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DECISION MAKING IN A NONPROFIT ORGANIZATION:
A CASE STUDY

by

Mary G. Petersen

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of
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School of Food, Hotel and Travel Management
Department of Graduate Studies

M.S. Hospitality-Tourism Management
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Abstract

DECISION MAKING IN A NONPROFIT ORGANIZATION: A CASE STUDY

By Mary G. Petersen

Nonprofit organizations which are guided by volunteer boards generally do not apply business practices to decisions which have long range consequences for their organization or even for the industry they represent.

The purpose of this study was to apply feasibility study guidelines to a decision facing the American Culinary Federation to expand its scope of accrediting activities to include culinary arts programs at the secondary level.

A Task Force was assembled and guided through three meetings using methods of brainstorming, problem stating, analysis, and feedback mechanisms (both internally and externally). The study was concluded prior to final recommendations by the Task Force. However, by studying survey results and having multiple voices participate during its deliberations, the Task Force designed a pilot process based on consumer needs and identified constraints.

ACKNOWLEDGEMENTS

I would like to express my appreciation to the American Culinary Federation who provided the funds for the Task Force to deliberate the question of accreditation of high school culinary arts programs. Carol Kizer, chair of the Task Force, as well as the other members, taught me a great deal about the process of decision making.

Dr. Jim Jacobs had the infinite patience as I worked through bringing a process to life and then attempting to explain what it had entailed. His vision of problem identification and gap analysis helped me tremendously as I directed the activities of the Task Force and then later as I described the methods and attempted to forecast the future.

Additionally I would like to thank Dr. Richard Marecki and Dr. Edward Kelly who both worked hard to keep me on track. Their good humor inspired me to keep this process in balance.

Finally, I feel fortunate to have had the support of my husband Theo who never questioned my reasons for working so hard.

CHAPTER ONE

INTRODUCTION

The American Culinary Federation (ACF) needs to make a decision. Should it expand its current scope of activities to include accreditation of culinary arts programs in the secondary schools across the United States.

Some voices immediately vote Yes! We have achieved the stature of being the benchmark for culinary arts education by sponsoring accreditation of postsecondary programs since 1986. How can we possibly give up that leadership role now?

Some voices say, sure. Go ahead...as long as it doesn't cost any more money or require any more resources. How can it hurt?

Other voices caution against the expansion. Accreditation as currently valued by the membership does not warrant any more drain than it already is to the budget. In fact, maybe we should be looking to not even be in the business of accreditation.

How will this decision be made?

FACT:

1. Accreditation consistently has higher expenses than it does revenue.
2. Accreditation is not widely understood by the typical ACF member.
3. Accreditation is a labor intensive, time consuming activity which has not been linked with any direct or indirect benefit(s) to the member.
4. ACF members who are culinary instructors have been asking for recognition of their programs for years.

5. Additional federal and state dollars are being allocated to vocational programs at the secondary level every year.
6. ACF has been approached by several state supervisors of vocational education who have requested that a national program for not only recognition of their programs be instituted, but also that graduates of the programs would be given some recognition of their skills similar to a certification process. Bottom line: if ACF is not the standards setter, then who is?

The ACF is not unlike other organizations when they are faced with a multi-dimensional problem to solve or decision to make. The final decision may be made by political means, emotional arguments, or purely based on fiscal restraints. It is usually not made based on problem solving processes which follow some type of methodology.

This study will help the reader understand how a process can be put in place in order to help make decisions like the one facing the ACF concerning expansion of an already costly, misunderstood program. The case study will demonstrate the use of a feasibility study on a topic that could have long-range consequences for the organization.

Background

The art and science of culinary arts is now taught in hundreds of postsecondary institutions in the United States--as compared with less than 30 years ago when there were

perhaps only dozens of such programs. Vocational schools, community colleges, and private institutions have all capitalized on the excitement of “chef training.”

If you look at a typical school catalog, you find the program listing between Computer Training and Diesel Mechanics. This is not only attributable to alphabetical fairness, but also, and perhaps more importantly, it is a conflict many have, defining the work performed by chefs as either a profession or occupation. It was only in 1970 that the Dictionary of Occupational Titles changed the listing of chefs from the domestic category to that of a professional.

Postsecondary programs are growing in numbers and stature partially because of an accreditation program sponsored by the American Culinary Federation (ACF). Accreditation of postsecondary programs was a relatively new effort for the Federation. It began with a survey of schools in 1985, set standards and conducted its first visits in 1986. To date there are 119 programs accredited in 81 schools, located in 33 states and representing over 12,000 students. The number of accredited programs is growing at a rate of approximately 10-12 new programs per year.

It seemed natural for the ACF to get involved with ensuring that postsecondary programs met industry standards. Many of the apprenticeship programs which dated back to the 1970's were set up in partnership with schools who, in addition to offering the three-year apprenticeship option, also had a traditional culinary arts program. Postsecondary programs in private institutions and in community colleges are relatively new. There were fewer than 50 before the 1960's and more than 600 as of this writing.

The growth was predictable--as the boomers eat out more (with more disposable income, two parents working, etc.) more restaurants demanded more cooks.

Community colleges quickly realized that in order to serve their community's employment needs, that they would have to put some cook training into their curriculum. They all had kitchens (cafeterias) and all had catering needs that could be met by in-house programs. Additionally, culinary arts became showcase programs for the colleges--getting lots of publicity and generating a great deal of community interest.

Secondary programs have a more difficult history to determine. Certainly their roots were primarily in home economics settings. With the advent of vocational technical centers, more industry-type labs were set up. However, for many years, the cooks training programs were dumping grounds for non-college oriented students, similar to automotive and welding programs.

But again, employment needs coupled with federal funding and direction are changing the focus of secondary programs. If they partner with industry, they are felt to reflect current employment needs. School-to-work programs are emphasizing skills and knowledge so that graduates have choices: continue with their schooling via college or apprenticeship, or go directly into entry-level positions.

With the Goals 2000 legislature signed in 1994, school-to-work initiatives have made vocational training and industry partnerships at the secondary level a priority for the educational community. Funds are filtered through from the federal level to states for the purpose of implementing stronger ties between the training institutions at the secondary level and the employers of these entry-level high school graduates.

The culinary arts programs at high schools have been more and more plentiful. Chefs are hired to teach not only basic skills, but employability skills. Students have more choices than ever: to choose to work during school and continue with their education when they graduate, or to begin their career path with employable skills earlier than ever before.

School-to-work initiatives require industry recognition of their programs as part of the federal funding requirements. Local programs set up advisory committees, however, they vary in terms of quality, interest, and even attendance.

The Problem

Decision making in any organization reflects the thinking of management and usually follows some sort of consistent **process**. This process takes on characteristics of **feasibility analysis** (research and testing), **problem solving** (identification through resolution), or **strategic planning** (visioning, measurement, and feedback).

Nonprofit organizations, like the American Culinary Federation (ACF), do not usually maintain long-term boards (management) nor do they rely on their staff for strategic planning or even problem identification/resolution. What is typical is that often decisions are made reactively, and are usually based on tradition rather than **process**. Nonprofit organizations do not process nor analyze information in a methodical way when they are faced with making a decision.

The ACF is typical of nonprofit organizations which do not use a process in problem solving or decision making. The traditions of many nonprofit are not so different from that of the ACF's.

Even though the American Culinary Federation considers itself an “educational” organization, it struggles with what that means to the individual member. Opinions vary from the need to have tools available in order to teach basic skills to kitchen employees working for the chef (member) all the way to identifying courses, workshops, or demonstrations that keep the member up to date with the latest trends.

The American Culinary Federation, a membership organization representing over 25,000 chefs and cooks in the United States, grew from a mostly social organization to one that focuses on the educational needs of its members. In the beginning of this transition, the needs were determined to be that of providing apprentices who, in addition to working with a “mentoring” chef (and ACF member) would also take academic courses to supplement their learning. As the organization grew, other educational opportunities developed including: certification programs, workshops and seminars, correspondence courses, conferences, and conventions. These were all related to the workplace of the chef and the skills which they needed to keep relevant and up to date.

Should the ACF be an organization that sets educational standards or monitors standards for individuals as well as for other organizations? Should it certify individuals? Should it accredit institutions that teach those individuals?

The American Culinary Federation has operated at various speeds during its history. For example, setting up the apprenticeship and certification programs in the 1970's and the accreditation program in the 1980's were proactive moves within the hospitality profession. The ACF was there first with these programs, which other organizations have tried to copy.

However, the process of improving or changing or even adding to the scope of these programs has proved to be difficult to bring about. Decisions were made in a reactive rather than a proactive manner. "Fix it if necessary and at no cost" became more of the norm when problems occurred. Primarily, decisions for any process improvement, product enhancement, or even a major re-engineering were stalled because too few people were identifying issues at different times and with different solutions proposed. Confusion ruled and decisions stalled.

Therefore, one problem with decision making in member driven, nonprofit organizations relates to the ability of the organization to identify its core business as well as to identify a process for decision making.

The confusion over whether or not the ACFEI Accrediting Commission should expand its operations to include accreditation of secondary culinary arts programs exemplifies the above mentioned issues. Other programs were clamoring for resources within the organization. Some programs, like the apprenticeship program, has obvious defects in its organization. And confusing to the average ACF member is that traditional culinary education (an apprenticeship relationship between "chef" and "apprentice") has

evolved to training being done by the educational community throughout the United States.

In the 1970's, the ACF began putting programs in place with little analysis of their long-term effects nor costs. They did not include feedback mechanisms which would continue to monitor the effectiveness or value of each program. Additionally, once in place, there was no plan or thought for continuous improvement of the programs.

Consequently, the status of their current educational offerings is:

- ◆ an apprenticeship program which continues to decline in both numbers of mentioning member chefs participating as well as successful completers;
- ◆ a certification program which has not grown in numbers nor has had any significant relationships proven to either hiring preferences nor salaries; and
- ◆ a postsecondary accreditation program which is growing at a steady rate, but still leaves most members confused as to its purpose and mission. (It should be added here that the ACFEI Accrediting Commission had put in place several ways for self assessment of its policies, procedures, and standards. This was primarily done in order to meet federal guidelines and to follow “best practices” of other accrediting agencies.)

Apprenticeship and certification programs are understood by most ACF members. They involve the individual member of the federation and involve hands on observable characteristics in their processes. Accreditation is intangible. It is awarded to programs who have been judged to meet standards. The “judgment” process includes self studies, on-site evaluation teams, and the work of a Commission, all of which is not always clearly

understood by the chef in the kitchen or the chef member sitting on the Board of Directors. What is clear is that the program is not anticipated to break even financially in its foreseeable future and becomes, therefore, an ongoing drain to the resources of the organization.

Therefore, when the issue was raised of expanding the scope of the Accrediting Commission to include accrediting the thousands of secondary culinary arts programs, it was not clear whether or not the decision could be made based on both short- and long-term goals of the organization, or on the gut feel of the board members that this would not be fiscally responsible at this time.

Can the ACF afford to expand its scope of accreditation to include recognition of secondary programs in addition to their current postsecondary accreditation? Can they afford not to continue with their role as the organization which sets the benchmark for culinary education in the United States? To address these issues, a feasibility study was requested and consequently funded to determine whether or not the American Culinary Federation should administer an accreditation program at the secondary level.

As suggested above, here are the concise problems this study will address:

- ◆ What is the perceived role of the ACFEI: educating the member and/or setting standards for all levels of culinary education?
- ◆ Is there a need and desire for accreditation of secondary culinary arts programs?
- ◆ Can the ACF/EI afford to expand its accreditation efforts to include programs at the secondary level?

- ◆ What would this accreditation process look like?
- ◆ What process should be used in order to answer the above-listed questions?

The Purpose

This project will demonstrate in a case study the development and application of basic feasibility study principles, and how that application can result in more thorough decisions for nonprofit organizations who do not use such guidelines as part of their normal governance.

A Task Force will be organized to conduct the feasibility study for accreditation of secondary culinary arts programs. Eligibility criteria, policies, procedures, and standards based on existing models as well as on current requirements for government sponsored “skills” programs, will be developed.

This analysis by the ACF may assist not only the ACF but other industry organizations in their determination of the benefits of using feasibility studies and Task Forces to make decisions which will have long term economic impacts.

Additionally, it is projected that a format will be developed in order to guide future teams made up of volunteers in a membership organization and led by staff so that the process of turning ideas into reality or solving problems will be consistent in its approach and reasonable in its expectation.

The Significance

The Task Force should provide a reasonable recommendation at its conclusion as to whether it is economically feasible for the ACF to pursue its role as the benchmarking association for culinary arts education in the United States at all levels. Additionally, by studying other role models; i.e., industry-sponsored accrediting groups as well as potential partnership ties with industry, related organizations, state boards of education, and secondary schools, it should provide some guidelines as to what the scope of influence can reasonably be between industry and education.

The analysis of this process should provide significant guidelines as standard processes and expectations of feasibility studies will be compared and contrasted with the process used by the ACF in its deliberations.

Assumptions

Ideological Assumptions: Since the American Culinary Federation has spent in excess of half a million dollars of its membership's money on setting up a postsecondary accrediting commission for culinary arts, it appears to be safe to assume that they would wish to maintain their position as a leader in culinary arts education.

Given that continuing interest and support, the feasibility study Task Force will be project based; it will be asked to recommend whether or not the members' resources should be spent on this particular project in addition to deciding exactly what are the identifiable goals of the educational department, including the accrediting commission's role in those goals.

It is further assumed that the process of following acceptable guidelines for feasibility studies will be useful for other working groups within the organization and other membership organizations who continually must form committees to determine whether or not an idea or goal is doable.

Procedural Assumptions: Choosing the Task Force membership is an important part of the feasibility process. Its role will be to make a decision or recommendation on whether or not it is feasible for the organization to commit to the proposal of expanding the scope of its accrediting commission. The Task Force will consist of culinary educators (secondary and postsecondary), and industry chefs, and representatives of related hospitality organizations which currently have a relationship with secondary schools.

Finally, this process by which this group operates and finally disposes of its task will be analyzed for effectiveness and presented as a role for similar type organizational feasibility studies.

Scope and Limitations

The case study will provide information on how a problem may be solved or a decision reached by following the guidelines of a feasibility study. The narrative will provide information about the work of the Task Force, its vision, its methodologies, its use of outside materials to supplement the members' knowledge, its analysis of issues, and its preliminary conclusions and recommendations.

One limitation of the use of a Task Force is that, while it may have representatives from each of the stakeholder groups, it may not have :

- ◆ sufficient time in which to evaluate several scenarios
- ◆ diversified enough membership to look at negative aspects of accreditation or high school programs
- ◆ sufficient information about what the expected educational outcomes are for the organization as a whole, or
- ◆ broad enough survey samples in order to conduct a sufficient needs analysis.

Therefore the conclusions drawn by the Task Force may only indicate the need for further study, not whether or not the organization should determine the feasibility of secondary accreditation at this time. Additionally, the use of a feasibility study outline to be used by nonprofit organizations may be modified by situation and desired outcomes, so that a strict process can not be prescribed in all or even most situations where decisions need to be made.

Long Range Consequences

If nonprofit organizations become conscious of the process of decision making, a method of strategic planning may evolve, which would promise a thorough and thoughtful review of all decisions.

With the case study illustrating the use of a feasibility analysis, it is more than likely that the Task Force will recommend some form of approval or accreditation process for the culinary arts programs which are on the rise in secondary schools. It may not look like

the existing accreditation effort; however, it will still require standards setting, some form of evaluation, and ongoing monitoring of compliance to standards.

Traditionally the ACF has been proud of its role as leader in areas of apprenticeship, certification, and even accreditation. However, resources are stretched in order to provide new programs which members are asking for: distance learning, on-line job banks, national promotion of certification, and even textbooks. Therefore, if ACF chooses to implement secondary accreditation guidelines, some other programs will not be funded. If it chooses not to be the standards setter, there are other organizations who will step in to fill this need. ACF will then relinquish its role as the authority on culinary education in the United States.

At the least, by using the process of a feasibility study, with representative participation, data gathering, information sharing and processing, pilot testing its process, and assessing all aspects of secondary accreditation and its impact on the organization, the membership can be assured that reasonable efforts were made to make the best possible decision.

Definition of Terms

Accreditation--nongovernmental, peer evaluation of educational institutions and programs

American Culinary Federation(ACF)--a national federation consisting of 297 chapters located in all 50 states which have as their members cooks, chefs, and bakers

American Culinary Federation Educational Institute (ACFEI)--the education committee of the American Culinary Federation which oversees accreditation, apprenticeship, certification and educational projects

American Culinary Federation Educational Institute Accrediting Commission (ACFEI) Accrediting Commission--the specialized (or programmatic) accreditation of postsecondary programs in culinary arts and foodservice management

Apprenticeship--method of learning a vocation by combining coursework with work experiences supervised by an experienced person in a technical field

Certification--determination of competence usually in a specific skills and knowledge area

Feasibility studies--determination of the ability of a concept being carried out

Goals 2000: Educate America Act--legislation to help create national standards around which education and training programs can be designed

Postsecondary--education following secondary school, normally consisting of 2 or 4 years of study for an associate or baccalaureate degree

SCANS (The Secretary's Commission on Achieving National Skills)--a Commission which was appointed by the Secretary of Labor to determine what skills are needed to survive in the workplace, the acceptable levels of proficiency and the most effective means of measuring these skills

School-to-Work Opportunities Act--an effort to develop a comprehensive national system for promoting the transition of youth from the world of education to the world of work

Secondary Education--education following primary school, normally grades 7-12

Skills Standards--identification of levels needed to successfully perform within an occupational cluster

Specialized/Programmatic Accreditation--applies to programs, departments, or schools that are accredited which are part of an institution

Vocational-Technical--referring to training for a specific vocation requiring technical skills

CHAPTER TWO

LITERATURE REVIEW

Introduction

In looking at how decisions are made in nonprofit organizations, the review of literature was divided between (1) models of decision making and (2) materials to be used in the work of the Task Force as they followed feasibility study guidelines considering secondary accreditation.

Decision making practices were identified as problem stating and problem solving. However, not all decisions are related to “problems.” Feasibility of a project is just as difficult to determine as problem solving without some model of decision making in place. Materials reviewed included manufacturing models whose purpose was to determine “value” as well as systems such as strategic planning, recognizing paradoxes and paradigm shifts that have been utilized by businesses in order to recognize when a decision had to be analyzed.

Non-profit organizations are predominantly led by volunteers, who are experts in their own fields, but not necessarily adept at decision making as part of their responsibilities to a diversified membership. It became apparent, however, that the methodologies available and used by businesses in order to keep current and responsive to their markets were also applicable to membership organizations. Literature from the 1960’s to current publications all stressed similar patterns of problem/issue identification, group input, analysis, and feedback mechanisms.

The Task Force had as its mission to determine whether or not the American Culinary Federation should or should not expand its culinary arts accreditation activities into the secondary schools. Literature pertaining to accreditation, current federal guidelines, and other relevant information was mostly found in searching through filed reports, the Internet, or abstracts of journal articles. Most useful to the Task Force were current materials used by other secondary accrediting commissions, publications from the Educational Foundation of the National Restaurant Association, and results of the survey sent to a sample of secondary programs teaching culinary arts.

However, to begin “with the end in mind,” it was useful to start analyzing decision making by looking at early models which were applied to manufacturing improvements or enhancements.

Value Analysis and Feasibility Studies

Do we perceive the future and create opportunity? L. D. Miles (1961), the creator of “value analysis” in his 1961 book, Techniques of Value Analysis and Engineering, applied the principles of value analysis to identification of unnecessary costs and ways of reducing costs *without compromising quality*. In his book, Value Analysis, W. L. Gage (1967) continues the application of the principles identified by Miles, specifically relating to manufacturing.

Value analysis began as a popular theory in war time when economy was important. How can production be expanded without any loss of quality? Gage (1967) identifies three kinds of value:

- cost value = sum of labor, material and other costs
- use value = properties and qualities that accomplish a use, work, or service
(How can I use it? What is its use?)
- esteem value = properties, features, or attractiveness that cause us to want to own it.

Gage (1967) believed that by assembling a team who could bring multidimensions to the design (or redesign) effort, there would be parallel work done on performance, costs, and expectations (delivery). He outlined twelve steps (problem stating and problem solving) to be followed in determining the value analysis:

Problem Stating:

- What is the goal?
- What would it cost (estimates)?
- What are its components?
- What is its function?
- What levels/varieties might be a part of the current needs? future needs?
- What is the priority function?

Problem Solving:

- What else could it do?
- What would that cost?
- Which alternative(s) show the greatest difference between cost and value?
- Which ideas should be surveyed/piloted/tested?
- What other functions and specifications must we incorporate?

- What do we need to promote our ideas and forestall roadblocks?

Gage (1967) offered that there were several reasons an issue came to the point of generating a value analysis:

- ◆ economics (Can we afford to study the issue or afford not to?)
- ◆ technical considerations (Can a “best” team be assembled?)
- ◆ Human reactions (promotions or obstacles....crises)
- ◆ Market pressure (who wants it, why, at what cost? what do they want from it?)
- ◆ A feasibility study (value analysis) may do no more than indicate pitfalls, justify the method and/or confirm the attitude or desire of those who commissioned the study. It may range from a simple confirmation to an in-depth study.

In general, value analysis and feasibility studies are distinguished by an organized procedure, problem-stating by primary function and problem-solving by brainstorming. Each instance should suit the need and circumstance.

L. D. Miles developed a method which could be applied to various challenges. His strategy was to assemble a cross functional team and plan the problem solving process using a consistent cycle:

1. orientation of those assembled
2. information in order to understand the important factors
3. speculation of any and all possible solutions

4. analysis of these solutions
5. program planning to put the selected solution into practice
6. program execution
7. status summary and conclusion step

The protocol helped standardize the ongoing product or process improvement.

However, note how this plan does not include review, modification, or assessment loops.

Being focused on improving a manufacturing procedure, or designing a part, the “assessment” is conducted by the use of Step 4, “Analysis” where mental models are implemented. Additionally, in the manufacturing examples of value analysis, the team is questioned constantly as to the “value” or “worth” of its efforts. Their assessment was critical to the final decision; however, once that decision had been made, then further evaluation was not built in.

Another technique suggested by Gage (1967) were “T” charts comparing positive and negative features of ideas before they are discarded. A staff or volunteer team should continue looking at this “T” chart until overwhelming evidence convinces them to accept or drop the idea.

Though the above descriptions relate to improving production methods or materials in a manufacturing environment, the process of making decisions or solving problems using a method similar to value analysis often begins with identifying what needs to be done. What should be looked at? Surely not every decision an organization or governing Board needs to be put to the test. Nor does every policy or procedure that is found to be too costly or difficult to execute need a committee to identify its failings. New

ideas and new products are easy to identify as deserving further study. However, current methods or programs would benefit from a cycle of evaluation . As illustrated in this story, an organization may find what it is looking for by shining the light away from the obvious places.

*There is a story about an Irishman who was on his hands and knees
under a lamp-post one dark evening, when a policeman walked up.
Now then, what's going on here?
Sure, Officer, 'tis me half-crown I'm looking for.
Where did you lose it?
I lost it at the crossroads yonder.
Then why are you looking under this lamp-post?
Because there is more light here.*

In the manufacturing setting as identified by both Gage (1967) and Miles (1961) in the 1960's, value analysis identified unnecessary cost and indicated ways of reducing unnecessary costs. Their methods of (1) isolating the problem/function; (2) creating alternative ways of accomplishing the function (with the use of teams); and (3) refining one of these ways into a successful innovation were the foundation of “value circles” which appear to be the forerunner of today's feasibility studies.

Traditionally, a feasibility study is used to determine whether a project is possible given the constraints identified. Given a problem statement, determine quickly, at minimum expense, if the problem can be solved or is worth solving. A feasibility report generally includes:

- system scope and objectives
- rough cost/benefit analysis (and/or needs analysis)

- model of the system
- recommendations

Similar ideas are examined further below.

Scope and Limitations of Feasibility Studies

Models of feasibility studies exist in manufacturing, real estate decisions, educational modeling, government, etc. Types of studies can focus on economic feasibility, be project based, or have a goal of determining outcomes. They can include cost/benefit ratios, development and implementation costs, scenario settings, market forecasts, self-analysis for continuous improvement. They can be process based or purely economically based. They can be used to prove a point--or used on a continuous basis for growth and development.

Feasibility studies can be negative; in which case, their “analysis phase” will be shorter. Ideas are developed to the point where it is determined they do not fulfill the needs of the group; therefore they will not warrant needs analysis, scenarios, or prototypes being developed. . It is important to understand that feasibility studies vary by the project. They will be designed by different people for different reasons, with differing amounts of emphasis and support.

Not every project should become a study. This determination is made either economically (“we can’t afford any more this month/year); politically (the President does not have an interest in that area); emotionally (our constituents are not ready for these changes); realistically (no matter what the results are, we can’t divert that far from our

core business); or deferred until one or more conditions make the study more likely to be supported.

The use of feasibility studies is an important tool to be used by the leadership in an organization. Components of the process can include efforts by management to identify paradigms, institute total quality management practices, encourage scenario thinking and generally put in place routine self-evaluation practices.

However, studying an issue and reaching a decision is not the end of the story. The problem solving system is only as effective as its implementation and its use of feedback mechanisms. Transformation is an important key to achieving goals. In Thinking Strategically by Craig Loehle (1996), “it is not sufficient to proclaim that this is the goal. One must design a transformation that will convert the current organization into the desired one.” In short, the total system must include implementation, evaluation, and continuous improvement.

How do we apply the historically manufacturing based analysis techniques to today’s organizations in their pursuit of best practices? How do we expand the rules which were based on value to include problem solving and decision making methods?

Guidelines for Today’s Needs

A balanced team led by experienced facilitators is essential to the success of any group of decision makers/problem solvers. Additionally, if possible, political agendas should be avoided when team members are selected and the task is assigned so that the final results are not dictated at the beginning.

Guidelines for any feasibility study include (1) determining the reasons for the study; (2) identifying information that the feasibility report will provide; and (3) creating a time line for the study.

The expectations for the analysis or feasibility study should be clearly stated. For example, the report can be used for:

- financing/support of a project
- guidance as to a finished project
- marketing purposes, and
- budget needs

However, as previously stated, feasibility analysis can be expanded beyond projects. They can become a part of the organization's culture as it seeks to continually shine light on ongoing programs.

Feasibility Studies as part of Continuous Improvement

Feasibility studies are analyses which can satisfy diverse interests while meeting the common needs of all participants. "Good anticipation is the result of good strategic exploration"(Barker, 1994). He describes the use of paradigms as a useful way to solve problems. He maintains that problems are not solved right away because we either lack technology or some tool that would allow us to solve the problem. Or, we're not smart enough yet.

Knowing where you (your department, your profession) are on the paradigm curve helps you think about the future and gives you important indicators for anticipating the future. A paradigm shift usually appears while the prevailing system is still working well.

Barker (1994) commented on the choices that an organization can make in regards to:

- Keep your paradigm; change your customer
- Change your paradigm; keep your customer
- Change your paradigm; change your customer

H. R. Wells (1981) published guidelines for an institution to conduct an effective self assessment. His philosophies on assessment are transferable to non-profit organizations making decisions by first and continually setting up a system of self-assessment. Feasibility studies are but one part of his plan for reasonable behavior by both leadership and staff of an organization responsible to its members.

Wells (1981) comments that self- assessment requires both technique and expertise. Often those in the evaluation seats are unclear about how to conduct an effective evaluation program. He felt that there were few models or systems on campus which are used routinely or collaboratively. Similarly, in a nonprofit organization, there is definitely a “if it ain’t broke, don’t fix it” mentality coupled with a yearning to bring yet more programs to the membership. In both cases, college campuses and nonprofit organizations, it appears that evaluation or assessment is a process which is done reluctantly, rarely, and generally when mandated by some outside force.

“So the assessment landscape is complex and discouraging.” (Wells, p. 19)

Decision Making

How do you make a decision? On recommendations from internal sources? on the appeal of a charismatic leader? or random external forces? To continue the comparison between effective assessment strategies on a campus and decision making in a nonprofit organization, Wells (p 21-25) submits these observations:

The primary motivational factor usually determines its effectiveness

1. The chance of success for any new initiative is (a.) the relationship between the goal and goal achievement and (b.) how well the organization functions on an ongoing basis. There must be feedback loops which will provide for ongoing improvement to the design and function. The organization must be healthy enough to withstand adjustments in priorities and yet still maintain a high service level to its members.
2. Critical to the process is the effectiveness of the leader of the organization who knows the organization's strengths and weaknesses and who will be able to effect the sequences necessary for the decision to be successful.
3. The means for assessment and self-improvement must be built in the beginning. Links to the future must be established with timetables and roles assigned.

Some practical suggestions for self-assessment or continuous improvement include:

1. Encourage staff to continually assess the programs and their effectiveness. Suggestions should be solicited on self-improvement.

2. Strategic planning would ensure proactive rather than reactive matters. Study and planning cycles could be established; outside consultant may be used.
3. Set up a process for implementing new programs by using guidelines similar to those in a feasibility study. When appropriate utilize cost/benefit and needs analyses--feasibility studies. Use a system. Train both the organization's leaders and staff so that they are comfortable with these techniques. Most study and planning sessions are not planned at all. Decide what items need a committee, a study, what needs to be external or could be internal; what group skills may need to be supplemented by a consultant. When a team assignment is given, it may be established how individual goals must be subordinated to those of the organization. Of course, those goals have hopefully been set and reviewed continually. Do not set up committees or task forces with no goals, no staff, and no budget.
4. There needs to be an organizational commitment to set agendas, priorities, schedules, roles and tasks. Volunteer members need to feel that their efforts are part of a greater design and that their reports or recommendations are not ignored, but acted on.
5. The means for assessment and self improvement must be built in the beginning. Links to the future must be established with timetables and roles assigned.

It was helpful to start the analysis of problem solving and decision making models with those early manufacturing processes from World War II. The comparison with institutional self assessment was useful as a parallel because of the similarity of a campus organization to closely monitored and independent nonprofit organizations. Finally, by recognizing various methods and tools utilized by organizations involved with strategic analysis and future planning, clear patterns of determining need and utilizing a system consistently were identified.

The purpose of this study is to develop the theory that nonprofit organizations can benefit from using feasibility studies in order to make better, more informed decisions. A Task Force was proposed in order to study the feasibility of expanding ACF's involvement beyond the postsecondary, adult, education market into secondary education. It was also necessary to look at how states were involved with secondary education and setting skills for vocational students. In addition to current policies, a historical viewpoint of high school education shows how long the movement toward skill training and job readiness has been proposed.

Additionally, by studying other secondary accrediting agencies and their response to federal legislation, the job of the ACF Task Force on Accreditation of Secondary Culinary Arts program was enhanced as well as given a sense of urgency. The case study will show how the various stakeholders and members of the Task Force of the proposed secondary accreditation program for culinary arts responded to both the historical as well as the current state of affairs in high school vocational programs.

Information Relating to Accreditation and the Work of the Task Force

Two examples were reviewed of how performance standards were set. The Texas Education Agency in conjunction with the Division of Continuing Education at the University of Texas at Austin published a final report, "Performance Standards for Vocational and Applied Technology Education. (June 30, 1992) This report had two main objectives: (1) to develop performance standards for sequences of vocational courses; and (2) to conduct a feasibility study of these core standards.

The report provided an excellent example of how performance standards were proposed, tested, revised, and then scheduled for ongoing evaluation. Their definition of standards were relevant to the work of the Task Force:

"The standards should be clearly defined, cost efficient, manageable in number, relatively easy to measure, timely, goal oriented, attainable, credible, and focused on product rather than process."

In addition, the report emphasized the importance of good reporting instruments. It was evident that when meaningful data was collected, it was possible to implement a process for continuous improvement of the educational standards.

In another example, "The Effects of Standards on Learning in Automotive Repair Programs" published by the Center on Education and Training for Employment at Ohio State University (1995), compared automotive training programs that had gone through Automotive Service Excellence (ASE) certification and those that had not. In this process, the Task Force concentrated on whether other accrediting agencies had linked

their requirements to the industry sufficiently to prove the worth of the accreditation effort.

The ASE certifies programs that train technicians and certifies the technicians themselves. NATEF is the educational arm of ASE and is responsible for conducting the reviews that determine if programs meet the standards set by ASE. A third party (Ohio State University) was contracted to evaluate the effectiveness of certification of the programs. The University conducted a survey along with interviews in order to determine long term relationships between certification of programs and certification of individuals and what benefits were derived from a program participating in the certification process. They produced a report which found that

- (1) Standards influence learning by ensuring facilities, equipment and instruction are relevant to the workplace
- (2) Industry members serve as peer reviewers
- (3) Standards are clearly stated in terms of knowledge and skills students should acquire
- (4) Students enrolled in a certified program know that their instruction meets industry standards.

The results of the analysis make a strong case that certification improves the learning that takes place in an automotive program.

The High Schools of the Future, 1968-2000

The High School of the Future is a collection of insights by educators in 1968 (Alexander) as to what education would look like in 2000. Many of the concepts

identified at that time reflect what the current educational community (as well as any accrediting commission working within that community) believe and foresee.

- ◆ Values, skills, understandings will be fostered
- ◆ Essential areas of knowledge will be identified
- ◆ A curriculum for survival will be developed
- ◆ Ability to make specialized contributions will be explored
- ◆ Continuity in curriculum will be based on learning relationships
- ◆ Acquisition of individual skills will be encouraged
- ◆ Students will have more responsibility for learning
- ◆ Growth approach to learning will be fostered
- ◆ Induction of youth into adult society will be accelerated
- ◆ Greater student involvement will occur
- ◆ Learning something of value will be emphasized
- ◆ Teachers of the future will use instruction theory based on research
- ◆ Bridging the gap between knowledge and practice will be the goal of education

In 1994, the state of Idaho published its “Schools for 2000 and Beyond” report which identified twelve strategies for improving student performance in elementary and secondary schools. One of these strategies was a transition to performance based training. That is, a process needs to be identified that describes what a student ought to learn, how that information should be applied or used, and then a measurement that indicates the extent that students reached those goals.

Federal Guidelines on Secondary Education

President Clinton signed the Goals 2000 Educate America Act in March 1994. This legislation created a framework that states can adopt to construct reform strategies which incorporate three Goals principles: rigorous academic standards; alignment of curriculum, textbooks, and teacher education; and clear incentives to encourage students to strive to meet high standards.

Three types of national standards are receiving attention: content standards (focusing on curriculum); performance standards (focusing on student work and assessment); and school delivery standards (emphasis on resources and support for schools, teachers and children).

In “Skills, Standards and Entry-Level Work. Elements of a Strategy for Youth Employability Development. Research and Evaluation Report Series, (Keith MacAlluum, 1995), the question of performance standards and their relationship to private-sector entry-level jobs was discussed. Can these skills be developed to the satisfaction of the employment market? Can these skills be assessed, documented, and certified?

School-to-Work Opportunities Act (as part of the Goals 2000 Act) was enacted in order to help build a system connecting school-based and work-based learning in order to help youth make the transition from education to employment. Existing programs such as co-op, work experience, tech-prep, and youth apprenticeship would be used as building blocks to the effort to develop a comprehensive national system for promoting the transition of youth from the world of education to the world of work.

Industry links, such as the one proposed by the American Culinary Federation, are sought after by state agencies who need to verify that their educational programs are meeting the needs of employers, while providing options to students of employment or further education.

Summary

Secondary vocational education is receiving more funding and is enjoying more attention than ever before. States have been empowered by the federal government and encouraged by diverse industry groups to set standards that will give students skills to survive and excel in the workplace.

Culinary education has evolved beyond the home economics classroom. With the proliferation of postsecondary culinary arts programs as well as growth in dining out, there is no longer any doubt that cooking is a profession. Who should set the standards for the education of individuals entering that profession is to be determined. If a private organization takes that responsibility, can it afford to provide that service at an ongoing cost to its membership?

It was apparent from federal guidelines that funding is not available beyond initial grants to determine the skills needed. Even School-to-Work funds are intended to begin, not continually support the education-industry partnerships.

Decision making for any organization requires identifying not only problems, but also opportunities. The use of a SWOT (Internal and External scanning of an organization's strengths, weaknesses, opportunities, and threats) analysis determines

whether or not there are opportunities and not just threats when making decisions which have long term implications.

What follows is a case study of how a nonprofit organization faced with the opportunity to continue its role as the authority on culinary arts education in the United States, but who is also threatened by continuing to finance a program which is largely misunderstood by its membership, has chosen to study the issue of secondary accreditation. By utilizing basic elements of problem solving and feasibility analysis, it is possible to identify a process whereby similar decisions may be made in the future. In addition, by implementing important additions to value analysis; namely, scenarios (or pilots), and feedback mechanisms, the planning process can become a part of the organization's culture.

CHAPTER THREE

ACFEI ACCREDITING COMMISSION-TASK FORCE ON SECONDARY ACCREDITATION: THE CASE STUDY

History

With the advent of School-to-Work moneys flowing from the federal government to vocational programs, it became apparent in the early 1990's that an industry link with schools was expected to reach to the secondary level.

The American Culinary Federation (ACF) had attempted to apply for some of these dollars; it felt that their national apprenticeship program, which had been initially funded by the Department of Labor, was a long-standing "school-to-work" effort--albeit at the postsecondary level. The ACF apprenticeship program had suffered from chapter (volunteer) ownership versus school control and apprenticeship leadership felt that the program would benefit from additional funds which could finance a nationwide support system. It was made clear from the beginning that these designated school-to-work funds would be primarily distributed on the state level and not to national organizations, no matter how noble or necessary their reasons.

It was also clear, though, that the federal government expected schools to prove that their programs were linked to industry standards. It appeared initially that having industry professionals serve on local advisory committees would suffice. But advisory committees often proved to be cumbersome, needing agendas, requiring large numbers for mediocre attendance, and generally becoming vehicles indicating one-way communication

(from the school to the professional). Thus, additional ways of industry verification were investigated. Specialized accrediting agencies became a possibility.

Accrediting agencies have represented specialized professions for many years. The health profession probably led the way for the most areas of specialization; e.g., radiology, psychiatry, etc. Other professions followed--usually with a tie into either professional certification and/or licensing requirements. Architects, dietitians, even massage therapists all prompted accrediting agencies who served the purpose of ensuring that accredited postsecondary programs met "industry" requirements as well as the public's need for consumer protection. Standards were set; measurements were made (program versus standards); accreditation status was determined.

The secondary school vocational programs were generally believed to be feeders to postsecondary vocational programs. Skills standards research, also funded by the Goals 2000 legislation, implied that secondary graduates should have (1) entry-level skills for employment and (2) skill courses which would articulate into community college/licensing programs, as applicable. Early pioneers in this area were cosmetology, automotive, and building trades. More recently electronics and printing joined in the efforts to determine skills standards. Automotive certification was directly supported by industry. Electronics and printing came as a result of skills standards research and have been supported by their related industry associations, with the partnership of schools.

Many aspects of secondary culinary arts/foodservice education pointed to a need for accreditation. Chefs were now employed in greater numbers than home economics teachers. Schools needed to prove an ongoing relationship and validation of their program

by linking with the industry via professional chefs, testing and certification. Schools realized that there was a need to develop a curriculum that could provide entry-level employment as well as one that would be acceptable to postsecondary programs should the student choose to continue his studies.

Feasibility Study

At the July 1996 American Culinary Federation convention, a request was approved for the funding of a feasibility study to determine whether or not the ACF should sponsor an accrediting commission for culinary arts/foodservice programs at the secondary level. The funding would include 3-4 meetings of a Task Force as well as a limited number of pilot studies. The Task Force would make a recommendation to the Board of Directors as to whether or not the project would continue

The ACF had for many years used a committee structure to study ideas which would require policy changes and/or major funding requirements. It appeared that this was their first attempt to use a thorough analysis to decide a differing course of action for the organization. The Task Force direction was left to the Director of the ACFEI Accrediting Commission who was not given any guidelines, political or otherwise. While it is important to note that this was an important step in utilizing strategic planning; it should be emphasized that the use of a feasibility study most likely did not reflect any change in management or organizational philosophy, but more a disinterest in what name was being used for what would still be considered “committee’s” work. There was no commitment to specify outcomes coming from the Task Force’s efforts, nor any parameters defined as to how feasibility studies could or should be used for future

decisions. Therefore, the function of the Task Force was that of an ad hoc committee as far as the Board of Directors was concerned.

Benefits of this form of study

Even though the Board chose not to analyze their reasons for funding a feasibility study, it is important here to note that the use of such studies could be an important step in the development of an association's culture. Membership organizations thrive because of volunteers who have a strong commitment to their profession and who wish to see improvements and advancements in members' careers as a result of opportunities within the organization.

Based on numerous member surveys, it appears that education is the number one reason for membership in industry related organizations. Technical workshops, conferences, seminars, conventions--all provide opportunities for networking, learning, and generally keeping up to speed with industry's requirements for skills and knowledge. At the minimum, local chapter meetings and a monthly magazine provide these benefits at a minimal cost.

Therefore, any membership money spent on a local or national level is generally viewed in the light of how it can advance an individual's knowledge and skills. This is why sponsorship is so popular. Should a vendor (for example, Tyson's Foods) put on a series of menu planning workshops, they are positioned in the member's eyes as being owed a favor. That favor manifests in large volumes of purchasing decisions.

In addition to education, members of most organizations are service oriented. They participate in numerous charitable events to enable the public to recognize their

professional status. This appears to be true for local service clubs or national organizations, like the ACF.

Using an analysis technique, a Board can position themselves more effectively--showing concerns for industry and membership partners--while remaining faithful to their fiduciary responsibilities and educational mission.

By conducting a SWOT analysis, it may be helpful to identify the ACF environment and culture which will affect the work of the Task Force as they attempt the feasibility study on secondary accreditation.

Strengths and Opportunities

Becoming a leader in the traditional educational community is a relatively new approach for the ACF. When ACF took on the role of an accrediting commission in 1986, it was proclaiming that it could support an effort which would eventually benefit both the individual chef as well as society. These benefits were always difficult to observe in tangible terms or in the short run.

While comfortable with the role of the “authority on food in America,” becoming the recognized authority in culinary arts education was a new concept. Most members, particularly in 1986, had not graduated from a culinary arts school or program. Most had apprenticed under a chef, often European, and had taken technical courses later in their career. Postsecondary programs were thought to be management oriented with too few hands-on experiences.

The higher education community, accelerating program changes in the 1980’s and 1990’s raced to catch up with vocational programs and college transfer programs to a

lessor degree. While some community colleges had a long history of training for jobs, others had assumed that some professions just did not require any formal education. But the job market far outstripped the supply of trained, qualified entry-level hospitality employees and community colleges, private schools, and vocational schools quickly put cook/chef training on their campuses.

A phenomenal case in point is Johnson & Wales University. Merely 15 years ago, its emphasis was that of a business, computer, and travel/tourism school. Today it claims to be the largest hospitality trainer in the world awarding certificate programs up to master's degrees. Since this is a private school, it must be assumed that a careful market analysis was accomplished to prove the need for trained personnel as well as the market demand for alternatives to traditional, long-term on-the-job training.

However, to the ACF's credit, it created and continued to fund an accrediting commission that would recognize postsecondary programs that met the ACF's standards. Accreditation is vaguely understood as an educational process; but often confused with the concept of "certification" and "approval." Because of its profile (yearly deficit), it is tolerated as a nice to do, but expensive.

For the organization to consider expanding its scope to accrediting secondary schools was an extraordinary move. To receive the funding for a feasibility study was as out of the ordinary. The opportunity was extended albeit its premise being yet another case of further deficit spending.

Political and Organizational Strategy

The ACF Board of Directors is made up of individuals elected by and representing the four regions of the United States. As a group, they have attempted to plan for projects that have significance for all of their members and that can either be self supporting or maintained with corporate support. Examples of this would be insurance coverage (self supporting) and annual conventions (sponsor supported). However, often individual Board members have a specific project in mind. This may be an idea that will benefit everyone and won't cost the organization anything. For example, if a major employer, like Marriott Corporation, is willing to declare that hiring preference will be given to certified chefs, this raises the value of certification. On the other hand, they may be searching for an issue that will boost membership recognition--e.g., the philanthropy which is evident by the work of the Chef and Child Foundation or winning gold medals at the Culinary Olympics

The organizational structure can be profiled as follows:

- During each national election, education is held to be the most important goal for the incoming president. Many projects are proposed; none currently in operation are analyzed for continuing effectiveness.
- Each executive director is rewarded on membership growth; each staff member is expected to implement the new ideas while balancing existing projects, with no additional staff or budget.

- No public relations money is spent with a strategy in mind. More time is spent on fielding individual member's problems than is used to analyze issues or plan for the future.
- Budgets are moving targets; often with instructions to either stop all spending or have all spending approved line by line so as to effectively create bottlenecks to progress.
- Transformations have been effected without overall goal setting, nor communication with staff or members. Status quo is rewarded; service management is often ignored; and simple policies and procedures are often changed arbitrarily.

Weaknesses and Threats

The ACF was founded and operates as a federation. Therefore, control is decentralized and held by the individual chapters. Because policies and procedures of the organization have been handled by extensive and frequent by-law changes and member control of finances (mandating chapter approval of any expenditure over \$25,000), the Board of Directors has been unable to act in a prompt manner as issues have arisen.

Programs like certification of chefs is being challenged by other, more centralized hospitality organizations (the National Restaurant Association, the American Hotel/Motel Association, the Club Managers Association).

Another magazine, Chef, has challenged the National Culinary Review (the ACF's monthly magazine) and offers a competing, well attended convention each year. Many individuals have reported enjoying these meetings more because they do not have long

business sessions; instead there are many interesting educational seminars with big name chefs in attendance.

The Educational Foundation of the National Restaurant Association (NRA) has formed important relationships with both secondary and postsecondary schools by providing educational materials--books, teachers' guides, testing services. They reward participants with certificates of completion and they provide "ready to go" curriculum for programs who cannot afford specialists in each area of instruction.

Finally, the former crown jewel of the federation, Team USA, has fallen in disarray. Team USA was a co-sponsored team of culinarians that competed successfully every four years in Germany at the Culinary Olympics. Internal ACF and NRA politics has made the team weaker in the eyes of many members.

The Task Force members who were chosen were generally involved with the ACF as either members or affiliate organizations. While the focus of the feasibility study was to determine whether or not accreditation should be broadened in scope and sponsored by the ACF, it was apparent that the group's understanding of the internal and external forces affecting the ACF would play a part in their decision making efforts. Therefore, choosing Task Force members who could act in the best interests of the organization in the future was also determined by their current roles and interests.

The Task Force Membership

It was determined that the Task Force would consist of identified stakeholders: educators from both secondary and postsecondary schools; industry chefs (employers);

related hospitality organizations; and staff members from the education department and the accrediting commission of the ACF.

The secondary schools were represented by three individuals, Cheryl Parsell, Margaret Metz, and Paul Amaral. Each is a long-time member of the ACF and each had repeatedly been questioning why the ACF did not have a vehicle for recognition of their programs.

Carol Kizer, a registered dietitian and certified culinary educator, chaired the Task Force. Carol had extensive experience working with the ACFEI Accrediting Commission as well as local secondary schools.

Ron Wolf, certified chef d’cuisine and certified culinary educator, was coordinator of a postsecondary culinary arts program at a technical college. Prior to going into education, Ron had been an industry chef for many years.

There were two industry chefs represented on the Task Force: Stephen Jacks, CEC, from Marriott Hotels; and Carl Huckaby, CEC, from Indianapolis. Mr. Jacks had no prior knowledge of the accreditation program currently being run; Mr. Huckaby had limited knowledge, but had served on an evaluation team for accreditation. Mr. Jacks had been trained in Europe; Mr. Huckaby had not attended any formal culinary arts training, but was very active in the ACF on the local and national level.

It was important to interact with related hospitality organizations, particularly two that had been very active and had a definite presence in the secondary schools. Suzanne Morrison from the Educational Foundation of the National Restaurant Association was in charge of the materials, ProStart, sold by the association to fulfill school-to-work

program needs at the secondary level. Richard Grausman, founder of Career Through Culinary Arts Program (C-CAP), established a program in several cities which both trained high school teachers in culinary arts skills and provided scholarships for inner-city students who had no other means of attending postsecondary culinary programs. Finally, the directors of the ACF education department and accrediting commission acted as facilitators and organizers of the Task Force. They had no experience in the secondary schools; however the commission director had set up the program for postsecondary accreditation for the ACF.

The Use of a Feasibility Study

How can the use of a basic business strategy--a feasibility study--help a national organization maintain its strength and offer value to its members while planning for its future?

The accreditation of secondary culinary arts programs is a small piece of the puzzle named the American Culinary Federation. However, it may be the key to the reorganization of the educational offerings of the organization--that being its core competence and objectives.

The basic premise of a feasibility study is: given a problem statement, determine if the problem can be solved or is worth solving. Components of any study may include:

- the system's scope and objectives (including its constraints or gaps)
- proposal
- a cost/benefit analysis
- a prototype or model

- evaluation or feedback
- alternatives
- recommendations

The First Meeting/Organization and Purpose

The Task Force had its first meeting on the week-end of September 27-28, 1996, in Washington, DC. Members had been sent a letter explaining the function of the Task Force as well as a notebook which had materials for their review.

The materials were: an introduction to the topic; ACFEI Accrediting Commission policies, procedures, and standards; ACFEI accrediting commission “required knowledge and competencies;” information on School-to-Work; a brochure describing the automotive certification program; and a sample survey instrument for their review.

The format for this meeting was followed by the January and April 1997 meetings; namely, that the members flew in on Friday morning, met for the afternoon, reconvened on Saturday morning for a full day together, and left for home on Sunday morning. By scheduling this way, the costs of the meetings were more reasonable because of the Saturday night stayover fares; and Task Force members did not forfeit their entire week-ends with family members.

The first meeting began with introductions by individual participants. Since no single person in the room knew all of the other participants, it was useful to use a common set of questions to help everyone hear not only a person’s name and place of employment, but also why they had been asked to serve on the committee.

The facilitator of the meeting was the accrediting commission director. She outlined the job of the Task Force by means of a process chart which was drawn on a poster board. The outline was one that could be used as a “problem solving” model.

1. Describe the need.
2. Define goals and criteria.
3. Identify constraints.
4. Generate alternatives.
5. Evaluate alternatives.
6. Select best overall solution.
7. Follow up.

It is apparent that this method could also be diagrammed as a classic total quality management (TQM) model, complete with comparing the “is” with the “ought” conditions, identifying gaps, setting up models (scenarios), evaluating, modifying, and generally following a process of continuous improvement.

The Task Force was assured that not all of these steps would be accomplished in a single meeting. The goal would be to have a recommendation to the Board of Directors within a year of this meeting. Alternative models, and their testing, may extend that time.

Brainstorming Session

It was determined that when individuals with multiple perspectives start the process of problem solving, it is useful to express those differing beliefs to sense the variety of interpretations present and move to a common understanding. Brainstorming is

an effective technique because it ensures that everyone speaks and that all ideas--no matter how small or large--are expressed and given their opportunity.

The first brainstorming topic was to discuss the ACF's role in education. As would be expected, the group had a variety of opinions about the ACF's function. Some ideas were based on what the organization should (but isn't) doing. Some were describing what was actually being accomplished. Others expressed hopes and wishes for common goals to be shared by everyone in the organization and not just recognized by the educators. The following concepts were expressed and summarized by the group after discussing similarities:

The role of the ACF in education is to:

- ▶ Determine skills/knowledge needed for all levels of culinary arts (national standards for curriculum, facilities, faculty and student services) as determined and monitored by industry professionals.
- ▶ Provide guidance and professional development for culinary arts instructors.
- ▶ Market the need for education and training in the profession to: corporations, the public, the educational community, employers, ACF members, students of all ages.
- ▶ Act as a liaison (clearinghouse) between industry, educational institutions and professional organization.
- ▶ Facilitate mentoring and networking opportunities within the ACF chapters and externally to the profession.

- ▶ Provide continuing education to chef members.
- ▶ Provide scholarships for culinary arts education.
- ▶ Encourage ACF membership with the educational community to promote industry links.

It was apparent that standards setting, standards evaluating, individual and institutional recognition, and communication among various publics were the main points.

Accreditation was then discussed using the same brainstorming techniques. Some members knew very little about accreditation. However, they had valuable insights as to perceptions both within and outside the organization. Again, the concepts expressed were agreed upon in these summary statements:

- ◆ Accreditation is perceived to be costly, labor intensive, and a cause for debate among members of the sponsoring organization. There is a lack of understanding by all of the stakeholders (members, students, the public) as to the process of accreditation. The terminology is often confused with certification and approval. Accreditation also needs to be flexible in order to recognize a diversity in educational program designs.
- ◆ There are many marketing opportunities available as a by-product of accreditation: ACF membership, ACFEI certification; continuing education programs for instructors and graduates, industry recognition of ACF's benchmarking of culinary arts education. In addition, schools use accreditation as a recruitment tool and to document accountability to consumers.

- ◆ Accreditation means setting quality standards for culinary arts education and monitoring those standards in order to keep them current with industry.
- ◆ Faculty members who participate in accreditation are more aware of industry needs and their own needs for ongoing professional development in both teaching and technical skills.
- ◆ Accreditation can provide the vehicle for critical and impartial review both internally (while completing the Self-Study) and externally (while hosting the evaluation team on-site). Positive changes can occur in facilities, faculty, curriculum, and student services as a result of the process.

Finally, the group dealt with their perceptions having to do with **high school culinary arts programs**. Their expressions of belief and concerns were:

- ◆ Quality varies program to program, state to state, instructor to instructor. Chaos exists. May have crowded classes. Misunderstood by administration and parents and guidance counselors concerning the scope of the profession and the need for educational preparation. Inadequate funding for facilities and other resources. Can be a dumping ground for weaker students.
- ◆ Nurturing environment. Student outcomes include social skills and worth ethics. Opportunities for non-college bound students. Often exposure to first variety of real food. Teaches teamwork and leadership skills, exposes

students to diversity in a structured work environment and gives them responsibilities.

- ◆ Graduates are often better than entry level and have a good attitude towards work. The local job market benefits greatly from their preparation. They are prepared for their first jobs and make excellent recruits for the local chef's association. Colleges with culinary arts degree programs can often offer them advanced placement.
- ◆ Instructors are eager for industry training though often have superior teaching skills. They would like to have the industry, their administration and higher education give them more respect for what they are doing. They are sometimes facing job insecurity because of dwindling numbers of students.
- ◆ It was agreed that the culinary arts programs were in a developmental state and that there is a golden opportunity for schools to come into their own with industry and professional credibility.

At this point, the group felt that it would be helpful to identify all of the possible influences on a culinary arts program at the secondary level. If the ACF were to establish an accrediting commission, it was sounding as if some programs would not be able to handle the burden of another organization, or more regulations. In order to illustrate the problem, a diagram was drawn with the high school in the middle. (See Figure 1) Surrounding it was all the possible programs, standards, regulations, and alternatives just available to secondary culinary arts programs and just known by the participants around

HIGH SCHOOLS

C-CAP

SFM

SCHOOL-TO-WORK

AHMA

ACF STEP/YOUTH APPRENTICESHIP

ACADEMY OF HOSP/TOURISM/AMX

TECH-PREP

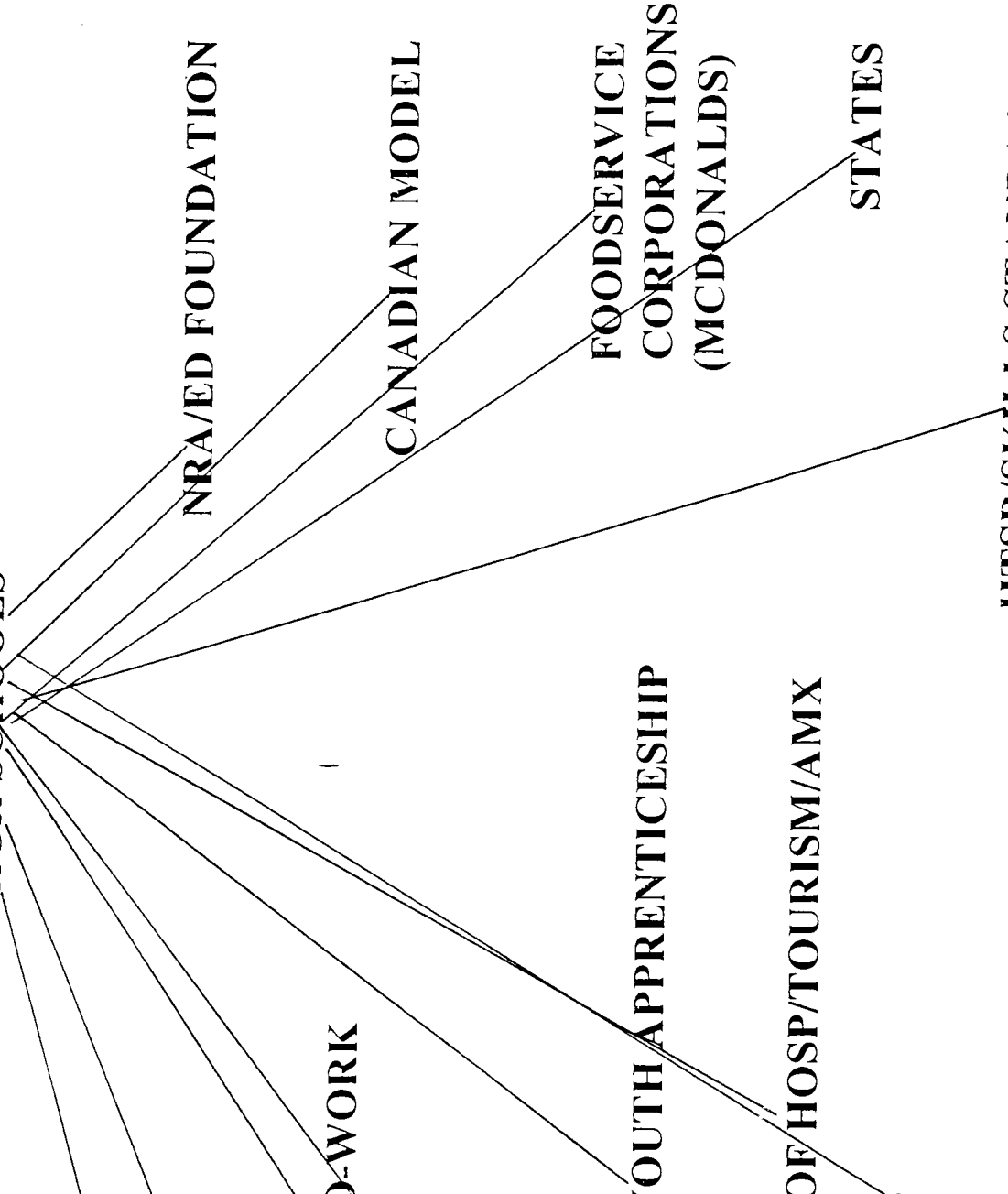
NRA/ED FOUNDATION

CANADIAN MODEL

**FOODSERVICE
CORPORATIONS
(MCDONALDS)**

STATES

IITSB/SKILLS STANDARDS



the table. It was clear that for the ACF to establish yet another program for the schools to deal with, it would need to establish itself as providing value to those who participated in its process

Task Force members summarized their perceptions about accreditation and high school culinary arts programs. They coupled this with their views about the ACF's role in education was. A picture of what might be needed was developed. They concluded an answer to: **What problem, need or opportunity are we addressing?** The needs identified were the inconsistency in quality of culinary arts programs, the misunderstanding of the culinary arts profession and lack of knowledge of the number of available jobs by the public; the diversity of student populations to be served; and the critical case of a lack of funding and understanding of the culinary program's goals by school officials.

Given these problems, needs or opportunities, what goals did we see?

The goals of setting standards, monitoring standards and developing mentoring opportunities were derived from the meeting. These goals appeared to address the above identified needs.

The Task Force members felt that by investigating the opportunities for expanding ACF's role in education to include accrediting the programs at secondary, it would be possible to:

- ◆ Create a common denominator, allowing students to begin their studies with industry standards which would prevail in the workplace or further in their educational pursuits.

- ◆ Educate the stakeholders by creating a foundation of skills that were recognized by educators as well as industry.
- ◆ Join in partnership with ongoing efforts so that no one organization was reinventing the wheel or duplicating efforts.
- ◆ Create consistency by measuring outcomes.
- ◆ Educate the secondary market nationwide as to the benefits of partnering with industry.

The Task Force determined that if opportunities were available for improving the educational process, for including the industry , and for developing standards which would be transportable and certifiable, that certain goals could be set as appealing to the membership of the ACF as well as to the educational community. These goals would need to be established as driving forces in the development of the accreditation process. Without these guidelines, the findings of the Task Force would remain theoretical.

An “ideal” scenario concerning accreditation (or approval) of a secondary culinary arts programs, would incorporate the following criteria as parameters:

1. Set up relationship with local ACF chapters and ACFEI (postsecondary) accredited programs.
2. Set and maintain Standards that are attainable and linked to industry.
3. Keep the process affordable.
4. Provide opportunities for further education and/or employment.
5. Encourage professionalism and employability skills.
6. Maintain that application is voluntary.

7. Promote the concept that the process will improve the hospitality profession and be visible to them.

However, the Task Force realized that based on the earlier brainstorming comments and on their own knowledge of the ACF as well as the school environments, that they needed to face and plan for the obstacles which either exist or will be introduced. Therefore, they spent time identifying what were the real or perceived threats to the concept of secondary culinary arts accreditation?

What constraints to this process were identified?

1. Cost to the high school could be prohibitive.
2. Evaluators must be identified and trained; currently there are none.
3. Not always geographically feasible to use local chefs as part of the evaluation effort.
4. Diversity of student population and mission of the program may not match with industry's goals.
5. One size, one curriculum won't necessarily fit all secondary programs teaching culinary arts.
6. Ongoing expense to ACF (staff, overhead, etc.) may be intolerable.
7. Hospitality profession may undervalue accreditation .

It was determined that a needs analysis survey be sent to as many secondary culinary arts programs as could be identified within the next month. This survey would help to create a picture of programs, funding sources, faculty qualifications, as well as ask schools to comment on the concept and value of accreditation. (Survey, Appendix 1)

The next meeting of the Task Force was set for the week-end of January 4, 1997, in Washington, DC. At that meeting the result of the survey would be discussed and other models will be looked at to see what possible alternatives might be equally or more cost effective and usable given the needs and constraints identified.

Survey

In the interim between meetings, twelve states were chosen to survey. There were 441 surveys sent to schools which were identified having culinary arts programs. The states chosen represented the four regions of the country.

Region	Number Sent
<i>Northeast</i>	
Massachusetts	35
New Jersey	47
Ohio	89
Vermont	11
<i>Southeast</i>	
Florida	53
Virginia	61
<i>Central</i>	
Louisiana	7
Michigan	71
Missouri	25
Texas	15
<i>Western</i>	
Oklahoma	24
New Mexico	3
<i>Total</i>	441

January 3-4, 1997

At the second meeting of the Secondary Accreditation Task Force, the first item on the agenda was to review the results of the Survey. There was a 21 percent return. (Survey Results, Appendix 2)) The consensus was that the average program size, among the respondents, was under 50 students, with 1-2 instructors. Most programs are offered in commercial kitchens. The majority are either involved with articulation agreements or in the process of developing them. Nearly all supported the concept of national standards citing the need for industry to link with education and help students gain respect, articulate with postsecondary programs, and be mentored by industry people who have set entry-level skills to be achieved. Funding was an issue for approximately half of the respondents; however, many schools are already involved with accreditation from other professional trade associations: welding, automotive, printing, electronics, cosmetology, etc.

The group decided that the survey respondents reinforced the goals of accreditation of secondary programs in culinary arts/foodservice:

1. To facilitate articulation agreements for those students who wish to go on for higher education; and
2. to provide for basic job readiness for those students who wish or need to enter the job market immediately.

Benefits of accreditation were identified for students, educators, and the industry. It was also decided that the term “secondary accreditation” would be the terminology used in conjunction with the design of this new process. The debate had centered around the

concerns of confusing the participants by using the same term as used with postsecondary programs or developing a new term (approval, recognition, certification). It was definitely felt that ACFEI accreditation had developed a name known by the educational community.

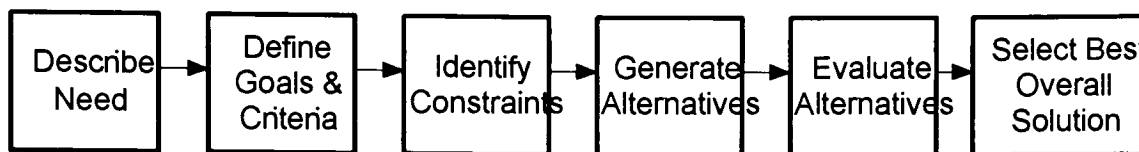
The survey was reviewed for comments and contradictions. Comments were predominantly positive asking for national standards and recognition. However, even though many, if not most, of the schools cited other accrediting agencies as a presence in their schools, there was confusion on the behalf of the instructors who had completed the survey whether or not dollars would be available for accreditation of their programs.

Feasibility Study/Task Force Time Line

The time line for this study was reviewed:

September 1996	Task Force meets to determine the goals of the industry (as represented by ACF) as they relate to the mission of accreditation and the needs of high school programs. An ideal scenario is described along with a description of possible constraints. A survey was designed to use as a same “needs analysis.”
January 1997	Discuss alter- native structures of the accreditation process (using models). Evaluate alternatives; begin work on eligibility criteria curriculum content, and outline administrative issues. At all times, costs and possible negative consequences are to be considered. A budget will be discussed as well as possible partnerships with other hospitality organizations..
April 1997	Task Force meets to complete outline of process and requirements. Additional research will be examined on administrative specifics (from other models). Decisions will be made to identify up to 4 pilot programs to go through the accreditation process.
Fall 1997	Visit four secondary schools in the initial pilot programs.
December 1997	Plan a follow up meeting to evaluate the results of the visits and to make a final recommendation to the ACFEI Board of Trustees and to the ACF Board of Directors.

A review of the feasibility process was made with the group.



As reviewed, the first meeting dealt with identifying needs; defining goals & criteria; and recognizing constraints. It was appropriate for the group to spend time at the first meeting as well as at following meetings to continue to identify alternatives to accomplish the goals of standards setting, monitoring, as well as developing mentoring opportunities.

Three alternatives were then discussed by the Task Force concerning the “process”.

1. Should secondary accreditation duplicate current postsecondary accreditation process?
2. Should it duplicate current postsecondary accreditation process with some modifications?
3. Should it be designed as a totally new process?

Discussion followed with these questions being applied to each scenario:

1. Which solution (or process being identified) deals with the needs identified?

2. Which solution is the easiest to introduce, implement, maintain? (with both current and projected resources)
3. Which solution increases work in the system the least? the most?
4. What are the possible negative consequences, disadvantages, or other weaknesses of each alternative? What would make each alternative misunderstood? How can this be minimized?

The Task Force members agreed that the second scenario was at this point the most desirable. By making certain modifications, the procedures as currently practiced (creating a Self Study and conducting on-site visits) were most desirable. Reasons cited were that both the education community and the ACF members were familiar with the accreditation process that had been in effect since 1986 and that the goals listed in the September Task Force meeting notes as being the ideal scenario for secondary accreditation were being addressed; namely,

1. Relationships should be developed with local ACF chapters and with ACFEI postsecondary accredited programs,
2. Standards should be set that are attainable and linked to industry,
3. The process must be affordable;
4. The process should provide opportunities for further education and/or employment;
5. The process should encourage professionalism and employability skills;
6. The process must be voluntary; and

7. The process must strive to improve the hospitality profession and be visible to the industry.

The Task Force saw that the current postsecondary accreditation and a proposed secondary accreditation goals would be similar. However, it would be important to keep the previously identified constraints in mind while the sub committee worked to further define the process.

Three subcommittees worked on the issues of eligibility requirements, curriculum, and administrative issues (accreditation process). Materials available to all groups were: completed surveys (91); materials sent in by programs describing their curriculum; other state curriculum guidelines; and policies and procedures of three industry-related accrediting agencies (automotive, electronics, and printing).

Reports from subcommittees

The first subcommittee reported on a proposed set of **Eligibility requirements**. These requirements would be the basis for application for accreditation by the secondary culinary arts programs.

(1) The major objective of the program should be to develop student competence in order to obtain entry level culinary positions in food service.

(2) The program should be offered at an institution which is legally authorized under applicable state law to provide secondary education.

(3) The program should be designed as a minimum of 2 years of study which includes hands-on and basic culinary/foodservice classroom instruction of 700 contact

hours, with at least 250 hours of actual classroom instruction (lecture), Laboratory instruction and general studies would make up the remainder of the required contact time. If work-based learning is included, this may be counted on a ratio of 10 hrs of work = 1 contact hour, as long as the work experience is supervised and is proven to meet the objectives of the course.

(4) Program must include knowledge, skills and attitudes as outlined in required core curriculum.

(5) Kitchen/lab experience must be in facilities considered industry standard; i.e., commercial foodservice equipment.

(6) Faculty meet all criteria established by the state or area governing board. Lab faculty are professionally qualified in the areas for which they are responsible with no less than 2 years of industry experience at the supervisory level. The lead instructor must have credentials which allow for effective direction of the program including a minimum of an associate degree or its international equivalent.

(7) Program shall have been in continuous existence for a minimum of two years and have graduated a sufficient number of graduates in order to judge its educational effectiveness.

(8) There is a program for assessment of the educational success of the program, such as graduate statistics, advisory committee participation, employer surveys, state reviews, etc.

Core curriculum

A second committee used the postsecondary required knowledge and competencies required by the ACFEI and state curriculum guidelines to come up with a proposed **Core Curriculum** . These requirements which would equal a minimum of 250 contact hours were identified in the following areas:

(1) **Baking:** terms; equipment; identification of ingredients; scaling and measurement techniques; applying math skills to recipe conversions; properties and functions of ingredients; preparing yeast products; quickbreads; pies/tarts; cookies; cakes; simple desserts; use of mixes.

(2) **Math Skills:** perform basic math functions; calculate food, beverage, and cost percentages; demonstrate yield adjustments, recipe costing; determine selling prices; and discuss preparation of guest checks.

(3) **Dining Room Service:** discuss banquets, buffets, catering; describe functions of dining service; demonstrate techniques of guest service and customer relations; explain inter-relationships and work flow between back and front of the house.

(4) **Food Preparation:** includes knife skills; recipes; utensils, pots/pans; weights/measures; herbs, spices, oils, vinegars; meats, seafood, poultry; stocks, soups, sauces; fruits, vegetables, starches; salads, dressings, marinades; sandwiches; breakfast foods; food presentation; convenience foods.

(5) **Human Relations:** communication skills; decision-making, problem solving; and personal inter-relationships skills (teamwork).

(6) Intro to the Hospitality/Foodservice Industry: define hospitality; trace growth and development of industry; describe various cuisines; identify professional organizations; evaluate career opportunities; discuss industry trends; discuss/evaluate industry trade periodicals.

(7) Nutrition: USDA Food Pyramid; dietary guidelines; recipe adaptation; evaluation of personal diets; primary functions and sources of major vitamins/minerals; discuss/demonstrate cooking techniques and storage principles for maximum retention of nutrients; discuss alternative diets.

(8) Sanitation: All requirements of current competencies to total 30 hours.

(9) Employability Skills: interaction with guests; teamwork; read, write, interpret reports; customer or team conflict resolution; oral presentations and role playing; job applications and interviewing skills.

The third committee spent a great deal of time looking at the comparison of three other secondary accrediting agencies--how they operated the process. Immediate differences from the current ACFEI process were noted.

- ◆ Costs can be minimized by utilizing an Evaluation Team Leader (ETL) and paying an honorarium which the school would pay as part of its application fee.
- ◆ Evaluators would be local where possible and use of ACF chapter members would be encouraged.
- ◆ There would be no commission meetings (as are currently the case).
Rather, the ETL would determine whether or not a program was in

compliance. A Commission could be used as an appeal board or assembled on an as needed basis for policy revision, etc.

- ◆ Revenue would consist of administrative charges, application fees, the possible selling of the standards as a separate packet, and the selling of videos and/or charge for workshops. The concept was to keep the fees in line with other accrediting agencies who have been dealing with the secondary schools. It appears that it is necessary to keep expenses under \$1,000 for the school to participate. (Current fees for postsecondary programs are approximately \$2,000- \$3,000 for application and evaluation fees)

The Administrative process was proposed:

WHAT

WHO

Free brochure outlining accred. process	Office
Evaluator Team Leaders (ETL) trained	Office
Request for Standards/Application Packet	School
Application materials sent	Office
Attend a "how to" workshop/purchase video	School
Self Evaluation sent in for review	School to office
Review to determine readiness	Office
ETL assigned	Office
Team chosen	Office/ETL
On Site Visit and Report	ETL/Team
Notification of results	ETL to office to school
Determination of status	Office
Appeals (if necessary)	Commission/Committee

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In Conclusion:

- ◆ The recommendation of the Task Force is to continue with its design work of the secondary accreditation process with a meeting on April 5 or 6, 1997 to coincide with the Northeast Regional Meeting in Cherry Hill, New Jersey.
- ◆ Pilot schools should be identified to see if they would be willing to go through the process in the Fall of 1997 with the caveat that they would not receive final guidelines until late April or mid-May 1977.
- ◆ The ACFEI Accrediting Commission Director needs to check with the Commission on Recognition of Postsecondary Accreditation (CORPA) guidelines to see if there are any conflicts with the ACFEI Accrediting Commission's recognition if the function of secondary accreditation is taken on.
- ◆ The ACFEI Accrediting Commission Director needs to see if additional information can be gathered from the secondary accrediting agencies concerning their processes including self evaluation forms, team report forms, budget, etc.
- ◆ There may be a need to start circulating by mail or phone contact the concept of secondary culinary arts accreditation to state curriculum supervisors or even administrators at schools.
- ◆ The National Restaurant Association (NRA) representative will locate curriculum designed as part of Workforce 2000 and SCANS (The

Secretary's Commission on Achieving National Skills)to help guide the final core curriculum decisions.

- ◆ Corporate sponsorship and/or hospitality association alliances will continue to be explored by all members of the Task Force.
- ◆ The Director of Education for ACF will work on a preliminary budget for secondary accreditation.

Overview of the Third Task Force Meeting, April 4-5, 1997

There were four goals of the third meeting of the secondary accreditation task force:

- ◆ finish development of its eligibility criteria for accreditation
- ◆ further development of the core curriculum requirements
- ◆ identify pilot schools for fall 1997
- ◆ meet jointly with the ACF National Apprenticeship Committee to investigate common areas of interest and to develop core competencies

Friday, April 4, 1997

As the Task Force members met briefly prior to the joint meeting, it was clear that there was a need to review several areas of interest and influence as well as sources for information available to the high schools. Discussion centered around what the NRA was proposing to do with employer/school relationships; what the Educational Foundation of the NRA had available in its ProStart program; what C-CAP's interests were; as well as

what the State of New Jersey set as criteria for supporting secondary program accreditation.

The NRA is ready to announce a national program encouraging employers to mentor students in their work sites. They will provide scholarship dollars, as well as a national campaign promoting the “School to Work” concept. This relationship with employers is a key part of the linking activities required by the School to Work legislation.

ProStart is the Educational Foundation’s curriculum and text offerings which are divided into culinary arts, foodservice management, and ojt (work experience) components. Certificates are awarded to students who satisfactorily complete each segment. The work experience component includes a competency check list, with a requirement that 75% of the competencies be completed along with a demonstration of good employability skills/traits. There are standardized written national tests for culinary arts and foodservice management. There is no standardized national practical testing requirement at this time.

C-CAP expressed its concern that accreditation eligibility criteria as they are now proposed would eliminate programs from consideration based on their lack of commercial equipment and/or facilities. The fear is that many students who would not have any other avenue for discovery of the foodservice industry would lose this exposure if the ACF did not somehow “recognize” all learning environments. After discussion, the Task Force determined that required work experiences in commercial sites would allow the competencies to be met.

For the first time, the representative from the State of New Jersey was present at the meeting. Her report to the group led it to realize that the developing and monitoring of standards were only part of what was needed to meet their criteria. The State of New Jersey has very clear expectations of a secondary accreditation program; namely,

- ◆ that the Standards be national in scope and industry validated
- ◆ that there be a component of exit testing of competencies, both written and hands-on to validate quality
- ◆ that there be an awarding of certification to students who complete the accredited program which is recognized by industry

These issues brought up the multiple areas which need to be addressed: partnering with industry, setting of standards, monitoring of standards, validating competencies, and awarding of certifications. However, the Task Force asked the question: Is our role that of accrediting programs or certifying students?

The consensus was: We should be looking to validate programs which could result in a certified individual recognized by the industry.

Joint Task Force and Apprenticeship Committee Meeting

The ACFEI national apprenticeship program was in the process of being redefined. Its required “tasks” which were established over twenty years ago, were being evaluated. On behalf of the apprenticeship program, the ACF had outsourced skills standards research. After hearing the report on the Task Force’s work during the January ACFEI meeting, it was determined that there were several overlapping areas in the work of both committees.

Therefore, a joint meeting was set up so that both groups could review each other's progress and decide where efforts could avoid being duplicated.

It was at the third meeting of the Task Force that the ACF National Apprenticeship Committee joined the Task Force. The national Apprenticeship Chairperson summarized the direction that the Apprenticeship Committee was taking.

The apprenticeship committee had spent a great amount of time looking at how to re-engineer its program and its processes. Its conclusion was that the emphasis should be shifted away from program design and evaluation to that of standards setting and validation of competencies via testing.

Standards setting would primarily be in the form of **skill sets (standards/competencies)**. The skill sets would be sequential as well as based on a building block concept. Therefore, as workers or students chose to be tested, they could be building their portfolio towards the end goal of certification.

There were several models discussed, including the NVQ's in England that consist of 15 skill sets. The purpose is to be able to declare: "At the end of Skill Set I, a student will be able to....."

The joint group then determined a realistic number of knowledge areas which could contain skill sets required for the high school student. In so doing, more advanced levels were also identified.

These skill standards would be recognized as (1) part of the required competencies for apprenticeship training at any level; (2) satisfying accreditation guidelines at specified levels, secondary or postsecondary; and (3) culminating in a certification level.

It should be noted that foundation skills for entry-level culinarians have not altered very much since tasks have first been outlined for the educational setting. However, the achievement levels and competencies were predominantly thought to be achieved only by years of working in the kitchen. Introducing the ability to test out of some of these areas would serve to move a student more quickly along his/her career path as well as identify what areas would need additional development.

CORE SKILL STANDARDS

Competencies appropriate for high school programs or first level apprentices or first level workers:

I. Applied Math Skills

1. Perform basic math functions
2. Calculate food, beverage and labor cost percentages
3. Cost recipes
4. Demonstrate yield adjustments
5. Determine selling prices
6. Prepare guest checks
7. Computer (Level 3)

II. Introduction to Hospitality/Foodservice Industry.

1. Define hospitality industry
2. Trace growth and development of industry
3. Describe various cuisines

4. Discuss kitchen organization
5. Evaluate career opportunities
6. Identify professional organizations
7. Use industry trade periodicals

III. Sanitation and Safety

1. Include all ACFEI Accrediting Commission Required Knowledge and Competencies

IV. Basic Food Preparation

1. Use and care for commercial foodservice equipment and smallwares
2. Demonstrate proper knife skills
3. Identify standardized recipes
4. Demonstrate use of weights and measures
5. Produce stocks, soups, sauces, meats, seafood, poultry, fruits, vegetables, starches, salads, dressings, marinades, sandwiches, breakfast foods, baked products, desserts, dairy foods, and beverages.
6. Demonstrate food presentation techniques
7. Discuss the applicability of convenience foods

V. Nutrition and Menu Development

1. List six food groups and recommended servings in USDA Food Guide Pyramid
2. Discuss dietary guidelines and recommended dietary allowances
3. Interpret food labels
4. Describe primary functions and major food sources of major nutrients
5. Demonstrate/discuss cooking techniques and storage principles for maximum nutrient retention
6. Discuss alternative diets
7. Develop menus

VI. Dining Room Operations

1. Discuss banquets, buffets, catering
2. Describe functions of dining service personnel
3. Demonstrate techniques of guest service emphasizing customer relations
4. Explain interrelationships and work flow between back and front of the house.

VII. Human Relations/Employability Skills/Applied Communication Skills

1. Demonstrate effective communication skills and interpersonal relationships
2. Work as a member of a team
3. Read, write and speak effectively
4. Solve problems
5. Demonstrate professionalism and a strong work ethic
6. Discuss employment applications

7. Demonstrate interviewing skills

The above identified competency areas would need further development in order to be used for evaluation purposes. Traditional outlines of input, action, and expected outcomes would generally be done on the local level. What this group attempted to do was to identify the basics to be included within the curriculum framework as well as to identify what areas would be included in the assessment of competencies.

It became apparent that the two committees, while helpful to each other for discussion purposes, would be concentrating on two separate issues: standards setting and competency verification versus the approval (accreditation) of vehicles which incorporate ACFEI standards and would lead to ACFEI certification. Chapter Apprenticeship programs, high schools, postsecondary programs, work experience and independent study--would all be vehicles which could lead an individual towards the goal of industry certification of competencies.

It was determined that efforts of the Task Force were correct in looking to continue the ACFEI's role as an accrediting agency; whereas, the previous duplication of these efforts by the apprenticeship committee would probably be eliminated.

An additional benefit of accreditation could be the "seamless" approach favored by the educational community. Students involved with education at any level could articulate their educational experiences from high school with minimum difficulty at whatever point they determine that they would continue with higher education. This satisfies the public's desire for **portable** competencies.

It was also suggested that after “foundation” skill sets are developed, that specialty tracks may be a possibility for further certification; e.g., baking/pastry, institutional foodservice, family-style chains, etc.

Saturday, April 5, 1997

After the Task Force attended the Accreditation Workshop put on by the Director of ACFEI Accreditation, it met to discuss further the eligibility requirements for programs applying.

ELIGIBILITY REQUIREMENTS (Revised. Italics indicate revisions)

(1) The major objective of the program should be to develop student competence in order to obtain entry level culinary positions in food service.

(2) The program should be offered at an institution which is legally authorized under applicable state law to provide secondary education.

(3) The culinary/foodservice program must be designed to include both hands-on and basic culinary instruction. There must be a minimum of *475 contact hours with no fewer than 360 hours actual classroom* (theoretical) instruction which covers the required skill standards. Laboratory instruction or work based learning would make up the remainder of the required contact time. If work-based learning is included, this may be counted on a ratio of 10 hours of work = 1 contact hour, as long as the work experience is supervised and proven to meet the objectives of the program.

(4) Program must include knowledge, skills, and attitudes as outlined in required core skills standards (competencies) and *there must be written and practical testing for the verification of competencies.*

(5) Kitchen/lab *experiences (in school and/or any site required for work-based learning)* must be in facilities considered industry standard; i.e., commercial foodservice equipment.

(6) Faculty must meet all criteria established by the state or area governing board. Lab faculty are professionally qualified in the areas for which they are responsible with no less than 2 years of industry experience at the supervisory level. The lead instructor must have credentials which allow for effective direction of the program including a minimum of an associate degree or its international equivalent.

(7) Program shall have been in existence a minimum of two years and have graduated a sufficient number of graduates in order to judge its educational effectiveness.

(8) There is a program for assessment of the educational success of the program, such as graduate statistics, advisory committee participation, employer surveys, state reviews, etc.

Pilot Programs

Over a dozen secondary schools had sent in materials to be considered as a pilot program for accreditation for the fall 1997. Subcommittees reviewed their materials. Factors looked at included: size of the program, geographic location, if there were a postsecondary enrollment in addition to the secondary enrollment, if there were chef instructors who were

affiliated with the ACF, if the program ran any business operation (cafeteria, restaurant, bakery, catering), and whether or not they utilized any practical testing.

Concern was expressed over the promises made to programs going through an accreditation process. If secondary accreditation is not funded beyond this feasibility study, programs would have bought into a concept with both dollars and time which would not be continuing. Additionally, the skill sets and certification testing could not be fully developed nor could Evaluation Team Leader (ETL) training be accomplished in time for a program to work on a Self Study over the next few months. It was determined that the Director of the ACFEI Accrediting Commission and the Task Force Chairperson would follow up to select appropriate schools and develop a system for the testing of the process.

As a result, an alternative to accreditation pilot testing was proposed. Two schools will be chosen to go through a process more similar to beta testing. An abbreviated form can be designed for both a self study as well as a team report which would allow a representative from the Task Force and an ACFEI accreditation specialist to visit the program to determine its compliance with the outline proposed for accreditation of secondary programs. There would be no cost charged to the school, and there would be no promise made to the school from the ACFEI that this process would lead to ACFEI accreditation. However, it would be useful in order to help refine the process, including the use of ACF chapters to provide names for industry evaluators local to the school.

CHAPTER FOUR

SUMMARY

“We are racing into the future while looking relentlessly backward. Using precedent as a basis for assigning meaning is relatively feasible when today is pretty much like yesterday and when tomorrow will be pretty much like today. But, when today is unprecedented, when today has made a quantum-like leap from the past, using the past as reference (except in negative ways) insures catastrophic decisions and choices.” (Weingartner, p.72)

Why use a feasibility study when making a decision ? Because it is the one way that an organization can look forward during a planning process and not keep looking “relentlessly backward.”

The Task Force accomplished its objectives; however, not in the form which it had first expected. The group had been assembled to address these needs:

- ◆ the need for the individuals gathered to teach the group by sharing information;
- ◆ the need for sharing of thoughts about a process which did not exist; and
- ◆ the need to reach a decision or recommendation to the ACF Board of Directors and Board of Governors concerning future resources.

All of these reasons were agreed to and identified at the first meeting of the Task Force. Representatives from high schools, postsecondary institutions, the foodservice industry, and allied organizations realized that they had an opportunity to create meetings that would be both instructional as well as outcomes oriented.

And indeed, throughout the three meetings, there were worthwhile exercises that helped the group discuss their perceptions of the ACF and its role in education in both the past and the present. However, there were also concepts raised that had not been thought about. For example, the joint meeting with the ACFEI Apprenticeship Committee helped redirect thinking so that skill sets became the method by which students could participate in beginning steps of apprenticeship or entry-level work or accepted methods for testing out of postsecondary courses.

In addition, the building block approach of providing students with tools with which they can build their certification competencies is particularly helpful. State boards of education indicated that they would most likely ask ACF representatives to present this industry related concept to their instructors, who at the same time will be able to see the benefit of partnering with local ACF chapters as well as use nationally accepted resources such as ProStart.

Skill sets will be designed immediately; verification is already planned. Testing of the secondary accreditation market is scheduled for the fall 1997. By January 1998 the Task Force will be able to make a recommendation to the ACF Board of Directors as to whether secondary accreditation is both feasible and affordable. More than likely, this recommendation will be in conjunction with a restructuring of the educational services provided by apprenticeship and certification from the ACF national office.

It appears that eligibility criteria and standards have been established using both current materials available from the postsecondary ACFEI Accrediting Commission as well as the anticipated skill sets. In addition an accreditation process has been proposed. Its strength is the use of local ACF

member industry chefs for both evaluation activities as well as encouraging various mentoring opportunities between the ACF chapters and the schools.

However, the process itself contains very different procedures from those currently in place. Professional educators will be used to mentor the program as it works through its self analysis. They will also lead the on-site team and will be solely responsible for both the report as well as the recommendation for accreditation. The office staff will be used for support and marketing functions.

Were all the goals met? Certainly one of the most important results of the exercise was that new relationships were created between groups of people that had not existed prior to the Task Force. It was important to listen to the ACF members who are employed in high schools and who year after year asked for their programs to be recognized.

It was also important for the ACFEI to set up additional opportunities for related organizations to be a part of a planning process that could result in benefits for all those involved. Also it appears unreasonable for the ACFEI to create textbooks to compete with the National Restaurant Association; nor should they ignore an organization like C-CAP who continues to receive more national press than any other organization devoted to culinary arts education. And finally, how can the ACFEI remain insular in the face of state governments who are receiving millions of dollars from federal sources and who are all looking to tie their dollars in to programs like accreditation and certification.

Will it work? Will the relationships continue? Will secondary accreditation receive funding and become part of the culture of the American Culinary Federation?

The Task Force identified “ideal” conditions at its first meeting that could result from the ACF sponsoring accreditation for secondary culinary arts programs. These ideal conditions dealt with relationships between schools and chapters; standards which industry would then recognize and reward; employability skills that would be a part of each student’s curriculum; and a process that would continue to be affordable to the schools.

The Task Force recognized that it needs to deal with the refinement of the process, the training of ETL’s, and most importantly, the funding feasibility. The feasibility study has gone through its initial cycle and is now ready for the testing or modeling stage, with feedback being an important part of its conclusions--or continuous improvement.

It was agreed that the use of a feasibility study is an attempt to address future needs with new rules (new processes). In studying other systems, in indicating willingness to share the standards setting and evaluation methods with other ACF departments (certification and apprenticeship), and in projecting a positive image of success for all the identified stakeholders, there is potential for success. One could also point to the fact that the apprenticeship and certification programs are in “crisis” because of declining numbers. This condition could be conducive to improving or changing how things might be done by looking forward to new programs and new partnership opportunities--and to not be content with the initial results of the feasibility study..

However, the Task Force is making decisions based on the current successful accreditation system, current *perceived* goals of the membership of the ACF, and current state and federal support of vocational/technical programs. What it is not doing is setting up the “long view.” It did not spend sufficient time with identifying all of the constraints, the gaps, the scenarios, where any one of the “current” conditions would be vastly changed.

Assumptions were made that:

- ◆ accreditation would still have value
- ◆ schools would continue to have funds to support accreditation
- ◆ the ACF would continue to subsidize accreditation
- ◆ the government would not step in and form (at no cost to the schools) an alternative system of evaluation

By combining the strength of specialized outcome based accreditation with the needs of the industry which focuses on performance, it will be possible to:

- ◆ set standards as to what students should know and be able to do when they leave the program;
- ◆ support these standards and the outcomes with appropriate curriculum, faculty, facilities, and assessment guidelines;
- ◆ define student, course and program assessment so that there is a system for continuous improvement; and
- ◆ set performance goals.

The ACF leadership, however, still needs to set up a process of strategic planning:

What are the values of the organization? What do our customers (internally and

externally) want? What are the gaps or constraints? How do we measure on an ongoing basis our success or failures?

If they could look at the benefits of using the tools of a learning organization (planning and checking) and apply these methods to the organization as a whole as well as to individual departments, then their job of decision making could be perceived as proactive and of value to the membership of the organization.

The leadership of any organization would benefit from taking its collective vision and creating an environment to enable their staff to participate in goal setting , program planning, assessment, and continuous improvement. I believe that the American Culinary Federation has the opportunity at this time to take this direction. This will occur when the membership believes that there is value in having a professional staff directed by a Board of Directors and that the Board of Directors represents the profession on both an individual as well as on a collective level.

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APPENDIX 1

Survey Instrument Used for Needs Analysis and Information Gathering

Fall 1996

Dear Colleagues in Education:

Accreditation is a voluntary process by programs who have chosen to meet standards as set by a national board representing the profession for which the program educates. The American Culinary Federation Educational Institute (ACFEI) has had an accrediting commission for postsecondary culinary arts/foodservice programs since 1986. There have been requests from both educators as well as the industry to extend this accreditation to secondary culinary arts programs.

The ACFEI Accrediting Commission needs to determine whether or not there is a desire for accreditation of culinary arts programs at the high school level and whether or not the association should continue its support of setting standards for culinary education at all levels.

Your participation in this survey will provide the commission with demographics. In addition, your comments may impact the Commission's final decision. Please return the survey by December 1 in the enclosed envelope to the ACFEI Accrediting Commission Office, 959 Melvin Road, Annapolis, MD 21403. **THANK YOU!**

-
1. Name of Institution _____
 2. Mailing Address _____

 3. Contact Person _____ Title _____
 4. Phone No. _____ Fax _____
 5. Type of Institution vocational center _____
 high school _____
 other (describe) _____
 6. Name of Culinary Arts/foodservice program _____
 7. Number of students enrolled first year _____ second year _____
 8. The first year curriculum consists of Second year curriculum:
 _____ (% hands on) _____ (% hands on)
 _____ (% related subjects lecture) _____ (% related subjects lecture)
 _____ (% general studies) _____ (% general studies)
 _____ (% co-op/work experience) _____ (% co-op/work experience)

9. Your curriculum has been funded by school-to-work or other gov't funds YES NO

10 a. If yes, what percentage? 10 b. If yes, list funding sources

10. Your program has articulation agreements with postsecondary programs. YES NO

11 a. If yes, how many credits?

11 b. If yes, how many postsecondary programs? Please list

11. Your culinary training facility would be described as: home ec. kitchen commercial cafeteria other (describe)

12. Please identify number of culinary instructor qualifications:

chefs with associate degree or higher

chefs with no formal degrees

dietitians

degreed instructors with limited industry experience

other (describe)

TOTAL CULINARY INSTRUCTORS

13. Would your school be in favor of some form of approval or accreditation of your culinary arts/foodservice programs? YES NO

14. Are there any monies available for accreditation of your culinary arts/foodservice programs? YES NO

15. Do you have other programs in your school accredited? YES NO List

16. Please comment with your thoughts on national standards for culinary arts programs at the secondary level.

APPENDIX 2

Survey Results of 12 Selected States Regarding Accreditation of Culinary Arts Programs at Secondary Schools, Fall 1996

PROFILE OF SURVEYED SCHOOLS											
State	# Surveys Sent	# Surveys Returned	Percent Returne	No. Voc.	No. H.S.	No. Other	Avg. No. Students	No. Faculty	Home Ec.	Facility Com/Cafe	Comm./Rest.
Florida	53	6	11%	3	1	2	(5)avg 80 (1) 500	(5) avg 2.6 (1) 16	0	6	0
Louisiana	7	3	43%	1	2	0	(1) 32 (1) 63	avg 1.5	1	2	0
Massachusetts	35	8	23%	6	2	0	avg 56	avg 3	0	7	1
Michigan	71	17	24%	10	6	1	avg 45	avg 2.5	1	13	3
Missouri	25	4	16%	3	1	0	(3)avg 21 (1) 62	avg 1.2	1	3	0
New Jersey	47	8	17%	8	0	0	(6)avg 51 (2)avg 146	avg 4	0	4	4
New Mexico	3	1	33%	0	1	0	128	?	1	0	0
Ohio	89	22	25%	15	5	2	avg 18	avg 1.2	1	18	3
Oklahoma	24	7	29%	6	1	0	(4)avg 36 (2)avg 132	(5)avg 1.2 (1) 7	0	6	1
Texas	15	6	40%	2	4	0	(5)avg 32 (1) 65	(5)avg 2 (1) co-op	0	6	0
Vermont	11	3	27%	3	0	0	27	1	0	3	0
Virginia	61	6	10%	5	1	0	(5)avg 23 (1) 76	2	1	5	0
Total	441	91	21%	62	24	5			6	73	12

SCHOOL'S OUTSIDE ACTIVITY																						
State	# Surveys Returned	# STW	# with Artic.	Interest in ACF Accred.			Funds Available			Other Accreditations			List:									
				Agree.	Yes	No	Unsure	Yes	No	Unsure	Yes	No		Unsure								
Florida	6	2	4		5	1	0	3	2	1	5	1	0	COE, Business								
Louisiana	3	2	1		2	1	0	2	0	1	1	1	1	Welding, Auto								
Massachusetts	8	3	4		7	1	0	4	3	1	6	2	0	Cosmetology, Auto Nursing								
Michigan	17	6	11		14	0	3	7	3	7	6	4	7	Manufacturing, Auto Nursing								
Missouri	4	2	2		4	0	0	2	1	1	2	1	1	DESE								
New Jersey	8	6	7		8	0	0	5	1	2	5	1	2	Welding, fashion print, health, business, auto								
New Mexico	1	0	0		1	0	0	0	0	1	0	1	0									
Ohio	22	10	8		21	1	0	7	6	9	12	5	2	Health, printing, auto cosmetology, child care								
Oklahoma	7	2	4		6	1	0	3	0	1	3	1	3	25 areas								
Texas	6	3	2		6	0	0	1	2	3	0	2	4	n/a								
Vermont	3	1	1		3	0	0	1	0	2	3	0	0	Auto, Welding, Building								
Virginia	6	2	1		5	0	1	1	3	2	4	2	0	Cosmetology, Auto Practical Nursing								
Total	91	39	45		82	5	4	36	21	31	47	21	20	Welding								

COMMENTS FROM SCHOOL'S REGARDING IMPORTANCE OF NATIONAL STANDARDS (SPECIFICALLY ACCREDITATION)			
State	# Surveys Returned	# Returned w/ materials	COMMENTS:
Florida	6	1	"I feel each program must stress basics of food service, but much more work ethics and professionalism" "I think standards should always be based on industry needs; not on culinary institutions opinions of what is right." "Our school is currently ACFEI accredited. Our high school program is dual enrollment utilizing our I200403 curriculum." "I would like them, but I do not want to go thru more paper work, visits, program review and evaluations. We have enough of them!" "The classes should not be larger than 10-15 students (max)" "We have a 4-year CA program: bakery, dining, restaurant, and cooking." "Number of years and curriculum have to be established." "Industry needs to reach out and assist with training, employment opportunities and organized apprenticeship programs within their facilities to ensure current and much needed prepatory training is geared in education to prepare eager young adults to realize their importance and contributions to our profession as it grows into a more respected and regulation field of endeavor. Our profession's standards, ethics, and pride should parallel the most respect fields in the service industries." "With national standards being set in all major industries, it only makes sense that one of the nation's largest establish benchmarks through a system of accreditation for secondary training programs. A recognized leader in the profession like the ACF would be the likely determiner of creditable standards. The student who satisfactorily completes a recognized program will enjoy a competitive edge, nationally, in postsecondary acceptance as well as career placement."
Louisiana	3	0	
Massachusetts	8	0	

COMMENTS FROM SCHOOL'S REGARDING IMPORTANCE OF NATIONAL STANDARDS (SPECIFICALLY ACCREDITATION)			
State	# Surveys Returned	# Returned w/ Materials	COMMENTS:
Michigan	17	5	"This has possibility--would have to be approved through DOE in Lansing." "Per a conversation between our office, please consider our program as a pilot site for secondary certification. We are very eager to become a certified secondary training center with accreditation through the American Culinary Federation." "Geographically there are no other area foodservice programs--with one instructor , instructor time is an issue." "Great need for industry wide accreditation standards to facilitate the growth and progress of future culinarians." "We are accredited by North Cent. Acc.. What advantages are toward your accreditation? Most of our students are too immature to care about what they are learning. They are here to play (mostly). They need to mature (college age) before they care and apply themselves." "unsure" "Very interested, especially if course work would qualify for apprenticeship." "I think it is long overdue! I welcome it and would be willing to work on an accreditation committee "I believe it is an important step in our quest for quality." "I strongly urge the federation to establish standards. Some of the best education emanates at the secondary level"
Missouri	4	2	"Please forward any information"
New Jersey	8	0	"There is a need for national standardization in culinary arts programs as far as curriculum, text books, and testing. Standardization will help establish accepted nat'l levels of competency. "I feel accreditation is necessary for secondary level. I would be willing to work on committees for this motion." "We are in the midst of developing stds with ACF chap, Indus., NRA and HERE-local union. We have reviewed and included rev. ACF postsecond. stds in our 2-yr curri already. We are very interested in pursuing the develop. of nat'l second. stds with certification test and would love to work w ACF as a pilot. Pls contact me to discuss possibilities. "Should be set according to how many years the students are in the program, how many hours a day, months, a year, etc." "I think it is a great idea!"

COMMENTS FROM SCHOOL'S REGARDING IMPORTANCE OF NATIONAL STANDARDS (SPECIFICALLY ACCREDITATION)

State	# Surveys Returned	# Returned w/ materials	COMMENTS:
New Mexico	1	0	"What a great idea. I'm sure curriculum development and articulation with postsecondary institutions would be great."
Ohio	22	2	<p>"My friend at Apollo Career Center here in Lima Peg Metz is a working chef. I believe it is a worthwhile program if you use your videos and The New Professional Chef cooking text."</p> <p>"I have been looking forward to it. I highly endorse this great idea!"</p> <p>"Our students are all required to complete the NRA's Applied Sanitation course."</p> <p>"We are now looking at the process to create a better image of the program. We want employers to hire and offer voc. ed. students more money for the ones that excel in the programs."</p> <p>"Our program is similar to a 2 yr program using the same text books and stressing similar areas including safety and sanitation."</p> <p>"It is very imp. to voc. cul. progs which are 11 & 12 grade students to be linked to high standards in the industry. This accreditation for cul. programs would help with putting articulation agree. in place" see attached letter from Mark Ringlein</p> <p>"Students in the program would benefit working with furthering education (as a community college), sanitation course, certificate, CPR etc. Would also bring more community to understand vocational More serious for the student who is just in class."</p> <p>"We need to move towards this direction as quickly as possible. How can we help? Pls contact."</p> <p>"This process helps maintain industry standards and educational standards."</p> <p>"They are necessary."</p> <p>"I feel the states have taken a back seat to guidance of programs due to staff reduction. The culinary programs need guidance and a perfect person to assist would be the certified chefs and other industry personnel. I have a terrible time getting people to attend advisory meetings, but if I need class assistance, the chefs on my advisory com. are there to help. I am 2 hrs away from ACF chap "Necessary"</p> <p>"This recognition of high school programs is long overdue. There are many fine HS programs in operation that are producing excellent students. We are in need of a youth organization to replace FHA and HERO as well."</p> <p>"This is a fantastic effort. We are professionals and need to rid ourselves of the "I-home Economics" mind set."</p>

COMMENTS FROM SCHOOL'S REGARDING IMPORTANCE OF NATIONAL STANDARDS (SPECIFICALLY ACCREDITATION)			
State	# Surveys Returned	# Returned w/ materials	COMMENTS:
Oklahoma	7	0	"More information requested." "This is very vital to the business industry and educational vocational programs to be implemented for the future." "Standards are great! However, provide us with the same resources you have in texts, teacher's texts and study guide as you have for adults. Chesser's book is too advanced for today's HS youth!!! We need to build up to it." "It is needed. In Oklahoma, home economics is being discontinued at the University level. Business still needs and wants qualified workers. I want my "chefs" degree. Moving is not possible therefore I want the accreditation also!!! My students are hired before they complete the program. Employers are looking for managers in the food industry. Great!!" "The foods service program provides a snack bar and lunch outlet for the school. "Hands on" training is a large part of what we do. Curriculum instruction takes a back seat. The primary concern is lunch for faculty and staff!!!! "At the secondary level nat'l stds would provide culinary programs with common minimal stds that would equate all students with a basic core to springboard to further postsec. exper. "There should be some national standards for culinary arts to make sure that all students will receive the same training. We need to find out the areas that industry wants the students trained in or areas they need to be strong in." "I definitely think we should have them." "I feel it would bring all of us around to teaching some basic skills and curriculum. Then we could articulate nationally with other programs at a postsecondary level. We have students with a varied amount of abilities and this would be very helpful to them. It would also lend a good deal of credibility to our programs to achieve a standardized accreditation process." "Appears to have merit." "It would make our programs more valid and important to the students who take them and place foodservice on a professional level. I would be in favor of such standards." "I do not have a culinary arts program, however, I do have a large percentage of students who work in culinary arts related jobs." (co-op supervisor)
Texas	6	1	

COMMENTS FROM SCHOOL'S REGARDING IMPORTANCE OF NATIONAL STANDARDS (SPECIFICALLY ACCREDITATION)			
State	# Surveys Returned	# Returned w/ materials	COMMENTS:
--			
Vermont	3	1	"Standards should conform to basics i.e. high school students, not college." "It would raise the level of expectations for instructors and students. It would be a common goal of higher standards to be followed uniformly nation wide."
Virginia	6	4	"National standards would provide the necessary objectives important to all students who wish to pursue the occupation of "Chef." It is appropriate that youth are trained in real world experiences and have close work contacts with chefs in the field (local ACF). These standards, set by the ACFEI would allow all culinary students to work towards the same end. A youth apprenticeship accepted by the ACF is most desirable. Please look at the model Norfolk has formed using assistance from local ACF. Pls see attached document." "Standards set by a national board could benefit both educators and students as educational guidelines and goals. Clear communications between secondary school educators, food industry leaders and the board establishing the standards are needed to insure standards that would be appropriate for secondary school students." "Standards for national accreditation would benefit all involved--students, teachers, employers alike. National standards would make curriculum across the country less varied, which in our transient society would improve the students' educational prospects." "I admit to having no knowledge whatsoever as to national standards for culinary arts programs. I'm very interested, but can't make an educated response. Thanks!" "I would love to have all the help I can get." "Students would have to work harder to satisfy national standards."