vocational subject areas.

Due to the extensive equipment, teacher training and curriculum development needs of these vocational programs, it usually becomes necessary for any given school to specialize in only one or two Home Economics wage-earning programs. The diversity of people and industry located in a large, metropolitan county such as Dade further complicates the situation.

Up to December, 1971, there had been no survey of student interest and job opportunities in occupational areas related to Home Economics in Dade County. The Career Interest Survey of the Dade County Schools conducted in 1970 did not include a listing of Home Economics related careers adequate for program recommendation. Of the fifty-seven careers surveyed, only Food Management and Interior Decorating had any significance for Home Economics.

The "Opportunities for Work in Principal Areas of Florida" chart found in Occupational Information for Florida Schools, Bulletin 70M-1, May 1971, did not include a complete survey of those occupational areas directly related to Home Economics. The greatest omissions were in occupations related to Child Care, Guidance and Services. Teachers' experiences, however, showed this to be an area of high student interest.

The need for current, pertinent information to serve as a basis for recommending future directions for Home Economics wage-earning programs in Dade County Schools was clearly indicated. In January, 1972, with funds provided by a project approved by the State of Florida Department of Education, an investigation to provide this information was initiated. It was presumed that a primary indicator of need in program planning would be the coincidence of student interest and opportunities for employment in positions where prevailing conditions would provide for wage increases and job progression or promotion for qualified employees.

1. Which Home Economics occupational preparation programs are most preferred by students?

2. To what extent are students interested in taking Home Economics wage-earning courses?

3. To what extent are employers willing to consider hiring high school graduates who have successfully completed training programs and/or undergraduates enrolled in cooperative training programs?

4. What conditions exist with regard to beginning wages, wage increases, job progression and causes of employee failure in businesses employing persons in Home Economics related occupations?
The report which follows is based on information collected from junior and senior high school students enrolled in a variety of Home and Family Education (Home Economics) courses in May, 1972, and from businesses employing persons in Home Economics related occupations. The information was obtained by the use of questionnaire surveys of the preferences and interests of the students and interest and employment conditions of the employers.
SUMMARY OF RESULTS AND CONCLUSIONS

The information upon which the following statements were based was collected from a sample of 11,402 junior and senior high school students and a sample of 54 employers in the greater Miami area. A detailed presentation of the data has been made in the Results section of this report. The summary of information is presented as a response to each of the questions posed in the Introduction.

WHICH HOME ECONOMICS OCCUPATIONAL PREPARATION PROGRAMS ARE MOST PREFERRED BY STUDENTS?

Slightly more than half of the students preferred Child Care, Guidance and Services; almost one-fourth chose Clothing Management, Production and Services. Of the remaining one-fourth of the students, Food Management, Production and Services was preferred by 11 percent; Home Furnishings, Equipment and Services was preferred by 10 percent; and Institutional and Home Management and Supportive Services was preferred by 3 percent.

TO WHAT EXTENT ARE STUDENTS INTERESTED IN TAKING HOME ECONOMICS WAGE-EARNING COURSES?

The majority of students in the sample of 11,402 expressed interest in taking a Home Economics wage-earning course in the area in which their preference was checked. Rate of interest in courses ranged from 67 percent in Clothing Management, Production and Services to 55 percent in both Home Furnishings, Equipment and Services; and Institutional and Home Management and Supportive Services. Although percentages are in the majority as one proceeds through an alphabetical listing of the courses (the order in which preferences fell) the total number of students involved decreases. By school area, the same patterns are evident.

It was therefore concluded that the level of student interest constitutes a demand throughout the county for certain Home Economics wage-earning courses. If offered, enrollment in Child Care, Guidance and Services would probably be sufficient to warrant establishment of the program. Enrollment in Clothing Management, Production and Services; Food Management, Production and Services; and Home Furnishings, Equipment and Services would possibly be sufficient to warrant establishing these programs. Students probably would not enroll in Institutional and Home Management and Supportive Services in large enough numbers to warrant this course.

TO WHAT EXTENT ARE EMPLOYERS WILLING TO CONSIDER HIRING HIGH SCHOOL GRADUATES WHO HAVE SUCCESSFULLY COMPLETED TRAINING PROGRAMS AND/OR UNDERGRADUATES ENROLLED IN COOPERATIVE TRAINING PROGRAMS?

Eighty-four percent of the employers were willing to consider hiring high school graduates successfully completing wage-earning courses. Occupational areas from which these employees would be considered were Clothing Management, Production and Services (as garment factory sewing machine operators), 20 percent; Food Management, Production and Services, 19 percent; Child Care, Guidance and Services, 10 percent; Institutional and Home Management and Supportive Services, 10 percent; and Home Furnishings, Equipment and Services, 3 percent. Willingness to consider hiring students enrolled in cooperative courses was shown by 39 percent of the employers. Specific areas were not identified.
It was concluded from these data that in the greater Miami area the employment outlook was most favorable for high school graduates successfully completing the courses in Clothing Management, Production and Services (as a garment factory sewing machine operator) and Food Management, Production and Services. Employment possibilities for graduates from other occupational courses and for students in cooperative courses exist on a limited basis.

WHAT CONDITIONS EXIST WITH REGARD TO BEGINNING WAGES, WAGE INCREASES, JOB PROGRESSION AND CAUSES OF EMPLOYEE FAILURE IN BUSINESSES EMPLOYING PERSONS IN HOME ECONOMICS RELATED OCCUPATIONS?

According to the data, most new employees would be started at the existing minimum wage. Increases would come as the result of (1) greater achievement in performance or production or (2) on a periodic automatic basis for satisfactory work. Progression to managerial or supervisory positions could be attained by displaying special skills and talents. Employee failure was most often the result of deficiencies in work habits and/or attitudes rather than inadequate job skills.

It was concluded that once hired, an employee would have opportunities for advancement in job responsibility and wage increases. Failure would be the result of deficiencies in work habits and/or attitudes rather than inadequate job skills.
RECOMMENDATIONS

Home Economics wage-earning courses presently offered in senior high schools in Dade County are listed by geographical area in Table 14. Recommendations for future directions in program planning are based on the presumption stated in the Introduction: a primary indicator of need for programs is the coincidence of student interest and opportunities for employment in positions where prevailing conditions would provide for wage increases and job progression or promotion for qualified employees.

The following recommendations are based on the above presumption and supported by the results of the data and conclusions set forth in other sections of this report.

1. Additional Child Care, Guidance and Services programs should be initiated cautiously due to the limited interest expressed by employers in hiring graduates. Job possibilities in the local school community should be thoroughly investigated.

2. Consideration should be given to the possibility of offering a combined Home Furnishings, Equipment and Services-Clothing Management, Production and Services program. Recommendation of such action takes into account existing student interest in each of these programs which is modified by a more limited demand for employees except as garment factory sewing machine operators.

3. An effort should be made to stimulate student interest in jobs related to Food Management, Production and Services. Individual schools should carefully assess existing student interest in order to determine whether or not sufficient interest already exists to establish this program. If so, steps should be taken to do so.

4. A thorough investigation in the local school community concerning employers' interest in hiring cooperative education students should be conducted before any additional cooperative Home Economics wage-earning courses are initiated.

5. The curriculum for all wage-earning courses should place strong emphasis on positive work habits and attitudes and stress their relationship to job success.
RESULTS

The data set forth in this section of the report were collected by the procedures detailed in Appendix A. Sources of the data were survey instruments completed by a sample of junior and senior high school students and a sample of employers in the greater Miami area. These data were considered supportive of the recommendations made in the previous section of this report.

STUDENT PREFERENCES FOR HOME ECONOMICS RELATED OCCUPATIONAL PROGRAMS

The preferences of students countywide are shown in Table 1. Fifty-two percent preferred the Child Care, Guidance and Services program, 23 percent preferred Clothing Management, Production and Services, and 11 percent indicated a preference for Food Management, Production and Services. The Home Furnishings, Equipment and Services program was preferred by 10 percent and Institutional and Home Management and Supportive Services was preferred by 3 percent of the student sample.

TABLE 1

STUDENT PREFERENCES FOR HOME ECONOMICS RELATED OCCUPATIONAL PROGRAMS COUNTYWIDE
(n=11,402)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>NO. STUDENTS</th>
<th>% OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care, Guidance and Services</td>
<td>5,973</td>
<td>52</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>2,659</td>
<td>23</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>1,282</td>
<td>11</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>1,120</td>
<td>10</td>
</tr>
<tr>
<td>Institutional and Home Management and Supportive Services</td>
<td>368</td>
<td>3</td>
</tr>
</tbody>
</table>

Student preferences by school geographical areas are shown in Table 2. One exception to the countywide trend can be noted. In the South Central Area, 7 percent of the student sample preferred Food Management, Production and Services while 11 percent preferred Home Furnishings, Equipment and Services.
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>NORTHEAST (n=1802)</th>
<th>NORTHWEST (n=2010)</th>
<th>NORTH CENTRAL (n=1603)</th>
<th>SOUTH CENTRAL (n=2246)</th>
<th>SOUTHWEST (n=2308)</th>
<th>SOUTH AREA (n=1432)</th>
<th>COUNTY TOTALS (n=11402)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO. %</td>
<td>NO. %</td>
<td>NO. %</td>
<td>NO. %</td>
<td>NO. %</td>
<td>NO. %</td>
<td>NO. %</td>
</tr>
<tr>
<td>Child Care, Guidance and Services</td>
<td>917 51</td>
<td>1,128 56</td>
<td>796 50</td>
<td>1,250 50</td>
<td>1,170 50</td>
<td>712 50</td>
<td>5,973 52</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>388 22</td>
<td>457 23</td>
<td>415 26</td>
<td>549 24</td>
<td>536 23</td>
<td>314 22</td>
<td>2,659 23</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>250 14</td>
<td>188 9</td>
<td>184 11</td>
<td>151 7</td>
<td>293 13</td>
<td>216 15</td>
<td>1,282 11</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>179 10</td>
<td>168 8</td>
<td>147 9</td>
<td>239 11</td>
<td>252 11</td>
<td>135 9</td>
<td>1,120 10</td>
</tr>
<tr>
<td>Institutional and Home Management and</td>
<td>68 4</td>
<td>69 3</td>
<td>61 4</td>
<td>57 3</td>
<td>57 2</td>
<td>56 4</td>
<td>368 3</td>
</tr>
<tr>
<td>Supportive Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESULTS (Continued)

STUDENT INTEREST IN COURSES

Two responses were used to ascertain student interest in taking wage-earning courses. The first of these concerned interest in taking a job in the preferred field after high school. The next item requested a response pertaining to interest in taking a course in the preferred field, if such a course were to be offered.

As shown in Table 3, there was an approximate 20 percent increase in the number of students who were interested in taking a related course over the number of students who indicated interest in entering the field after high school. The order of the two questions required the respondents to indicate a choice as to whether or not they might enter the field after high school before information was given (in the following question) that a course might be offered to prepare them to do so. Had the order of these two questions been reversed, the correlation of the two responses may have been higher.

TABLE 3

COUNTYWIDE STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
(n=11,402)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WOULD ENTER FIELD NO.</th>
<th>PERCENTAGE OF TOTAL</th>
<th>INTERESTED IN RELATED COURSE NO.</th>
<th>PERCENTAGE OF TOTAL</th>
<th>NO. INTERESTED IN COOP COURSE NO.</th>
<th>PERCENTAGE OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care, Guidance and Services</td>
<td>2,588</td>
<td>43</td>
<td>3,827</td>
<td>65</td>
<td>3,492</td>
<td>58</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>1,166</td>
<td>45</td>
<td>1,774</td>
<td>67</td>
<td>1,587</td>
<td>60</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>459</td>
<td>36</td>
<td>718</td>
<td>56</td>
<td>667</td>
<td>52</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>353</td>
<td>32</td>
<td>612</td>
<td>55</td>
<td>578</td>
<td>48</td>
</tr>
<tr>
<td>Institutional and Home Management and Supportive Services</td>
<td>126</td>
<td>34</td>
<td>202</td>
<td>55</td>
<td>185</td>
<td>50</td>
</tr>
</tbody>
</table>
RESULTS (Continued)

Of the students showing a preference for Child Care, Guidance and Services, 43 percent would enter the field after high school while 67 percent were interested in taking a related course. Fifty-eight percent were interested in taking a related cooperative course.

Responses indicated that 45 percent of the students who preferred Clothing Management, Production and Services would enter the field after high school. While 67 percent were interested in taking a related course and 60 percent were interested in taking a cooperative course.

Students who indicated a preference for Food Management, Production and Services showed an interest in entering the field by a margin of 36 percent while 56 percent were interested in taking a related course. Fifty-two percent of the students preferring this wage-earning area were interested in taking a cooperative course.

Of the students who preferred Home Furnishings, Equipment and Services, 32 percent would enter the field after high school; 55 percent were interested in taking a related course and 48 percent were interested in taking a related cooperative course.

Thirty-four percent of the students who preferred Institutional and Home Management and Supportive Services thought they would enter the field after high school; 55 percent were interested in taking a related course and half were interested in taking a related cooperative course.

Results of responses pertaining to student interest by school areas are shown in Tables 4, 5, 6, 7, 8 and 9.
TABLE 4
STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
NORTHEAST AREA (n = 1802)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WOULD ENTER FIELD</th>
<th>INTERESTED IN RELATED COURSE</th>
<th>INTERESTED IN COOPERATIVE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO.</td>
<td>%</td>
<td>NO.</td>
</tr>
<tr>
<td>Child Care, Guidance and Services</td>
<td>319</td>
<td>35</td>
<td>536</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>130</td>
<td>34</td>
<td>746</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>71</td>
<td>28</td>
<td>120</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>54</td>
<td>30</td>
<td>91</td>
</tr>
<tr>
<td>Institutional and Home Management and Supportive Services</td>
<td>18</td>
<td>26</td>
<td>33</td>
</tr>
</tbody>
</table>

TABLE 5
STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
NORTHWEST AREA (n = 2010)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WOULD ENTER FIELD</th>
<th>INTERESTED IN RELATED COURSE</th>
<th>INTERESTED IN COOPERATIVE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO.</td>
<td>%</td>
<td>NO.</td>
</tr>
<tr>
<td>Child Care, Guidance and Services</td>
<td>499</td>
<td>44</td>
<td>738</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>204</td>
<td>45</td>
<td>305</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>71</td>
<td>38</td>
<td>110</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>51</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Institutional and Home Management and Supportive Services</td>
<td>23</td>
<td>33</td>
<td>38</td>
</tr>
</tbody>
</table>
TABLE 6
STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
NORTH CENTRAL AREA (n = 1603)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WOULD ENTER FIELD NO.</th>
<th>INTERESTED IN RELATED COURSE NO.</th>
<th>INTERESTED IN COOPERATIVE COURSE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Child Care, Guidance and Services</td>
<td>389 49</td>
<td>553 69</td>
<td>515 65</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>219 53</td>
<td>297 72</td>
<td>263 63</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>184 11</td>
<td>93 51</td>
<td>117 64</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>60 41</td>
<td>94 64</td>
<td>89 61</td>
</tr>
<tr>
<td>Institutional and Home Management and Supportive Services</td>
<td>22 36</td>
<td>37 61</td>
<td>38 62</td>
</tr>
</tbody>
</table>

TABLE 7
STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
SOUTH CENTRAL AREA (n = 2246)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WOULD ENTER FIELD NO.</th>
<th>INTERESTED IN RELATED COURSE NO.</th>
<th>INTERESTED IN COOPERATIVE COURSE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Child Care, Guidance and Services</td>
<td>591 47</td>
<td>838 67</td>
<td>766 61</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>272 50</td>
<td>371 68</td>
<td>351 64</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>65 43</td>
<td>94 62</td>
<td>76 50</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>83 35</td>
<td>143 60</td>
<td>122 51</td>
</tr>
<tr>
<td>Institutional and Home Management and Supportive Services</td>
<td>27 47</td>
<td>33 58</td>
<td>31 54</td>
</tr>
</tbody>
</table>
### TABLE 8

STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
SOUTHWEST AREA (n = 2308)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WOULD ENTER FIELD NO.</th>
<th>INTERESTED IN RELATED COURSE NO.</th>
<th>INTERESTED IN COOPERATIVE COURSE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care, Guidance and Services</td>
<td>508</td>
<td>729</td>
<td>669</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>210</td>
<td>348</td>
<td>317</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>98</td>
<td>154</td>
<td>162</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>65</td>
<td>130</td>
<td>117</td>
</tr>
<tr>
<td>Institutional and Home Management and Supportive Services</td>
<td>21</td>
<td>32</td>
<td>28</td>
</tr>
</tbody>
</table>

### TABLE 9

STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
SOUTH AREA (n = 1433)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WOULD ENTER FIELD NO.</th>
<th>INTERESTED IN RELATED COURSE NO.</th>
<th>INTERESTED IN COOPERATIVE COURSE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care, Guidance and Services</td>
<td>282</td>
<td>433</td>
<td>381</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>131</td>
<td>207</td>
<td>178</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>61</td>
<td>123</td>
<td>109</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>39</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>Institutional and Home Management and Supportive Services</td>
<td>15</td>
<td>26</td>
<td>23</td>
</tr>
</tbody>
</table>
RESULTS (Continued)

In summary, the order of student preferences for wage-earning programs corresponds to an alphabetical order of the titles of these programs. Over half of the students responding would consider enrolling in a regular or cooperative course in their preferred area.

EMPLOYER INTEREST

Sixty-four businesses employed a total of 8,251 full-time and 807 part-time employees in the categories shown in Table 10. The estimated number of employees to be increased, decreased and/or replaced in the next year is also shown in Table 10. The highest number of full-time employees was in Food Services which claimed over half of the total number. This same category was expected to have the largest number of employees increased and replaced. Sewing Services claimed the second highest number of full-time employees and was expected to increase the second highest number of employees.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
<th>TOTAL</th>
<th>INCREASED</th>
<th>DECREASED</th>
<th>REPLACED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>790</td>
<td>1</td>
<td>791</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisory</td>
<td>327</td>
<td>6</td>
<td>333</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td>142</td>
<td>37</td>
<td>179</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>4,834</td>
<td>530</td>
<td>5,384</td>
<td>568</td>
<td>0</td>
<td>1,165</td>
</tr>
<tr>
<td>Child Care Services</td>
<td>118</td>
<td>130</td>
<td>248</td>
<td>62</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Sewing Services</td>
<td>760</td>
<td>0</td>
<td>760</td>
<td>131</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>Home Furnishings Services</td>
<td>100</td>
<td>2</td>
<td>102</td>
<td>11</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Home and Institutional Services</td>
<td>346</td>
<td>33</td>
<td>379</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Other (Mgt., supervisory, sales, nursing, office maintenance, stockroom, etc.)</td>
<td>834</td>
<td>68</td>
<td>902</td>
<td>472</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>8,251</td>
<td>807</td>
<td>9,078</td>
<td>1,244</td>
<td>3</td>
<td>1,244</td>
</tr>
</tbody>
</table>
Responses pertaining to willingness to consider hiring trainees are shown in Table 11. Employers responded with 84 percent willing to consider hiring high school graduates from programs and 39 percent willing to consider hiring students enrolled in high school cooperative training programs.

**TABLE 11**

EMPLOYERS' INTEREST IN HIRING HOME ECONOMICS GRADUATES AND COOPERATIVE TRAINEES

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider hiring graduate of high school training program?</td>
<td>Yes: 54 (84%)</td>
<td>No: 10 (16%)</td>
</tr>
<tr>
<td>Consider hiring student of cooperative training program?</td>
<td>Yes: 25 (39%)</td>
<td>No: 19 (30%)</td>
</tr>
</tbody>
</table>

Table 12 summarizes the areas of occupational Home Economics from which employers were willing to consider hiring graduate trainees. Since some employers checked more than one area, the total number of responses is greater than that of the positive responses seen in Table 11. Employers checking Clothing Management, Production and Services indicated their employee needs were for industrial sewing machine operators in local garment factories.

**TABLE 12**

HOME ECONOMICS OCCUPATIONAL COURSES FROM WHICH EMPLOYERS EXPRESSED WILLINGNESS TO CONSIDER HIRING HIGH SCHOOL GRADUATES

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Responses</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care, Guidance and Services</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Institutional and Home Management and Supportive Services</td>
<td>10</td>
<td>16</td>
</tr>
</tbody>
</table>
WORKING CONDITIONS

The hourly wage employers would be willing to pay newly hired graduates of high school training programs ranged from $1.00 per hour plus tips and meal(s) to $2.50 per hour. The greatest number of employers reported the existing minimum hourly wage ($1.65) as the beginning rate of pay.

Wage increases could be received through several means with the greatest number of responses falling into the following two categories: (1) greater achievement in performance and/or production at the same job and (2) periodic automatic increases for satisfactory work. Eighty-seven percent of the employers reported that their firms considered present employers displaying special skills and talents when choosing supervisory and managerial personnel.

Personal deficiencies most often checked as responsible for failure of the greatest number of employees are shown in Table 13.

<table>
<thead>
<tr>
<th>TABLE 13</th>
</tr>
</thead>
</table>

PERSONAL DEFICIENCIES RESPONSIBLE FOR EMPLOYEE FAILURE

<table>
<thead>
<tr>
<th>Deficiency</th>
<th>Number of Responses</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of responsibility</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Lack of interest, industry and enthusiasm</td>
<td>31</td>
<td>20</td>
</tr>
<tr>
<td>Lack of initiative</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Lack of ability to get along with others</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Inadequate job skills</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Tardiness and absenteeism</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Lack of thoroughness</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Lack of loyalty</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Uncooperativeness</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

Deficiencies in work habits and attitudes claimed 89 percent of the total number of reasons for employee failure. Inadequate job skills were reported as responsible for 11 percent of the failures of employees.

In summary, employment situations and business growth were greatest in Food Services and as an industrial sewing machine operator in Clothing Services. Employees in businesses of the employer-respondents had opportunities for wage increases and job progression under certain conditions.
APPENDIX A

DATA COLLECTION PROCEDURES

The recommendations for Home Economics wage-earning programs were based upon data provided by two sources and the use of two instruments. See Survey Instruments (with Raw Data), Appendix B.

Summary of Types and Sources of Data

This study is concerned with data collected from a sample of students and employers. The following types of data were collected from this sample:

1. Data on student preferences for and interest in Home Economics wage-earning programs obtained by a questionnaire survey of students enrolled in various Home Economics courses.

2. Data on employment opportunities and job conditions in Home Economics related occupations obtained by a questionnaire survey of employers in these occupational areas.

Selection of Students in the Sample

The source of student-related data for this study was a sample of junior and senior high school students enrolled in various Home Economics courses in May, 1972. The rationale for the selection of the student sample was as follows:

1. Grade levels seven through twelve would be represented.

2. Male and female students would be represented.

3. Students with some previously determined interest in Home Economics courses (those enrolled in elective courses) and no previously determined interest in Home Economics courses (those enrolled in the required comprehensive course) would be represented.

4. Home Economics teachers would be best qualified to present necessary descriptions of wage-earning courses before students responded to the questionnaire.

Selection of Employers in the Sample

The source of employer-related data for this study was a sample of businesses in the greater Miami area that employed people in positions for which Home Economics wage-earning courses train. Selection was made from the Yellow Pages, Greater Miami, Southern Bell Telephone Directory. Information was solicited from nine hundred sixty-nine business establishments.

Survey Instruments

Survey instruments were prepared for each of the two groups. The student questionnaire was prepared in a format suitable for computer use and was designed for marking a selected response. The employer questionnaire was composed of structured responses and limited unstructured responses.
Survey Procedures

Packets of materials were sent to Home Economics teachers who were asked to have each student enrolled and present on a specified day in every class read and/or listen to descriptions of Home Economics wage-earning courses, ask questions if necessary and then complete the questionnaire. Only completed questionnaires were returned.

Mailings to employers included a cover letter, descriptions of wage-earning courses with typical job titles, a questionnaire and a stamped, self-addressed envelope for return of the completed questionnaire.

Data were provided by eleven thousand four hundred and two student respondents and sixty-four employers.
APPENDIX B

SURVEY INSTRUMENTS (with Raw Data)
PLEASE READ THIS PRIOR TO DATE OF SURVEY!!!

OCCUPATIONAL STUDENT INTEREST SURVEY - HOME AND FAMILY EDUCATION

DIRECTIONS TO THE TEACHER:

1. Date Survey is to be completed: May 31, 1972

2. Materials to be used:
   a. Occupational Course Descriptions (class set)
   b. Questionnaires (one per student)
   c. Extra Number 2 pencils

3. On date above, all students present in each Home and Family Education class in all junior and senior high schools will participate in this Occupational Student Interest Survey. It is not necessary for absent students to complete the Survey at a later date.

4. Direct students to bring a Number 2 pencil to class on date above. Have extra pencils available so that every student can complete the Questionnaire. USE ONLY NUMBER 2 PENCILS.

5. Before class, on date above, write your school number on the board. School numbers appear on the reverse side of this page.

6. At the beginning of the period, distribute the Occupational Course Descriptions. Explain these and answer students' questions. Students should understand descriptions, related jobs, and the cooperative method before Questionnaire is completed. Allow at least 20 minutes for remaining activities (distribution of Questionnaires, instruction of students on procedures, completion of Questionnaire and collection of materials). Any time remaining may be used for further discussion on careers.

7. Distribute Questionnaires.

8. Read the following directions to students; these should be carefully followed:
   a. USE ONLY A NUMBER 2 LEAD PENCIL. Do not fold or crease Questionnaire.
   b. Keep Questionnaire on a hard, flat surface while marking answers.
   c. Print your name on the line indicated.
   d. Indicate the number of Home and Family Education courses you have had. Make a solid black pencil mark within the lines of the box under the appropriate number. Be SURE your MARK does NOT go OUTSIDE of the BOX. If you have taken more than four Home and Family Education courses you should mark the box under the number 4.
   e. Mark the box under the M for male or under the F for female.
   f. In the empty spaces below school number, write in the number that appears on the board. Now make a solid black pencil mark within the lines of the box under the number that corresponds to the number written in each space.
   g. Read each question and its answers. Decide which answer applies to you. Mark the box by the letter of the answer you have chosen.
   h. Try to avoid erasing but, if necessary, erase completely an answer you wish to change. Do not cross out.
   i. Do not rest your pencil point on the Questionnaire while you are thinking about your answers. Do not make any stray marks on your page.
   j. Questions 4 and 5 are about the cooperative method. The description for this is on the reverse side of the page of Occupational Course Descriptions.
9. When students are finished, collect all materials that were distributed. Use class set of Occupational Course Descriptions and extra Number 2 pencils in remaining classes.

10. Questionnaires should be stored carefully on a flat surface. Do not bend, fold, tear or get them wet. Do not use clips or rubber bands. Any irregularities caused by such treatment or items causes computers to reject pages.

11. After all classes have completed the Survey, return all Questionnaires from your school together. Use the protective folder in which they were delivered. It is not necessary to group these by class, grade, etc. It is not necessary to return Occupational Course Descriptions. These may be kept for your future reference.


Return Questionnaires to: C-1
Room 207 Annex
Mrs. Martha Lee La Croix, Consultant
K-12 Home and Family Education

SCHOOL NUMBERS TO BE USED:

<table>
<thead>
<tr>
<th>Junior High Schools</th>
<th>Senior High Schools</th>
<th>Special School Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6011 Allapattah</td>
<td>6301 Kennedy, John F.</td>
<td>9486 C.O.P.E. School</td>
</tr>
<tr>
<td>6031 Brownsville</td>
<td>6331 Kinloch Park</td>
<td>2861 Southwest Clinical School</td>
</tr>
<tr>
<td>6051 Carol City</td>
<td>6371 Lee, Robert E.</td>
<td>7631 Silver Oaks</td>
</tr>
<tr>
<td>6071 Carver, G. W.</td>
<td>6391 Madison</td>
<td></td>
</tr>
<tr>
<td>6091 Citrus Grove</td>
<td>6411 Mann, Horace</td>
<td></td>
</tr>
<tr>
<td>6111 Cutler Ridge</td>
<td>6431 Mays</td>
<td></td>
</tr>
<tr>
<td>6141 Drew, Charles R.</td>
<td>6481 Miami Edison Middle</td>
<td></td>
</tr>
<tr>
<td>6171 Filer, Henry H.</td>
<td>6521 Miami Springs</td>
<td></td>
</tr>
<tr>
<td>6191 Fisher, Ida M.</td>
<td>6541 Nautilus</td>
<td></td>
</tr>
<tr>
<td>6211 Glades</td>
<td>6571 Norland</td>
<td></td>
</tr>
<tr>
<td>6231 Hialeah</td>
<td>6591 North Dade</td>
<td></td>
</tr>
<tr>
<td>6251 Homestead</td>
<td>6631 North Miami</td>
<td></td>
</tr>
<tr>
<td>6281 Jefferson, Thomas</td>
<td>6681 Palm Springs</td>
<td></td>
</tr>
<tr>
<td>6701 Palmetto</td>
<td>6721 Parkway</td>
<td></td>
</tr>
<tr>
<td>6741 Ponce de Leon</td>
<td>6781 Richmond Heights</td>
<td></td>
</tr>
<tr>
<td>6761 Redland</td>
<td>6801 Riviera</td>
<td></td>
</tr>
<tr>
<td>6781 Richmond Heights</td>
<td>6821 Rockway</td>
<td></td>
</tr>
<tr>
<td>6841 Shenandoah</td>
<td>6881 South Miami</td>
<td></td>
</tr>
<tr>
<td>6911 Washington, B. T.</td>
<td>6961 West Miami</td>
<td></td>
</tr>
<tr>
<td>6981 Westview</td>
<td>7071 Coral Gables</td>
<td></td>
</tr>
<tr>
<td>7111 Hialeah</td>
<td>7301 Miami Edison</td>
<td></td>
</tr>
<tr>
<td>7131 Hialeah-Miami Lakes</td>
<td>7341 Miami Jackson</td>
<td></td>
</tr>
<tr>
<td>7201 Miami Beach</td>
<td>7361 Miami Killian</td>
<td></td>
</tr>
<tr>
<td>7231 Miami Carol City</td>
<td>7381 Miami Norland</td>
<td></td>
</tr>
<tr>
<td>7251 Miami Central</td>
<td>7411 Miami Northwestern</td>
<td></td>
</tr>
<tr>
<td>7271 Miami Coral Park</td>
<td>7431 Miami Palmetto</td>
<td></td>
</tr>
<tr>
<td>7511 Miami Springs</td>
<td>7541 North Miami Beach</td>
<td></td>
</tr>
<tr>
<td>7591 North Miami</td>
<td>7701 South Dade</td>
<td></td>
</tr>
<tr>
<td>7721 South Miami</td>
<td>7741 Southwest Miami</td>
<td></td>
</tr>
<tr>
<td>7801 Silver Sands</td>
<td>7821 South Miami</td>
<td></td>
</tr>
<tr>
<td>7881 South Miami</td>
<td>7841 Southwest Miami</td>
<td></td>
</tr>
</tbody>
</table>
The purpose of this survey is to discover student interest in wage-earning programs which are described below. Read the descriptions. Your teacher will explain these and answer any questions you may have. It is important to understand these occupational areas and the cooperative method described in paragraph 6 before you start to answer the questions.

1. **Child Care, Guidance and Services**

   This course is designed to prepare you for a job as an aide in the care, guidance and instruction of children in a group--such as in child care centers, nursery schools and kindergartens. You study the growth and development of young children, the basic needs of children in a group and how to meet these needs. A laboratory experience of working with children in a group at your school or in the neighborhood is part of this course. Examples of jobs in this area are, nursery school attendant or aide, kindergarten worker, recreation assistant, family day care aide (infant to pre-school age; 1-5 children taken care of within your own home), infant care assistant in home, child care worker for handicapped children.

2. **Clothing Management, Production and Services**

   You will have the opportunity to develop the skills that are necessary for beginning employment in many different kinds of jobs in clothing services. This includes areas like professional dressmaking, specialty sewing, alterations, fashion design, knowledge of products for merchandizing, operating and caring for sewing equipment, pressing techniques, and exploring design as it relates to clothing selection and construction, fitting and altering. Examples of jobs are, dressmaker, factory dressmaker, pattern maker, seamstress, model, fashion coordinator, hand or machine presser and alterationist.

3. **Food Management, Production and Services**

   You will have the opportunity to learn about job opportunities and develop the skills needed for employment in many kinds of jobs in this area. You will use methods of the food service industry to plan, prepare and serve foods. Examples of jobs in this area are cook, assistant cook, short order cook, host or hostess, waiter or waitress, baker, food service supervisor, pastry cook, soda fountain worker, cafeteria worker, bus boy or girl, dishwasher, purchasing agent, hospital dietetic aide, home caterer, cleaning person and household management worker.

4. **Home Furnishings, Equipment and Services**

   This course will give you information which will prepare you to work in the home furnishings industry. It includes textiles, the products used in home furnishings and the design of home furnishings, equipment and products used. Methods used in the basic construction of draperies, bedspreads, pillows and slipcovers are also included. Examples of jobs in this area are, drapery maker, furniture refinishing aide, flower arranger, appliance or equipment demonstrator and decorator aide.
5. **Institutional and Home Management and Supportive Services**

Areas in this course will give you information and the opportunity to gain skills and attitudes needed for jobs in the management of homes and institutions. This will include handling emergencies, taking care of older and disabled people and children, using and taking care of household equipment, planning, buying, storing, preparing and serving food, and doing laundry and cleaning tasks. Examples of jobs in this area are, hotel or motel maid, apartment house manager, host or hostess, housekeeper, assistant housekeeper, nursing home employee and companion aide to older or disabled people.

6. The following information is to be used for questions 4 and 5 on the Questionnaire. All courses described on previous page also can be taught by the **cooperative method**:

A cooperative course combines classes at school with a part-time job which gives you training and experience. You receive one unit of high school credit for this on-the-job training and also an hourly wage. In some cases, such as when Child Care Aides are placed in public school kindergartens, students receive credit and training without an hourly wage. At school, you take two regular classes and two Home and Family Education classes in which you study becoming a successful employee and information about your own job. You receive four units of credit for these classes at school. The teacher-coordinator locates appropriate jobs. Students provide their own transportation to and from work. Occupational courses taught by the cooperative method may be taken by eleventh and twelfth grade students.
1. Which wage earning area is most interesting to you?
   A. Child Care, Guidance & Services
   B. Clothing Management, Production & Services
   C. Food Management, Production & Services
   D. Home Furnishings, Equipment & Services
   E. Institutional & Home Management & Supportive Services

2. After high school, would you go into a job in the area checked above?
   A. Yes, I would be interested.
   B. No, I would not be interested.
   C. I am unable to decide.

3. If a course were offered to train you for a job in the area checked in Question 1, would you be interested in taking it?
   A. Yes, I would be interested.
   B. No, I would not be interested.
   C. I am unable to decide.

4. If a cooperative course were offered to train you for a job in the area checked in Question 1, would you be interested in taking it?
   A. Yes, I would be interested.
   B. No, I would not be interested.
   C. I am unable to decide.

5. In Question 4, if you checked A, skip this question. If you checked B or C, check the reason you are not interested:
   A. Do not wish to work in any area described in Question 1.
   B. Do not wish to work part-time while in high school.
   C. Am unable to work in a cooperative program unless I am sure to receive pay.
   D. Providing my own transportation would be a serious problem for me.
   E. It is too far in the future to know.
   F. Other (none of above apply).
July 20, 1972

Dear Sir:

The State of Florida Department of Education recently approved a project that will enable the Dade County Schools to determine future directions for high school Vocational Home Economics wage-earning programs.

We earnestly solicit your help. The enclosed survey questionnaire will assist us in making an analysis of the business community in regard to employment opportunities, job conditions and desired entry level skills in the occupational areas of the Home Economics program. Before you respond to the questionnaire, please look over the page entitled, High School Programs. These are descriptions of our courses and a list of some of the jobs for which our students are prepared. Then, please fill out the questionnaire and return it by August 15, 1972. A stamped, self-addressed envelope is enclosed.

At the completion of this project, a report based on the findings of this survey, a student interest survey, and other pertinent data will be prepared and utilized by the Division of Vocational, Technical and Adult Education. If you are interested in receiving a copy of this report, please indicate this under item 18. Comments on your questionnaire. If you have any questions regarding this survey, please call our office at 350-3615.

Our goal is to prepare students to meet your employee needs more effectively. Your assistance and cooperation will be greatly appreciated.

Sincerely,

Martha Lee La Croix, Consultant
K-12 Home and Family Education

Enclosure
HIGH SCHOOL PROGRAMS

CHILD CARE, GUIDANCE AND SERVICES - This course is designed to prepare students for employment as aides in the care, guidance, and instruction of young children and their management in groups. The study includes identifying opportunities for employment; the fundamentals of child development including ways of meeting the physical, mental, emotional and social needs of the individual child within a group situation; and planning, preparing and maintaining an environment conducive to growth. Students receive supervised work experiences in a school laboratory or in an appropriate community laboratory situation.

Examples of possible jobs are listed below:

Child Care, Guidance and Services

- Nursery school attendant or aide
- Kindergarten worker
- Church school worker
- Child day care center worker
- Head Start assistant
- Child care worker for handicapped children
- Department store babysitter
- Playroom attendant
- Playroom worker
- Recreation assistant
- Handicrafts helper
- Family day care aide (infants to pre-school; 1-5 in number within home)
- Cottage parent helper
- Post-natal care assistant in home
- Infant care assistant in home
- Homemaker's assistant
- Babysitter
- Salesclerk for children's wear
- Salesclerk for toys
- Toymaker
- Amusement park worker
- Sight-seeing guide for children

CLOTHING MANAGEMENT, PRODUCTION AND SERVICES - This course is designed to provide the student with the basic knowledge, skills and attitudes needed for entry level employment in a variety of clothing services. Students have the opportunity to identify the various types of employment available in clothing management, production and services; develop skills in such specific areas as professional dressmaking, specialty sewing, alterations, fashion design, product knowledge for merchandizing; the operation and care of domestic and commercial sewing equipment; pressing techniques as they relate to a variety of fabrics; routine care of clothing; special care problems in wardrobe maintenance; to explore design (line, shape, texture and color) as it is related to clothing selection and construction, fitting and altering. Management of human and material resources will be included in each course in proportion to objectives set for that course.

ADVANCED CLOTHING MANAGEMENT, PRODUCTION AND SERVICES - This course includes more advanced techniques in construction of clothing, visual design, consumer education, textile analysis, pressing and alterations. Through completion of selected projects, students develop advanced skills needed in the above-mentioned areas in order that participants may be prepared for employment in clothing related jobs. The student also learns of job opportunities related to textiles and clothing. As well as mastering skills, the student recognizes the professional ethics of a career and learns that continued success depends on the building of desirable attitudes and relationships with others.

Clothing Management, Production and Services

- Dressmaker (specialty worker)
- Custom dressmaker
- Factory dressmaker
- Dressmaker's assistant
- Garment assembler
- Draper
- Fitter
- Hand sewer
- Costumer
- Pattern maker
- Alterationist
- Alterations ripper
- Cutter
- Repair worker or helper
- Costume repair worker
- Seamstress
- Buttonhole maker
- Stitcher (embroidery)
- Reweaver
- Garment factory worker
- Sewing machine operator
- Garment examiner
- Clothing inspector
- Fashion coordinator
- Demonstrator's helper
- Model
- Fashion commentator
- Wardrobe mistress
- Wardrobe assistant
- Theater wardrobe helper
- Dry cleaning attendant
- Laundress
- Launderette attendant
- Hand presser
- Machine presser
HIGH SCHOOL PROGRAMS (Continued)

FOOD MANAGEMENT, PRODUCTION AND SERVICES - This course is designed to teach the student the basic skills and knowledge needed for employment in a variety of food service positions. Instruction is divided into five major categories - Foundations; Management; Nutrition, Meal Planning and Service; Equipment and Maintenance; and Quantity Food Preparation. Students will train in all areas of the laboratory. This will enable them to decide which area they prefer for specialization if they desire to continue their education in food services.

Food Management, Production and Services

Host or hostess
Receptionist
Waiter or waitress
Cook
Assistant cook
Cook's helper
Second cook
Fry cook
Grill cook
Short order cook
Broller cook
Kitchen helper
Salad maker
Sandwich maker

Vegetable preparation worker
Baker
Baker's helper
Cake decorator
Pastry cook
Food service supervisor
Soda fountain worker
Pantry worker
Counter worker
Cafeteria worker
Bus boy or girl
Cleaning person

Pot and pan washer
Dishwasher
Dishroom worker
Purchasing agent
Stock worker
Storeroom comptroller
Dietary worker
Hospital dietetic aide
Special occasions caterer
Home caterer
Food demonstrator
Home baker
Family dinner specialist
Household management worker

HOME FURNISHINGS, EQUIPMENT AND SERVICES - This course is designed to provide specific information to students who are preparing to work in the home furnishings industry. Specific information relative to textiles and other products used in home furnishings, the design of home furnishings and equipment, and sources of product information are studied. A basic understanding of textiles and design, techniques for construction of draperies, bedspreads, pillows and slipcovers are included. Reupholstery techniques may be included in this course or taught as a separate course.

Home Furnishings, Equipment and Services

Reupholsterer
Slipcover specialist
Slipcover aide
Draperies maker
Draperies measureman and estimator
Custom bedspread maker
Pillow maker
Sewing machine operator
Furniture refinishing specialist
Furniture refinishing aide
Appliance or equipment demonstrator
Lighting specialist assistant
Flower arranger
Florist's assistant
Floor covering consultant
Decorator aide
Household accessories specialist
Redecoration worker

INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES - This course is designed to provide students with knowledge, skills and attitudes for jobs in the management of homes and institutions. Students have the opportunity to identify the various types of employment available in this area; to develop skills in handling household emergencies and those involving human relations; in providing adequate care for the elderly and disabled; in using and caring for household equipment; in caring for children; in planning, buying, storing, preparing and serving food; and in performing laundry and cleaning tasks.

Examples of possible jobs are listed below:

Institutional and Home Management and Supportive Services

Housing project management aide
Assistant housekeeper
Assistant housekeeper
Assistant housekeeper
Linen supply room attendant
Linen supply room attendant
Companion aide to elderly
Companion aide to elderly
Nursing home employee
Nursing home employee
Companion to disabled
Companion to disabled
Homemaker's assistant
Homemaker's assistant
Visiting homemaker
Visiting homemaker
Home health aide
Home health aide
### OCCUPATIONAL SURVEY

**Name of firm** ____________________________ **Date** ____________________

**Address** ____________________________ **Phone** ____________________

**Your name** ____________________________ **Title** ____________________

**Type of business** ____________________________

1. **How many employees do you have?**
   - **Full-time** 8,251  **Part-time** 777
   - **Areas:**
     - a. **Management:**
       - Full-time 790  **Part-time** 1
     - b. **Supervisory:**
       - Full-time 327  **Part-time** 6
     - c. **Sales:**
       - Full-time 142  **Part-time** 37
     - d. **Food Services:**
       - Full-time 4,834  **Part-time** 530
     - e. **Child Care Services:**
       - Full-time 118  **Part-time** 130
     - f. **Sewing Services:**
       - Full-time 760  **Part-time** 0
     - g. **Home Furnishings Services:**
       - Full-time 100  **Part-time** 2
     - h. **Home and Institutional Services:**
       - Full-time 346  **Part-time** 33
     - i. **Others:** **Secretarial, clerical**
       - Full-time 834  **Part-time** 68

2. **Estimate the number of employees to be increased, decreased, and/or replaced in the next year.**
   - **Areas:** (Sales, Office, Nursing)
     - a. **General - Mgt., Supervisory**
       - **Increase** 472  **Decrease** 0  **Replace** 14
       - **Child Care**
         - Increase 62  Decrease 0  Replace 3
     - b. **Food Services**
       - **Increase** 568  **Decrease** 0  **Replace** 1,165
       - **Home Furnishings Services**
         - Increase 11  Decrease 1  Replace 3
       - **Institutional & Home Services**
         - Increase 0  Decrease 0  Replace 33
     - c. **Sewing Services**
       - **Increase** 131  **Decrease** 2  **Replace** 26

3. **Does your firm have pre-employment or in-service training?**
   - Yes 35  No 27

4. **How many 1972 high school graduates do you presently employ?**
   - 197 (some could not estimate)

5. **If none, have you ever employed recent high school graduates?**
   - Yes 25  No 24

6. **Would you be interested in knowing more about a program designed to train high school students for your type of business?**
   - Yes 44  No 11

7. **Would you consider hiring a high school graduate who had successfully completed a high school training program for your type of business?**
   - Yes 54  No 10

8. **If yes, from which general Home Economics wage earning area(s)?** Please refer to enclosed descriptions.
   - 10  Child Care, Guidance and Services 19  Food Management, Production & Services
   - 20  Clothing Management, Production 10  Institutional and Home Management
       and Services 2  Home Furnishings, Equipment & Services

9. **What beginning hourly wage would you be willing to pay a high school graduate who had successfully completed a high school training program for your type of business?**
   - Please specify amount: Min. wage (22); others from $1.00/hr. plus tips to $2.50/hr.

10. **If yes in Question 7, describe the entry-level skills you would desire in a student:**
    - a. Various, depending on the wage-
    - b. earning area that was checked.
    - c. Several respondents wrote in
    - d. work habits and/or attitudes rather
    - e. than actual related entry-level
    - f. skills.
11. If no in Question 7, please check reason(s):

- Unfavorable previous experience with high school students
- Lack of maturity
- Work permit sometimes required
- Inadequate job skills
- Other (Please specify): Transportation and liquor laws

12. Would you consider hiring a high school student who is enrolled in a high school cooperative training program for your type of business? 

- Yes: 25
- No: 19

13. What beginning hourly wage would you be willing to pay a high school student who is enrolled in a high school cooperative training program?

- Minimum wage
- Please specify amount:

14. During what time of day, and for how many hours per day would you consider hiring a high school student who is enrolled in a high school training program?

- 8 AM: 8
- 7 PM: 7
- Saturday AM: 2
- Saturday PM: 2
- No preference: 13
- Saturday all day: 9
- Undecided: 6

15. Under what conditions can your employees who start with entry-level skills receive wage increases? (Please check)

- Higher achievement in performance and/or production (at same job): 32
- Additional skills, competencies, and/or responsibilities (at same job): 21
- Additional skills, competencies, and/or responsibilities (different job): 18
- Periodic automatic increase(s) for satisfactory work: 30
- Other (Please specify): piece work (garment factory sewing machine operators)

16. How does your firm choose supervisory and managerial personnel? (Please check)

- Consider present employees displaying special skills and talents: 47
- Consider mostly prospects from outside sources: 7
- Other (Please specify):

17. What personal deficiency is responsible for the failure of the greatest number of employees? (Please check)

- Lack of responsibility: 22
- Lack of interest, industry and enthusiasm: 31
- Lack of initiative: 20
- Lack of ability to get along with others - adaptability: 17
- Tardiness and absenteeism: 23
- Lack of thoroughness: 11
- Lack of loyalty: 5
- Dishonesty: 8
- Uncooperativeness: 7
- Other (Please specify): immaturity

18. Comments: