<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991-92</td>
<td>91-0008</td>
<td>Long Beach</td>
<td>Long Beach</td>
</tr>
</tbody>
</table>

**PROJECT TITLE**

Vocational Instructional Manual for Food Service Training of the Disabled

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $15,000</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Developmental Model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manual</td>
<td>Disabled Students</td>
<td></td>
<td>Food Preparation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Judd, Coordinator</td>
<td>Melvin Ross, Dean Business Division</td>
</tr>
</tbody>
</table>

**PROPOSAL DESCRIPTION**

The manual will include topics such as: how to identify the disabled; public agencies with which to interact; how to plan a food service facility for instruction; how to use modify existing facilities; in-depth discussions of task analysis; instruction and evaluation modules; curriculum construction; and how to approach and interact with industry. A resource bibliography will also developed to improved quality of instruction in this area as well as an increased ability of disabled students to gain and retain employment in the food service industry.
Vocational Instructional Manual for Food Service Training of the Disabled

There are more than 18 million disabled adults in the United States today, and approximately 12 million of them are unemployed. More than half of the nation's 250,000 special-education graduates each year remain unemployed after they graduate. Two-thirds of the unemployed disabled population are willing to work, but do not know how to find jobs or lack the necessary skills. At the same time, some industries, such as the food service sector, are facing projections of severe shortages in human resources within the coming decade. It is reported that in the Long Beach-Anaheim geographic corridor, by the year 2000, demand for food service workers will exceed the qualified supply by 45 percent.

The food service industry represents an accessible labor market that needs trained workers and has been a leader in hiring the disabled. In addition, the disabled population appears to do well in the food service industry and the industry seems to be willing to work with them. While it appears that the disabled population would serve as an excellent labor pool to meet the critical human resource needs of the food service industry, there is currently a lack of training programs in food service skills which fit the special needs population and provide them with assistance in finding jobs. New programs that do come into existence have no pilot-tested model upon which to base their curriculum; therefore, food service instructors/trainers often waste time and resources "reinventing the wheel"--i.e., writing individual course descriptions, developing training courses, researching agency and industry contacts, etc.

Long Beach City College proposes to develop a vocational instruction manual for use in food service programs that train disabled adults. Our manual will include topics such as: how to identify the disabled; public agencies with which to interact; how to plan a food service facility for instruction; how to use/modify existing facilities; in-depth discussions of task analysis; instruction and evaluation modules; curriculum construction; how to approach and interact with industry, etc. A resource bibliography will also be developed that will, among other information, identify agencies that work with the disabled (providing training, job placement, and other support) as well as identify potential employers in the food service industry. It is anticipated that the products of this project (the manual and resource bibliography) will contribute to improved quality of instruction in this area as well as an increased ability of disabled students to gain and retain employment in the food service industry.
Long Beach City College project personnel will obtain counsel from a project Advisory Committee, comprising representatives from the college food service faculty, vocational education instructors, vocational outreach/placement specialists, professional chefs, and food service managers and human resources specialists, to keep the manual focused on industry needs, while addressing the special needs of the disabled student.
Vocational Instructional Manual for Food Service Training of the Disabled

1. Specific Educational Program Being Addressed

There are more than 18 million disabled adults in the United States today, and approximately 12 million of them are unemployed. [For the purposes of this grant proposal, a disabled individual is someone who has functional limitations that interfere with his/her ability to walk, lift, hear, or learn; the disability may represent a physical, sensory, or mental condition.] More than half of the nation's 250,000 special-education graduates each year remain unemployed after they graduate. Two-thirds of the unemployed disabled population are willing to work, but do not know how to find jobs or lack the necessary skills.

At the same time, some industries, such as the food service sector, are facing projections of severe shortages in human resources within the coming decade. It is reported that in the Long Beach-Anaheim geographic corridor, by the year 2000, demand for food service workers will exceed the qualified supply by 45 percent.

The food service industry in the U.S. is the largest employer of the disabled. Placement of people with disabilities in food service has increased steadily since 1980, according to data compiled by the Rehabilitation Services Administration and the U.S. Department of Education. Interviews with food service employers and managers of disabled workers reveal generally very good success with such placements.

Educational Program/Services to be Addressed

Long Beach City College proposes to develop a vocational instruction manual for training the disabled population in food service skills. [The proposers understand that "occupational services" has replaced "vocational education" in current usage; however, to be consistent with the language of the RFP, we continue to use the "vocational" terminology in this proposal.] Our project will address the special learning needs of educationally disadvantaged students, as well as enhance the teaching abilities of food service faculty members who work with disabled students. In addition, our project directly speaks to the vocational education program component of the Board of Governors’ 1990-91 Basic Agenda, since it aims to:
• Make the food service vocational education program at Long Beach City College more relevant and effective in preparing disabled students for employment
• Tie our food service vocational education program to both immediate and long-term labor-market requirements that exist in the food service industry in southern California
• Increase the number and success of underrepresented students (the disabled) in vocational education programs.

Our proposal objectives directly address the funding priorities of FII, as noted on the Proposal Coversheet and delineated on our Work Statement Form.
2. Specific Problems Being Addressed

Problem to be Addressed

The food service industry represents an accessible labor market that needs trained workers and has been a leader in hiring the disabled. In addition, the disabled population appears to do well in the food service industry and the food service industry seems to be willing to work with them. A recent survey by the National Restaurant Association showed that: 90 percent of employees with disabilities were rated by supervisors as demonstrating "good" to "excellent" work performance; 85 percent of disabled workers were noted to have average to above-average attendance; 82 percent of managers interviewed said that disabled employees were no harder to supervise than non-disabled employees. [ "Ready and Able," Restaurants & Institutions, November 28, 1990, pp. 68-78: a labor report focus on hiring the disabled.]

The majority of the disabled population is out of work because they are either not properly trained for the types of jobs that are available or are not linked to the programs and services that could connect them to employers who would hire them. While it appears that the disabled population would serve as an excellent labor pool to meet the critical human resource needs of the food service industry, there is currently a lack of training programs in food service skills which fit the special needs population and provide them with assistance in finding jobs. In the Long Beach area, for example, there are no comprehensive food service training programs available for the disabled. The few existing programs, such as the one offered by Goodwill Industries, are designed for the lowest functioning population and do not include an industry placement component. Also, we know of no available text or manual that incorporates both food service instructional modules and special education needs. New programs that do come into existence have no pilot-tested model upon which to base their curriculum; therefore, food service instructors/trainers often waste time and resources "reinventing the wheel"--i.e., writing individual course descriptions, developing training courses, researching agency and industry contacts, etc.
3. Population To Be Served

Populations to be Served

Three distinct populations will be well-served by this project:

- Food service instructors currently have no definitive model for a vocational instruction program that addresses the special needs of disabled students—this despite the fact that many programs, such as the one at Long Beach City College, have a large number of disabled students enrolled. This project will provide instructors with a manual for planning an instructional program that accounts for working with disabled students. The manual will help them not only with instructional methods and curriculum, but will also assist them with classroom/kitchen facilities design considerations; tips on what to expect and how to work with the disabled; and how to work with both public agencies and the food service industry.

- Disabled adults are often deterred from finding gainful employment because they either lack appropriate training or are unsure of how to look for appropriate work. The food service industry has a good track record of hiring the disabled, but more needs to be done to satisfy the training needs of the disabled so as to better take advantage of opportunities in this viable job market. Disabled adults who are in food service programs at community colleges or who are in similar training programs run by public/private agencies will see more of their special needs met as their instructors are better prepared to identify and address those needs. Our food service training manual will help their instructors be prepared. It is anticipated that as food service programs are better equipped to accept and train disabled students, there will be an increase in the numbers of disabled adults who choose to train for food service careers.

- Potential employers in the food service industry need hard-working, well-trained workers. Studies have demonstrated that the disabled population is no less able to serve in all manner of job categories than the non-disabled population. With adequate training and sometimes minor accommodations in the workplace setting, disabled workers have shown excellent performance in the food service industry. Better trained food service workers, better interaction and coordination with training institutions and placement agencies, and a larger pool of qualified job candidates are all positive outcomes of this project that will be to the benefit of the food service industry.
4. Objectives

Project Objectives

Long Beach City College proposes to develop a vocational instruction manual for use in food service programs that train disabled adults. Our manual will include topics such as: how to identify the disabled; public agencies with which to interact; how to plan a food service facility for instruction; how to use/modify existing facilities; in-depth discussions of task analysis; instruction and evaluation modules; curriculum construction; how to approach and interact with industry, etc. A resource bibliography will also be included. The bibliography will, among other information, identify agencies that work with the disabled (providing training, job placement, and other support) as well as identify potential employers in the food service industry. Some food service programs may choose to establish partnerships with prospective employers, tailoring their programs to meet the needs/requirements of those employers so that their food service graduates are in the best possible position to be hired.

Outside interest in and support for this project are demonstrated by the letters of support we have received from industry and agency sources; these are provided in Appendix A.
5. Workplan Narrative

Work Statement

A Work Statement Form on the following pages summarizes planned activities, a timeline, responsible personnel, and budget elements as they relate to the project objectives. Project objectives have also been related to the FII funding priorities, as noted on the proposal coversheet.

Project Personnel/Project Management.
Dr. William Judd, a full-time counselor of disabled students and coordinator of the college’s Disabled Students Programs & Services (DSPS), will serve as our project director. Dr. Judd has more than 20 years of experience working with the disabled, and 13 years of experience as a counselor of disabled students and instructor of a course titled “Behavior Assessment of Orthopedically Impaired College Students” at Long Beach City College. Dr. Judd’s doctoral dissertation was on the status of present and projected vocational-technical training programs and related occupational opportunities in the state of Utah.

As project director, Dr. Judd will oversee the work of the project coordinators, and, in conjunction with a project Advisory Committee, will provide expert counsel on vocational instruction needs from the perspective of the disabled student. In addition, Dr. Judd will see that project fiscal and operational issues are handled in accordance with accepted policies and procedures of the Long Beach Community College District.

Our two project coordinators, Marilyn Schaffer, the college’s food service manager, and Nancy Berkoff, a registered dietitian and college instructor, have direct experience training disabled adults in vocational food service classes. The project coordinators will conduct the research, make industry and agency contacts, and will write the manual, including curriculum, course outlines, and facility design/usage sections. In addition, they will develop and implement plans for pilot-testing the program outlined in the manual. Once a final product has been developed and approved by the Advisory Committee, the project coordinators will see that copies are made available to other institutions/ agencies or employers that request them. The project coordinators will write a final report to submit to the Chancellor’s Office by the end of the project contract period.

Relevant qualifications of the project director and both project coordinators are provided in their resumes (Appendix B).

A project Advisory Committee, comprising representatives from key groups, will counsel the project coordinators and project director on technical/instructional issues and will serve in a valuable networking and lead-finding capacity. The Advisory Committee will consist, at a minimum, of representatives from each of these groups:

- Long Beach City College full-time food service instructors
• Vocational education and adult education instructors/educators
• Professional chefs (members of the Chef de Cuisine Association of California)
• Food service managers from public and private non-profit agencies specializing in training developmentally disabled adults
• Local food service industry--all strata
• State and local rehabilitation agencies
• VEA-sponsored training programs.

As part of the background research conducted to prepare this proposal, the project personnel contacted executives and human resources personnel from major food service corporations such as Carl's Jr., Jack-in-the-Box, and Sizzler, local restaurants such as Jay's Deli, as well as faculty or coordinators from the Hotel and Restaurant Management School at California State Polytechnic University and the Transitions Services (vocational educator training) program at California State University, Long Beach. The individuals contacted appeared very supportive of our proposed project. Letters that attest to that support are included in Appendix A of this proposal.
Expected Outcomes

Positive outcomes anticipated as a result of the successful completion of this project include:

Project objectives.
Food service instructors will have a comprehensive manual to use as they develop new programs or improve upon existing programs to train disabled students in food service vocational skills. The manual will represent a pilot-tested guidebook which, to date, does not exist.

Project impact.
Food service instructors, aided by our manual and reference bibliography, will no longer feel as though they have to start from scratch, or develop/modify their programs in a vacuum when faced with training disabled students. They will have a generic curriculum, course outlines, suggested instructional techniques, advice on how to set up their facilities, instructional modules, and perhaps equally important, names of agency/industry representatives to contact for support and networking.

As more food service programs are developed or modified to accommodate the needs of disabled students, student accessibility to such programs will be enhanced. Through the combined efforts of training institutions, placement agencies, and the food service industry, disabled adults can be encouraged to pursue studies in vocational food service programs, with the enticement that jobs will be available for them once they have been successfully trained. The net outcome would be greater employment of disabled adults in the food service industry, which has historically exhibited a great willingness to hire the disabled. Also, as training programs become more accessible, it is conceivable that those disabled students who are being trained could become qualified for more highly skilled positions than was previously the case. Disabled workers who are already employed in the food service industry may elect to return to school to be trained for higher paying positions.

Another potential impact of the dissemination and use of the manual and reference bibliography is that the success of the programs will stimulate dialogue between and networking among the groups that support disabled food service workers: training institutions, placement and support agencies, and the food service industry. This interaction may lead to partnerships or result in additional funding for similar programs that will benefit other underrepresented groups in the workforce.

Potential for continued support.
The manual and resource bibliography to be developed under this project will serve as a pilot-tested model for other food service vocational programs that train the disabled. It is anticipated that the positive outcomes deriving from successful project completion (larger and
better trained food service work force; increased employment among the disabled population; increased coordination between training institutions and industry) will help to attract support for programs of this nature well beyond the funding period. In particular,

- Additional funding may come from the food service industry itself once it is demonstrated that the manual supports the implementation of programs that bring qualified employees, regardless of disability, into the ranks of their workforce.
- Job opportunities and the availability of food service training programs tailored to the disabled will create a market demand for such training.
- Food service programs that are already in place will be able to adapt the strategies and new instructional techniques proposed in the manual, with little or no extra cost burden.

Potential for adaptation.
The training manual and resource bibliography developed under this project will be available to any institution, agency, or food service employer that requests them. Other community colleges or training institutions with food service programs will have the necessary framework for adapting our model to their institution. It is further anticipated that, should food service employers elect to conduct on-the-job training for new or existing employees (disabled or otherwise), this manual can be used as a handy reference guide for such training.

As our project coordinators interact with the project Advisory Committee, research existing programs, and identify industry needs, it is anticipated that opportunities for adaptation of our program will be uncovered. We foresee that our manual will help existing programs and/or stimulate the development of new programs within non-profit agencies such as the Community Rehabilitation Institute of Long Beach, Goodwill Industries, San Gabriel Valley Training Center, California Department of Rehabilitation, Regional Centers of California, and other local/regional occupational programs. In addition, our manual can be used by and will help businesses that hire the disabled, such as the Carl's Jr. franchise system, a long-time industry leader in this area.
7. Evaluation Plan

Evaluation Plan

A program evaluation plan will be developed as part of the planning process for this project. Evaluation will include review of the manual draft(s) by members of the project Advisors Committee.

During pilot-testing of the instructional modules, both food service instructors and their students will be queried periodically to obtain feedback about program effectiveness and benefits. Feedback and critiques will be reviewed by the project coordinators and project director, and appropriate modifications will be made to elements in the manual to focus the document and make it useful as well as easy to use. We anticipate that a continual dialogue will develop between the project coordinators and students in the pilot program so that the instructional modules can be progressively fine-tuned.

At the end of the project, LBCC project staff, Advisory Committee members, and student participants will be surveyed to obtain their assessment of the project activities and the final product. Project evaluation results will be summarized and shared with the Chancellor’s Office via our final report.
8. Dissemination Plan

Dissemination Plan

Project information will be included in newsletters to appropriate professional organizations (e.g., National Restaurant Association, California Restaurant Association, American Vocational Association, National Association of College and University Food Service). Local programs will be notified about the availability of our manual, and will be supplied with abstracts. Copies of the manual will be made available to vocational education and special education instructional departments of the institutions in the local area (e.g., California State University, Long Beach). In addition, the information and manual will be made available to requesting institutions, agencies, or food service industry members. We anticipate that this manual will lead to further study and widespread implementation of program elements within the food service industry and education.

An attempt will be made to solicit coverage of this new resource in appropriate professional journals. Furthermore, the project coordinators will be available to make a presentation on the program at the annual convention of the National Restaurant Association in Los Angeles.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]