

THE PERCEIVED EFFECTS OF THE AMERICAN SCHOOL  
FOOD SERVICE ASSOCIATION CERTIFICATE ON  
THE SALARY LEVEL AND ADVANCEMENT  
OPPORTUNITIES FOR SCHOOL FOOD  
SERVICE WORKERS IN OKLAHOMA

By

JAMES B. HITCHCOCK

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1961

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
July, 1986

THESIS  
1936  
H674p  
cop. 2



THE PERCEIVED EFFECTS OF THE AMERICAN SCHOOL  
FOOD SERVICE ASSOCIATION CERTIFICATE ON  
THE SALARY LEVEL AND ADVANCEMENT  
OPPORTUNITIES FOR SCHOOL FOOD  
SERVICE WORKERS IN OKLAHOMA

Thesis Approved:

*Will L. Venable*  
\_\_\_\_\_  
Thesis Adviser

*John L. Beard*  
\_\_\_\_\_  
*D. Baker Bokorney*  
\_\_\_\_\_

*Norman N. Durham*  
\_\_\_\_\_  
Dean of Graduate College

## ACKNOWLEDGMENTS.

School food service employees in Oklahoma have the opportunity to receive training that will allow them to be certified by the American School Food Service Association, the professional organization for school food service employees.

This study was conducted to determine the relationship between certification and the salary level and advancement opportunities of the certified employees.

My sincere thanks go to Dr. William R. Venable, my major adviser, for his patience, assistance, and advice during my course of study.

I also wish to thank Dr. Baker Bokorney and Dr. John Baird, both of whom not only serve on my committee but who also encouraged me to return to college and complete my Master's degree. Many thanks to Verla Spaw who did my initial typing and to Kay Porter and Wilda Reedy who made the final draft of my thesis.

Finally, my deepest gratitude goes to my mother, Letha Hitchcock, and my aunts, Mildred Bales and Gladys Thomas who gave the moral and financial support to finish the program

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Problem . . . . .	3
Purpose . . . . .	3
Research Questions . . . . .	4
Assumptions . . . . .	4
Limitations . . . . .	4
Definitions . . . . .	5
Summary . . . . .	6
II. REVIEW OF LITERATURE . . . . .	7
Availability of Certification Training . . . . .	7
The Need for Training in School Food Service . . . . .	8
Purpose of Certification . . . . .	11
A Brief History of ASFSA . . . . .	12
Requirements for ASFSA Certification . . . . .	13
Requirements for OSFSA Certification . . . . .	15
Conclusions . . . . .	16
III. RESEARCH DESIGN . . . . .	17
Type of Research . . . . .	17
Population and Sample . . . . .	18
State and Territory School Lunch Directors . . . . .	18
School Districts . . . . .	18
Food Service Employees . . . . .	18
Instrumentation . . . . .	19
Data Collection . . . . .	19
School Districts . . . . .	19
School Food Service Employees . . . . .	20
Data Analysis . . . . .	21
Availability of Training . . . . .	21
Districts' Attitude Towards Certification . . . . .	21
Employees' Benefits from ASFSA Certification . . . . .	21
Summary . . . . .	21
IV. FINDINGS . . . . .	23
Training Programs Available . . . . .	23
District Perception of Need and Value of ASFSA Certification . . . . .	24

Chapter	Page
Employee Benefits . . . . .	29
Training Needs . . . . .	33
Summary . . . . .	59
Availability of Training Programs . . . . .	59
District Perception . . . . .	60
Employee Benefits . . . . .	61
Training Needs . . . . .	61
V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS .	63
Summary . . . . .	63
Conclusions . . . . .	64
Recommendations . . . . .	65
Implications . . . . .	65
BIBLIOGRAPHY . . . . .	67
APPENDIXES . . . . .	69
APPENDIX A - LETTER TO STATE AND TERRITORY SCHOOL LUNCH DIRECTORS . . . . .	70
APPENDIX B - SCHOOL SUPERINTENDENT QUESTIONNAIRE . . . . .	72
APPENDIX C - FOOD SERVICE EMPLOYEE QUESTIONNAIRE . . . . .	76

LIST OF TABLES

Table	Page
I. District Response . . . . .	25
II. Employee Response . . . . .	30
III. Record Keeping . . . . .	34
IV. Portion Control . . . . .	36
V. Sanitation . . . . .	38
VI. Purchasing . . . . .	39
VII. Recipe Adjusting . . . . .	42
VIII. Safety . . . . .	43
IX. Menu Planning . . . . .	45
X. Cooking Techniques . . . . .	46
XI. Weighing and Measuring . . . . .	48
XII. Management/Supervision . . . . .	50
XIII. Use and Care of Equipment . . . . .	52
XIV. Public Relations . . . . .	53
XV. Work Scheduling . . . . .	55
XVI. Merchandising . . . . .	57
XVII. Communications . . . . .	58

FIGURE

Figure	Page
1. NET Target Areas . . . . .	10



## CHAPTER I

### INTRODUCTION

Many professional associations have established standards of competency for persons engaged in their specific occupations. As a result of these established competencies, the people engaged in these occupations have been able to increase their knowledge, job skills, and proficiency in their occupational levels. They have also increased the status and salaries associated with their occupations. Most of these associations require a person to follow a planned training program which results in a satisfactory level of occupational proficiency that leads to registration, certification, or licensure.

Certification is the process by which a professional organization or an independent external agency recognizes the competency of individual practitioners.

Licensure, on the other hand, is a mandatory legal requirement for certain professions in order to protect the public from incompetent practitioners (1, p. 22).

The American Dietetic Association (ADA) is one such organization that has an on-going certification program for the members. The ADA has specific courses of study that must be completed in order to become a registered dietitian. The ADA also requires continuing education after the initial course of study has been completed in order to keep the member's registration current and valid. The registration of members is similar to the certification of teachers in its objective of insuring knowledge and occupational proficiency.

Some other examples of occupations that have a form of certification or licensure are vocational nurses, registered nurses, plumbers, accountants, beauty operators, and barbers. While licensure is required by a governmental body such as a state or federal licensing agency, certification, such as the ADA certificate and the American Food Service Association (ASFSA) certificate, is voluntary. The purpose for certification or licensure is the improvement of the quality of work and the compensation the worker receives for his or her knowledge and skills.

The school food service department is a major part of a school district budget. The continuing complexity of state and federal regulations, the control of food and labor costs, proper nutrition, and adherence to sanitation regulations in the food service area all require a well-trained director or manager to maintain the standards set by the district and the state and federal government.

A survey conducted in 1982 in several Pennsylvania school districts by Houser (2), school board member in Bellefont, Pennsylvania, indicated that the average wage for school food service directors with 12 years of service ranged from \$16,000 to \$18,999, while the average beginning wage in the commercial food service area was \$16,000.

A group of largely underpaid school system employees have rallied during the recent funding crisis to cut food service costs to the bone. Many of these food service directors never were trained in any type of financial management skills required for this task, yet they have proved themselves to be thoughtful, conscientious managers of public funds. To keep these skilled people--and to attract new members of the profession with the appropriate managerial skills and credentials--I believe school boards must begin offering food service directors better salaries. Starting, say, tomorrow (2, p.26).

In 1978, the American School Food Service Association (ASFSA) established a certification program for school food service employees.

The intent was to provide a training program to improve their salaries.

Martin (3), Director of Local Systems Support Division, Georgia Department of Education, states:

. . . the single greatest need for advancement of the concept of the model child nutrition program into a major force in the shaping food habits is the need for a sufficient number of appropriately trained personnel (p. 392).

One means of assuring that school food service employees are capable and well trained is to provide school food service certification.

#### Problem

Many school food service employees and school administrators perceive that the ASFSA certification training program may not benefit the employees in the acquisition of needed skills and may not benefit them in position advancement and salary improvement. The problem focuses upon food service employees and the recognition of the ASFSA certificate by the school administration as a valid indicator for employee advancement or salary improvement.

#### Purpose

This study seeks to determine how school food service employees and administrators perceive the value of the ASFSA certificate and how certification benefits the food service employee.

An effort was made to identify (a) the training programs available to the school food service employee, (b) the perception of school administrators of the value of the ASFSA certification, (c) the types of training the school administrator and employee perceived to be

necessary or valuable, and (d) the impact of certification acquisition upon the salary and/or advancement potential of the employer.

#### Research Questions

1. Which states have a training program available for the food service employee to obtain an ASFSA certificate.
2. Does the school administrator feel that the ASFSA certificate is necessary or valuable for the employee.
3. What types of training do the school district administrator and the employee feel are necessary or valuable?
4. Does the receipt of the ASFSA certificate improve the salary or advancement potential of the employee?

#### Assumptions

The study had the following assumptions:

1. The persons involved in this study were representative of all school food service employees.
2. All responses were made voluntarily.

#### Limitations

The study had the following limitations:

1. The study is limited to the number of responses returned.
2. The responses were limited by participant understanding of the instrument and the adequacy of instrument design.

## Definitions

The following terms were used in the study:

American School Food Service Association (ASFSA) - The non-profit professional association representing school food service personnel (4).

Oklahoma School Food Service Association (OSFSA) - The non-profit professional association representing Oklahoma school food service personnel (5).

Certify - To endorse authoritatively as meeting a standard quality of preparation and training in a specific field.

Certification - The process by which recognition is granted an individual who has met and continues to meet certain standards established by the ASFSA certification foundation.

Continuing Education Credits - Recognition given for training sessions or activities approved by the OSFSA and ASFSA for becoming certified and/or maintaining certification.

Director - The person who plans, organizes, and administers the food service program in a school system according to policies established by the board of education. This person recommends policies, procedures, and directions, and is responsible to the superintendent of schools.

Specialist - The person who develops, supervises, and/or evaluates programs designed to improve the nutritional level of food service in schools and helps with nutrition education. This person is responsible to governmental or educational agency personnel.

School Food Service Manager - The person who operates a school

service program according to board policies, procedures, and methods. He or she cooperates with school staff members to promote the nutrition program's educational values. This person supervises and instructs food service personnel and maintains high standards of food preparation and service. He or she is responsible to the school food service director or other school administrators.

School Food Service Assistant - The person who performs such food production and service activities as necessary for successful program operation. This person is responsible to the school food service manager or other administrative personnel (6).

#### Summary

Many occupations establish professional associations to improve job skills and salaries. One of these associations, the ASFSA, has such a program for school food service employees. However, the ASFSA certificate has not been perceived as beneficial by school food service employees and school administrators.

This study attempted to identify the types of training that the employee and school administrator felt were necessary and valuable, to clarify the school administrator perception of the impact of the ASFSA certificate upon employee salary and advancement potential, and to identify the benefits that the employee received after becoming certified by ASFSA.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter outlines and discusses some of the literature reviewed concerning ASFSA certification and its need and value to the school food service employee who becomes certified.

Topics to be addressed are:

1. Availability of certification training
2. The need for training in school food service
3. Philosophy of certification
4. A brief history of ASFSA
5. Requirements for ASFSA certification
6. Requirements for OSFSA certification

These subjects will be discussed in relation to certification in general and ASFSA certification specifically.

#### Availability of Certification Training

Oklahoma has training programs available to the school food service employees that count toward ASFSA certification. In Oklahoma, as in many other states, the School Lunch Section of the State Department of Human Services has a summer training program for people who work in all phases of school food service. These programs usually offer several levels of training and classes such as basic food production, personnel management, menu making, record keeping, basic management,

and various specialty production classes, such as meat preparation, baking, and salad and vegetable preparation (7).

The Oklahoma classes are partially self-funded with either the student or the student's school district paying the minimal class entry fee. The balance of the funding comes from the State of Oklahoma which furnishes the instructor and pays for the facilities where the classes are being held. The State of Oklahoma also provides funds for the necessary supplies and equipment for use by the class. The federal government partially reimburses the state for the supplies used and provides surplus food items for training purposes (7).

The defined population in the State of Oklahoma is approximately 1,500 school food service workers. This population may include people with little or no education and college graduates, workers from 18 years to 70 years old and older, and those with no previous experience in food service to those workers with degrees and many years of experience. The classes are offered at several locations throughout the state and at various times during the summer in order to reach as many workers as possible each year. Upon completion of the summer workshops, the food service workers are given a certificate by the state showing the satisfactory completion of the specific course. Each workshop is worth the number of continuing education points allowed by the ASFSA toward certification. The rest of the continuing education points are earned by following the ASFSA Guidelines (7).

#### The Need for Training in School Food Service

On November 10, 1977, the 95th Congress passed the National School



Lunch and Child Nutrition Act known as Public Law 95-166. The purposes of this law are

. . . to amend the National School Lunch and the Child Nutrition Act of 1966 in order to revise the special milk program, to revise the school breakfast program, to authorize the Secretary of Agriculture to carry out a program of nutrition information as part of food service programs for children under such acts, and for other purposes (8, p. 1325).

Included in the program of nutrition information is the training of school food service personnel to improve the quality and nutritional value of food served and reduce plate waste in the school lunch program. The law also addresses the problems connected with program management, record keeping, menu planning, purchasing, and the training of all levels of employees such as cooks, managers, and directors.

. . . many food service personnel have not had adequate training in food service management skills and principles and many teachers and school food service operators have not had adequate training in the fundamentals of nutrition or how to convey this information so as to motivate children to practice sound eating habits (8, p. 1340).

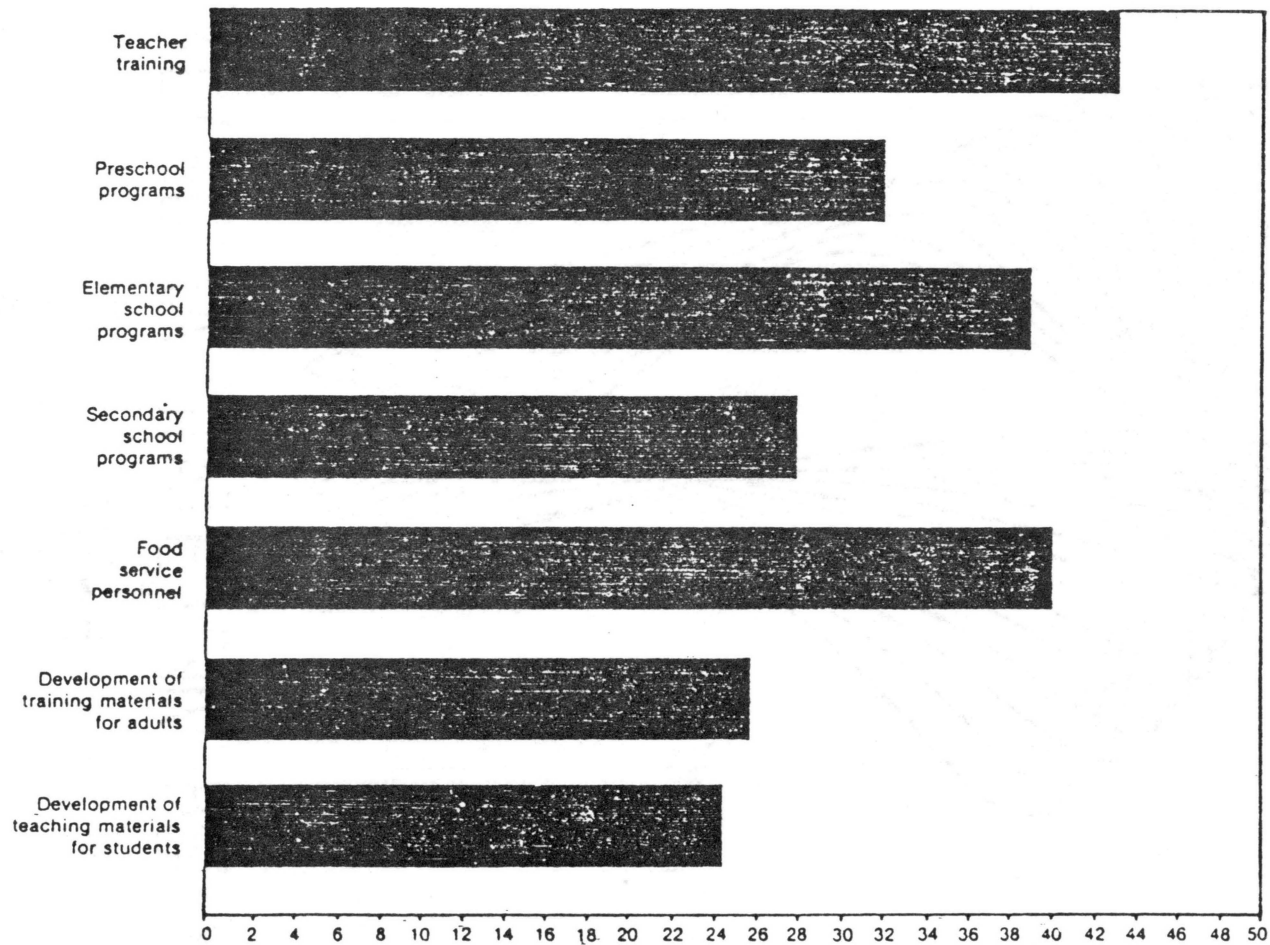
This federal law resulted in the formation of the Nutrition Education and Training (NET) program, the primary duties of which are to administer the federal funding and oversee the activities of the state training programs. The principle goals of NET are

to provide children with opportunities to learn about food and nutrition and the relationship of nutrition to health, and

to ensure the service of nutritious and acceptable meals in the child nutrition programs (9, p. 4).

Among the many areas of educational needs addressed by NET, funding for the training of food service workers was included (See Figure 1).

The job of training food service workers must take into consideration the commonly-held assumption that most of the entry-level



Source: M. L. DeZeeuw, "NET: Aspirations and Training Implications," School Service Journal (1979).

Figure 1. Net Target Areas

employees coming into school food service have never held a prior job. They frequently are housewives and mothers who have either finished raising their families and want a part-time job to help supplement their income, or need to work where their hours are the same as those of their school children. Their cooking skills are usually geared to cooking for the family.

Coming into a school kitchen that is producing meals for a great number of students, using and caring for much larger and more complex equipment, and following good sanitation practices required by the health department often necessitates training for the new employees. On-going training is important in order to improve the quality, acceptability, and nutritional value of the prepared food.

Due to the on-going changes in state and federal regulations concerning child nutrition programs, continuing education is a necessity.

It is also necessary for these management personnel to keep accurate records, prepare nutritious and acceptable menus, purchase food and equipment, and control costs. These skills must be developed and improved by training.

#### Purpose of Certification

Certification can be taken to mean that persons certified for a specific trade can be considered to meet the standards set for their respective trades by the agency or organization issuing the certificate.

The Texas School Food Service Association monthly publication, The Lunch Bell, stated that a state certification program should primarily lead to better job performance and quality food in the child

nutrition program. Also, to be gained from certification should be professional recognition. The third important benefit is personal achievement in salary increases, job advancement, and improved self-image (11).

The general feeling of one state school lunch director was that training is important and should provide the employees

. . . a better knowledge of their function, whatever it is, in the district. The purpose of certification is to certify the fact that they trained. Food service people in all categories need to be trained and certain standards set for training and to certify that those standards have been met would result in some form of certification (12, p. 179).

One state director felt that certification should result in some hiring advantages as well as provide employees with more pride and self-respect on the job (13). Both state directors agreed that certification training should be available to all job levels and that to have any meaning for the school districts the certification should be issued by the State Department of Education (12 and 13).

The ASFSA feels that a training and certification program is very important to the school food service worker. According to ASFSA,

The certification program is based on the premise that school food service personnel have a need for an improved professional status in the educational and general community. This professional growth begins by food service personnel taking pride in their job and it continues by commitment of school food service personnel to self-improvement through continuing program provides an opportunity for recognition to school food service employees for their efforts in seeking improvement of self and of one's profession (4, p. 88).

#### A Brief History of ASFSA

The ASFSA was organized shortly after the passage of the National School Lunch Act in 1946, as a non-profit professional organization

representing school food service personnel from, at that time, all 50 states and the District of Columbia.

The goals of the ASFSA are to:

1. Maintain and improve the health and nutrition education of school children through nutritionally adequate and educationally sound, non-profit school food service programs,
2. Work for the highest standards in nutrition and food service programs,
3. Encourage and promote united efforts between school personnel and the general public that will assure every child an opportunity for adequate nutrition education and school food service,
4. Encourage and develop the highest standard for school food service personnel by providing appropriate educational programs,
5. Improve the well-being of Association members (14, p. 2).

*Program in  
5, 03 state  
accepted*

The certification program was developed in 1972 and approved by the ASFSA board in 1973. During the first year, three states piloted the program and it is now recognized in all states and territories having child nutrition programs. In 1978, the responsibility for the certification was shifted to the School Food Service Foundation where it has now grown to over 20,000 certified school food service personnel (4).

#### Requirements for ASFSA Certification

The ASFSA certification requirements are determined by the applicant's job category, (1) Director/Specialist, (2) School Food Service Manager, (3) School Food Service Assistant. The first requirement, which is common to all of the job categories, is that the employees must have been employed in school food service one year before making

application for certification.

For the Director/Specialist, 15 continuing education credit hours must be earned during the year. Certification for the Manager requires ten credit hours and for the Assistant, five credit hours during the year (15).

Continuing education activities and their maximum certification points earned are:

- 1. Local chapter meeting, minimum one hour (which include an educational program or activity approved at the state level) of/by organizations on the approved sponsor list of the foundation .....1  
*Results walk meeting*
- 2. Workshops or organizations on the approved sponsor list of the Foundation (excluding lunch).....2  
*work*  
(half day, three hours in length)  
(full day, six hours in length).....4
- 3. Teaching of professional growth/education programs at or sponsored by organizations on the approved sponsor list of the Foundation (First time only)  
*work*  
(per hour taught).....2
- 4. State and national conventions of organizations on the approved sponsor list of the Foundation (per day)....3  
*work*
- 5. College/University/Vocational School courses (per quarter credit hour earned).....6  
*study*  
(per semester credit hour earned).....9
- 6. High school or GED completion.....5  
*study*
- 7. Credit for study group meetings or organizations on the approved sponsor list of the Foundation, where a meeting lasts a minimum of one hour, resulting in review and discussions of at least five articles published in school and/or food service professional journals.....1  
*study*
- 8. Exhibits.....(per year).....1  
*work*

All programs with the exception of college credit and/or a GED program must have prior approval of the School Food Service Foundation or its representative. (Bear in mind existing programs, e.g. those of ASFSA, are approved subject to a right of review by the School Food Service foundation (5, p. 1).

Certification is valid for a three year period. To be recertified a director/specialist must earn 45 continuing education credit hours; a manager, 30 hours; and a specialist, 15 hours. At this time, the cost of the three-year certification is: director/specialist, \$15.00; manager, \$10.00; and assistant, \$7.50 (15).

#### Requirements for OSFSA Certification

The OSFSA has adopted the ASFSA certification requirements and since the ASFSS certificate is obtained through the OSFSA, an applicant must first be a member of the state association.

Basically, an employee must be employed in food service for one year before he or she becomes eligible to apply for certification. During the first year, the director/specialist must earn 15 approved continuing education credits, the manager, ten credits, and assistant five credits. The certificate, when earned, is valid for three years, during which time a director/specialist must earn an additional 45 continuing education credits, a manager 30 credits, and an assistant, 15 credits, in order to become certified (15).

Approved continuing activities are:

Chapter Meeting.....	1
(Prior approval by certification committee)	
Educational part of program must be at least	
one hour in length)	
School In-Service	
1/2 day.....	1
Full day.....	2
District Meeting.....	3
State Convention	
1 day.....	3
Both Days.....	5
National Conference - credits earned according	
to sessions attended listed in back of Conference	
Program	

State Sponsored Workshops  
 (for each day attended).....2

OSFSA Seminars or Workshops  
 (for each day attended).....2

College courses - submit credit hours earned to committee  
 for individual consideration (5, p. 2).

Conclusions

Oklahoma does have a training program for school food service workers that could lead to ASFSA certification. The need for training was recognized in the Nutrition Education and Training provision, section 42 USD, 1978, of PS 95-166, by pointing out that "many food service personnel have not had adequate training in food service management skills and principles (8, p. 1340). Also, most entry level employees have had little or no training when starting the job.

*Certification is a word that looks like it is a piece of paper*

Certification implies that standards of training and performance established by an agency of the state or professional organization have been met and that the certified person can perform his job with better knowledge and skill than before he received certification training. Certification should result in more self-pride and professionalism, better job opportunities, and, eventually, better pay.



## CHAPTER III

### RESEARCH DESIGN

This chapter outlines the steps, procedures, and instruments that were used to gather data. It further established the population, the size of the population surveyed, and the statistical means used to interpret the data gathered. The purpose of this study was to identify the perceived impact of ASFSA certification upon the salary and advancement potential of school food service workers.

#### Type of Research

A survey was selected as the means of gathering the information for this study, due to the size of the population (678 certified school food service workers in 456 districts in the State of Oklahoma), and the length of time required to gather this information. "Organizational surveys are a reasonable way to tap attitudes, opinions, perceptions, reactions to specific events, and information on developmental needs" (16, p. 6).

This is consistent with the needs of this study, finding an answer to a specific question.

## Population and Sample

### State and Territory School Lunch Directors

*good way to identify the population*

To answer the first question about the availability of ASFSA certification training, a letter was sent to the 55 state and territory school lunch directors requesting information about their certification training programs (See Appendix A). After this information was gathered, Oklahoma was selected as a principal area in which to conduct the study. It has the ASFSA certification program and the information needed to complete the survey was available.

### School Districts

*Greater Return*

For the next part of the survey, questionnaires were sent to the school superintendents in Oklahoma to determine their attitudes about the need and value of their employees in every district having ASFSA certification (See Appendix B). The 456 school districts in Oklahoma were numbered and questionnaires sent to every second district. The number returned was 139, or 61 percent of the total sent.

### Food Service Employees

The last part of the survey was taken from the school food service employees who were currently listed as certified during the 1983-84 school year by the OSFSA. The ASFSA defines the following job categories in the school food service area: food service director, food service manager, and food service assistant. The survey form sorted the employees into these categories (5). Starting with the first name on the list of 678 certified members, every second member was sent a

questionnaire. From the 339 questionnaires sent, 175 or 52 percent were returned.

### Instrumentation

A questionnaire was designed by the researcher (See Appendix B) to obtain the information from the superintendents regarding their attitudes about the need and value of ASFSA certification for their food service employees. A second questionnaire, designed by the researcher (See Appendix C), was sent to the employees to determine the actual benefits, pay, advancement, or better job skills obtained from certification by the ASFSA.

The questionnaire instrument was selected because

The questionnaire is most frequently a very concise, pre-planned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic. The information is attained from respondents normally from a related interest area (17, p. 10).

The questionnaires were reviewed by two faculty members, a school superintendent, and two school food service employees to determine the relevance and clarity of the items. They were also given to the participants of two summer workshops. The participants consisted of 36 food service employees, supervisors, and state consultants. Suggestions and comments were considered in the final draft.

### Data Collection

#### School Districts

The first questionnaire was sent to the public school superintendent who either answered it or passed it on to another administrator,

such as the business manager or food service director. The participants were sent a two-page structured questionnaire, a cover letter explaining the purpose of the survey, and a self-addressed, stamped envelope. After three weeks, a follow-up survey was sent to the persons who had not responded to the first inquiry.

The participants were asked to give a response to one demographic question, the size of district. The last three questions determined attitude of the superintendent about the need and value of certification and district willingness to help pay for the certification training.

Page two of the district questionnaire concerned what training the employees may have already had and what further training they needed from the district's standpoint.

#### School Food Service Employees

The second questionnaire was sent to the school food service employees, currently ASFSA certified, in Oklahoma. These participants were sent a two-page structured questionnaire, a cover letter explaining the purpose of the survey, and a self-addressed, stamped envelope. Another follow-up survey was sent to the non-respondents after four weeks.

The participants were asked four demographic questions: their job title, years of service, population of district, and how long they had been certified. The last three questions dealt with the benefits they felt they had gained from being ASFSA certified and the help they received from the district in getting the training for the certification.

Page two of the employees' questionnaire asked the employees to identify what training they had received and what they felt they needed in future training programs.

## Data Analysis

### Availability of Training

The purpose of the survey sent to the 55 state and territory food service directors (See Appendix B) was to determine the type and availability of training available to school food service employees. These data were used to select the state in which to conduct the study.

### District Attitude Toward Certification

The demographic data from the questionnaire sent to the superintendent and directors was rank ordered by population of district to determine the correlation between the district population and the attitude of the district regarding the necessity and value of ASFSA certification.

### Employee Benefits from ASFSA Certification

The data from the employee questionnaire were rank ordered by job title, years of service, and district population. A correlation was made between this demographic data and the pay increase and job advancement of the employees.

## Summary

In this chapter, the sample population was identified as the 55

state and territory food service directors, public school superintendents, and 281 food service employees in Oklahoma.

The survey was the method used for the study and questionnaires were the instruments used to gather the data.

The data analysis compared the number of employees who benefited to those who did not benefit from ASFSA certification. Correlations were made between those benefits and the district population and years of employee service. Also identified was the perception of the superintendent about certification. Correlation was also made between the district population and the perceived value and necessity of ASFSA certification.

## CHAPTER IV

### FINDINGS

#### Training Programs Available

The findings for the first objective were obtained from the results of an inquiry made by the researcher of the 55 state and territory state directors (See Appendix A). Out of the 55 inquiries made, 37 or 67 percent were returned.

Ten states provided no training to their school food service employees. Twenty-one of the states had programs designed especially for school food service employees that were given by either local vocational-technical schools or community colleges, and special summer workshops were given by 15 of the states. All of the training programs were available to all job-level employees and would qualify for points towards the ASFSA certificate. Certification in nine of the states was given by the State Department of Education.

Because Oklahoma had a training program that would qualify for ASFSA certification, and the information needed to complete the survey was available, Oklahoma was selected as the state in which to conduct the survey.

District Perception of Need and Value  
of ASFSA Certification

Two hundred and twenty-nine questionnaires were sent to school districts in Oklahoma. One hundred and thirty-nine were returned for a return rate of 62 percent. Of the 139 returns, 72 or 52 percent were from districts with one to 500 students, 44 or 32 percent were from districts with 501 to 1,000 students, six or 4 percent were from districts with 1,001 to 2,000 and 2,001 to 3,000 students and 11 or eight percent were from districts with more than 3,000 students (See Table I).

Eighty of the questionnaires or 58 percent were completed by the district superintendent, 47 or 34 percent by food service directors, and 11 or eight percent by others, including cafeteria managers, principals, and supervisors.

Fifty-eight percent or 80 respondents felt that the ASFSA certificate was unnecessary, 19 percent or 27 respondents had no opinion and 23 percent or 32 respondents felt that the ASFSA certificate should be necessary.

Forty-six districts or 33 percent felt that ASFSA certification for their food service employees was valuable to the district. Forty-four or 32 percent felt that it was not valuable and 49 or 35 percent felt that it did not matter.

Seventy-five percent or 104 districts would give their food service employees nothing as a result of their being ASFSA certified. Eleven percent or 15 districts indicated that their employees would be in line for a promotion, six districts or four percent would give their employees more pay and 18 districts or nine percent would give



TABLE I  
DISTRICT RESPONSE

	Percent of Respondents
<u>Questionnaire Respondents</u>	
Superintendent	58
Director	36
Others	8
<u>School District Student Population</u>	
1 to 500	52
501 to 1,000	32
1,001 to 2,000	4
2,001 to 3,000	4
3,001 or More	8
<u>ASFSA Certificate Responses</u>	
Necessary	23
Unnecessary	58
No Opinion	19
<u>ASFSA Certification Value</u>	
Valuable	33
Of No Value	32
Does Not Matter	35
<u>ASFSA Certification Benefits</u>	
More Pay	4
Better Position	11
Both	9
Nothing	75

*From  
data response  
no real value  
of certification  
was observed*

their employees a promotion and better pay. One district would pay employee travel to meetings.

The questionnaires were separated by district population and the results compared according to districts with one to 500 students, 501 to 100 students, 1,001 to 2,000 students, 2,001 to 3,000 students, and districts with more than 3,000 students. For statistical purposes, the other respondents were included in with the directors except in the districts with 2,001 to 3,000 students where two assistant superintendents were included in the superintendent count.

Question number three asked the respondents whether the ASFSA certificate should be necessary for their employees (See Appendix B).

In districts with one to 500 students, 52 superintendents and 20 directors and others replied. Eleven of the superintendents and six of the directors or 30 percent had no opinion about the necessity of the ASFSA certificate. Thirty-six or 69 percent of the superintendents and eight or 40 percent of the directors felt that it should be necessary.

Twenty superintendents and 20 directors and others responded from districts with 501 to 1,000 students. One superintendent and four directors or 20 percent had no opinion about the necessity of the ASFSA certificate. Fourteen superintendents or 58 percent and 11 or 55 percent of the directors felt that the certificate was unnecessary while nine or 38 percent of the superintendents and five or 25 percent of the directors and others felt that it was necessary.

Three superintendents and three directors responded from districts with 1,001 to 2,000 students. One superintendent and one director felt that the certificate was unnecessary. No superintendent or director

felt that the certificate was unnecessary.

Two of the three superintendents and two of the three directors from districts with 2,001 to 3,000 students felt that the ASFSA certificate was unnecessary. One from each felt that it was necessary.

No superintendent responded from the districts with more than 3,000 students. Of the 11 directors responding one or nine percent had no opinion about the ASFSA certificate. Four or 36 percent felt it was unnecessary and six or 55 percent felt that it was necessary.

Question number four on the district questionnaire asked about the value to the district for their food service employees having an ASFSA certificate. (See Appendix B).

In the districts with one to 500 students, six or 12 percent of the superintendents and seven or 35 percent of the directors felt that the ASFSA certificate was valuable. Twenty or 38 percent of the superintendents and four or 20 percent of the directors felt that it was of no value and 26 superintendents or 50 percent and nine or 45 percent of the directors said it did not matter.

In districts with 501 to 1,000 students, 13 or 54 percent of the superintendents felt the ASFSA certificate was valuable and eight or 40 percent of the directors agreed. Thirty-eight percent or nine superintendents and 30 percent or six directors felt that it was of no value and two superintendents or eight percent and six directors or 30 percent felt that having the certificate did not matter.

The three superintendents were evenly split among the ASFSA certificate being valuable, of no value, or "no opinion." All three directors felt that it did not matter whether their employees had the ASFSA certificate.

Two directors and two superintendents felt that the ASFSA certificate was of value in districts with 2,001 to 3,000 students. One director and one superintendent each felt that it did not matter if their employees had received the ASFSA certificate.

In the districts with more than 3,000 students, seven respondents or 64 percent felt that the ASFSA certificate was valuable. Three or 27 percent felt that it was of no value and one or nine percent felt that it did not matter.

Question five asked what benefits the district food service employees received as a result of being ASFSA certified?

In the districts with one to 500 students, one director or five percent and one superintendent or two percent answered that their employees received more pay. Two superintendents or four percent and three directors or 13 percent answered that their employees would be considered for advancement in their jobs. Three or six percent of the superintendents and two or ten percent of the directors answered that their employees received both a pay increase and potential job advancement. Only one superintendent or two percent rewarded the food service employee by paying their way to the meetings and 14 or 70 percent of the directors gave their employees nothing for getting the ASFSA certificate.

No superintendents or directors in districts with 501 to 1,000 students gave their employees a pay raise. Seven superintendents or 58 percent and one director or five percent felt that the employee would be in line for an advancement. Three superintendents or 13 percent and one director or five percent answered that the employees would get both a pay raise and an advancement. Fourteen or 58 percent

of the superintendents and 18 or 90 percent of the directors gave the employees nothing for being ASFSA certified.

None of the superintendents or directors in districts with 1,001 to 2,000 students gave only pay raises or job advancements to their employees. One superintendent answered that his employees received both. All of the directors and two superintendents gave their employees nothing.

The superintendents and directors in districts with 2,001 to 3,000 students did not give their employees just a pay raise or job advancement. One superintendent and one director said that their employees received both. Two of the superintendents and two directors gave their employees nothing.

No superintendents in the districts with more than 3,000 students answered. Four or 36 percent of the directors gave pay raises, two or 18 percent considered a job advancement and four or 36 percent said that the district gave the employees nothing for their getting the ASFSA certificate.

#### Employee Benefits

Of the 339 employee benefits questionnaires sent to the certified food service employees, 174 were returned for a rate of 51 percent. Three respondents did not answer questions one through seven and are not included in the following statistics (See Table II).

Eight percent of the respondents were directors, 45 percent were managers, 43 percent were cooks, and four percent were others, including cashiers and state consultants.

All of the respondents had been in school food service more than

TABLE II  
EMPLOYEE RESPONSE

	Percent of Respondents
<u>Questionnaire Respondents</u>	
Director	8
Manager	45
Cook	43
Others	4
<u>Years in School Food Service</u>	
0 to 2 Years	0
3 to 5 Years	19
6 to 10 Years	27
11 or More Years	54
<u>School District Student Population</u>	
1 to 500	15
501 to 1,000	15
1,001 to 2,000	5
2,001 to 3,000	7
3,001 or More	<del>56</del> 93
<u>Certified Respondents</u>	
1 Year	2
2 to 5 Years	42
5 or More Years	56
<u>ASFSA Certification Benefits</u>	
More Pay	42
Better Position	15
Job Satisfaction	68
Self Satisfaction	73
<u>Respondents' Expenses Paid</u>	
Yes	52
No	48
All Expenses	60
Part of the Expenses	40

two years. Nineteen percent or 32 had been in school food service from three to five years, 46 or 27 percent for six to ten years and 54 percent or 93 for 11 or more years.

Districts with one to 500 students and 501 to 1,000 students each had 25 respondents or 15 percent. Thirteen or five percent were from districts with 1,001 to 2,000 students, 12 or seven percent from districts with 2,001 to 3,000 students and 96 or 56 percent from districts with more than 3,000 students.

Four persons or two percent of the respondents had been certified only one year. Seventy-one or 42 percent had been certified two to five years and 96 or 56 percent had been certified more than five years.

More pay was received by 71 or 42 percent of the respondents; a better position was received by 25 or 15 percent; 116 or 68 percent got more job satisfaction and 125 or 73 percent got more self satisfaction from being ASFSA certified.

Of the 89 respondents, 52 percent had expenses paid by the district, 53 or 60 percent had all of their expenses paid for the certification training and 36 or 40 percent had only part of their training expenses paid.

Out of the 14 directors responding, two or 14 percent had been in school food service three to five years, four or 29 percent for six to ten years, and eight or 57 percent for 11 or more years. None received an increase in pay or a job advancement. Two of the eight or 25 percent with 11 or more years of service received both a pay increase and a promotion.

Neither the one director from districts with one to 500 students nor either of the two from districts with 501 to 1,000 students received

a pay increase or possible job advancement. Three directors or eight percent responded from districts with 1,001 to 2,000 students and one or three percent received a salary increase, and one or three percent received a promotion as a result of being ASFSA certified. The single director from districts with 2,001 to 3,000 students received no additional pay or job advancement. Seven or 50 percent of the responding directors were from districts with 3,000 or more students. One or 14 percent received an increase in pay and a promotion.

Nine of the 77 food service employees or 12 percent had been in school food service for three to five years, 12 or 16 percent for six to ten years and 56 or 73 percent for 11 or more years. Three managers or 33 percent with three to five years' service received more pay and two or 22 percent received a better job. Nine or 75 percent with six to ten years received more pay and three or 25 percent received promotions in their jobs. Of the managers with 11 or more years of service, 20 or 36 percent received more pay and 11 or 20 percent advanced in their jobs.

Out of the 17 managers from districts with one to 500 students, five received more pay and one received a job advancement. From districts with 501 to 1,000 students, eight managers or ten percent responded. Two or 25 percent received more pay and one or 13 percent advanced in her job. Three managers or four percent from districts with 1,001 to 2,000 students responded. Only one received more pay and none received a better position. From districts with with 2,001 to 3,000 students four managers or five percent responded. Two received better pay and one received a better position.



Districts with more than 3,000 students received responses from 45 or 58 percent of the managers. Twenty-five or 56 percent received better pay and 13 or 29 percent advanced in their job.

### Training Needs

Fifteen areas of training were suggested in the questionnaires sent to both the employees and the districts with the request that they be ranked as "non needed", "needed", or "have to have" (See Appendix B and C). The respondents were also requested to determine how well trained that they or their employees were by marking the questions; no training, trained, and well trained.

Training in the first area, record keeping, was not needed by three or 15 percent of the directors, nine or 12 percent of the managers and 33 or 45 percent of the cooks. It was needed by two or ten percent of the directors, 15 or 19 percent of the managers, and 19 or 26 percent of the cooks. Fifteen directors or 75 percent, 53 managers or 69 percent and 22 cooks or 60 percent, felt that they had to have training (See Table III).

Thirty-two or 23 percent of the districts felt that it was not needed, 47 or 34 percent felt that it was needed and 60 or 43 percent felt that their employees have to have record keeping.

One director or five percent, six managers or eight percent, and 52 cooks or 70 percent felt they had no training, nine directors or 45 percent, 38 managers or 49 percent, and 17 cooks or 23 percent were trained. Ten directors or 50 percent, 33 managers or 43 percent and five cooks or 70 percent were well trained in record keeping.

Sixteen of the districts or 12 percent felt that their employees

TABLE III  
RECORD KEEPING

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	15
Needed	10
Have to Have	75
No Training	5
Trained	45
Well Trained	50
<u>Managers</u>	
Not Needed	12
Needed	19
Have to Have	69
No Training	8
Trained	49
Well Trained	43
<u>Cooks</u>	
Not Needed	45
Needed	26
Have to Have	30
No Training	70
Trained	23
Well Trained	7
<u>Districts</u>	
Not Needed	23
Needed	34
Have to Have	43
No Training	12
Trained	53
Well Trained	63

had no training, 73 or 53 percent were trained and 50 or 36 percent felt that their employees were well trained and 50 or 36 percent felt that their employees were well trained in record keeping.

Three of the directors or 15 percent felt that training in portion control was not needed. Nine managers or 12 percent and 24 cooks or 32 percent felt the same way. Two directors or ten percent, 12 managers or 16 percent, and 17 cooks or 23 percent felt that it was needed and 16 directors or 80 percent, 56 managers or 73 percent, and 33 cooks or 45 percent felt that they had to have training in portion control (See Table IV).

Thirty-four or 24 percent of the districts felt that training in portion control was not needed, 54 or 39 percent felt that it was needed and 51 or 37 percent felt that their employees had to have training in portion control.

Two of the directors or ten percent, three managers or four percent and 19 cooks or 26 percent had no training. Seven directors or 35 percent, 29 managers or 33 percent, and 32 cooks or 43 percent were trained in portion control. Eleven or 55 percent of the directors, 45 or 58 percent of the managers and 23 cooks or 31 percent were well trained in portion control.

Sixteen or 12 percent of the districts felt that their employees had no training, 78 or 56 percent were trained and 45 or 32 percent were well trained in portion control.

Sanitation training was not needed by four or 20 percent of the directors, ten or 13 percent of the managers and 17 or 23 percent of the cooks. It was needed by two or ten percent of the directors, 13

TABLE IV  
PORTION CONTROL

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	15
Needed	10
Have to Have	80
No Training	10
Trained	35
Well Trained	55
<u>Managers</u>	
Not Needed	12
Needed	16
Have to Have	73
No Training	4
Trained	38
Well Trained	58
<u>Cooks</u>	
Not Needed	32
Needed	23
Have to Have	45
No Training	26
Trained	43
Well Trained	31
<u>Districts</u>	
Not Needed	24
Needed	39
Have to Have	37
No Training	12
Trained	56
Well Trained	32

or 17 percent of the managers and ten or 14 percent of the cooks. Fourteen directors or 70 percent, 54 managers or 70 percent and 47 or 64 percent of the cooks felt that sanitation training was necessary (See Table V).

The responses from the districts were that 21 percent or 29 felt that the sanitation training was not necessary, 20 percent or 28 felt that it was necessary and 59 percent or 89 districts felt that their employees "had to have" sanitation training.

One or five percent of the directors, 13 or 17 percent of the managers and seven or nine percent of the cooks had no training in sanitation while nine or 45 percent of the directors, nine or 12 percent of the managers, and 23 or 31 percent of the cooks had been trained. Fifty percent or ten directors, 72 percent or 55 managers, and 59 percent or 44 of the cooks were well trained.

Eleven percent or 15 of the directors of the districts said that their employees had had no training, 38 percent or 53 had been trained and 51 percent or 71 felt that their employees were well trained in sanitation.

Training in purchasing was not needed by three or 15 percent of the directors, 31 or 40 percent of the managers and 40 or 54 percent of the cooks. Two or ten percent of the directors, 22 or 29 percent of the managers, and 20 or 27 percent of the cooks felt that it was needed. Fifteen or 75 percent of the directors, 24 or 31 percent of the managers, and 14 or 19 percent of the cooks felt that they "had to have" training in purchasing (See Table VI).

Training in purchasing was not needed in 46 or 33 percent of the districts, needed in 50 or 36 percent and the employees had said "had to have it" in 43 or 31 percent of the districts.

TABLE V  
SANITATION

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	20
Needed	10
Have to Have	70
No Training	5
Trained	45
Well Trained	50
<u>Managers</u>	
Not Needed	13
Needed	17
Have to Have	70
No Training	17
Trained	12
Well Trained	72
<u>Cooks</u>	
Not Needed	23
Needed	14
Have to Have	64
No Training	9
Trained	31
Well Trained	59
<u>Districts</u>	
Not Needed	21
Needed	20
Have to Have	59
No Training	11
Trained	38
Well Trained	51

TABLE VI  
PURCHASING

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	15
Needed	10
Have to Have	75
No Training	20
Trained	40
Well Trained	40
<u>Managers</u>	
Not Needed	40
Needed	29
Have to Have	31
No Training	31
Trained	42
Well Trained	27
<u>Cooks</u>	
Not Needed	54
Needed	27
Have to Have	19
No Training	76
Trained	22
Well Trained	3
<u>Districts</u>	
Not Needed	33
Needed	36
Have to Have	31
No Training	18
Trained	50
Well Trained	32

Four directors or 20 percent, 24 managers or 31 percent, and 56 or 76 percent of the cooks had no training in purchasing. Eight of the directors or 40 percent, 32 or 41 percent of the managers, 21 or 27 percent of the managers and two or three percent of the cooks were well trained in purchasing.

The employees in 25 or 18 percent of the districts had no training, 70 or 50 percent were trained and 44 or 32 percent were well trained in purchasing.

Training in recipe adjustment was not needed by three or 15 percent of the directors, nine or 21 percent of the managers, and 15 or 20 percent of the cooks. Two directors or ten percent, 16 managers or 21 percent, and 21 cooks or 28 percent felt that training in recipe adjustment was needed and 15 or 75 percent of the directors, 52 or 68 percent of the managers and 38 or 60 percent of the cooks felt that they had to have it (See Table VII).

Thirty-one or 22 percent of the districts felt that training in recipe adjustment was not needed, 48 or 35 percent felt that it was needed, and 60 or 43 percent of the districts felt that their employees "had to have" training in recipe adjustment.

One director or five percent, six managers or ten percent, and 11 cooks or 15 percent had no training in recipe adjustment. Eight or 40 percent of the directors, 27 or 35 percent of the managers, and 43 or 58 percent of the cooks were trained and 11 or 55 percent of the directors, 44 or 57 percent of the managers, and 20 or 27 percent of the cooks were well trained in recipe adjustment.

According to the districts, 14 or ten percent of their employees had no training, 79 or 57 percent were trained and 46 or 33 percent



TABLE VII  
 RECIPE ADJUSTING

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	15
Needed	10
Have to Have	75
No Training	5
Trained	40
Well Trained	11
<u>Managers</u>	
Not Needed	12
Needed	21
Have to Have	68
No Training	8
Trained	35
Well Trained	57
<u>Cooks</u>	
Not Needed	20
Needed	28
Have to Have	51
No Training	15
Trained	58
Well Trained	27
<u>Districts</u>	
Not Needed	22
Needed	35
Have to Have	43
No Training	10
Trained	57
Well Trained	33

were well trained in recipe adjustment.

Safety training was not needed by four or 20 percent of the directors, 12 or 16 percent of the managers, and 15 or 20 percent of the cooks. It was needed by two or ten percent of the directors, 21 or 27 percent of the managers, and 16 or 22 percent of the cooks. Fourteen directors or 70 percent, 44 managers or 52 percent, and 43 cooks or 58 percent felt that they "had to have" safety training (See Table VIII).

Twenty-eight of the districts or 20 percent felt safety training was not needed, 48 or 35 percent felt that it was needed, and 56 or 48 percent felt that their employees' "had to have" safety training.

Two directors or ten percent, six managers or eight percent, and eight cooks or 11 percent had no training in safety. Nine directors or 45 percent, 35 managers or 45 percent, and 38 cooks or 51 percent had been trained and nine directors or 45 percent, 36 managers or 47 percent, and 28 cooks or 38 percent considered themselves well trained in safety.

Among the school districts, 18 or 13 percent responded that their employees had no safety training, 65 or 47 percent stated that their employees had been trained, and 56 or 40 percent felt that their employees had been well trained in safety.

Three of the directors or 15 percent felt that training in menu planning was not needed. Twenty-seven managers or 35 percent and 43 cooks or 58 percent felt the same. Five or 25 percent of the directors, 19 managers or 25 percent and 14 or 19 percent of the cooks consider that it is needed and 15 or 75 percent of the directors, 31 or 40 percent of the managers, and 17 or 23 percent of the cooks felt

TABLE VIII

## SAFETY

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	20
Needed	10
Have to Have	70
No Training	10
Trained	45
Well Trained	45
<u>Managers</u>	
Not Needed	16
Needed	27
Have to Have	57
No Training	8
Trained	45
Well Trained	47
<u>Cooks</u>	
Not Needed	20
Needed	22
Have to Have	58
No Training	11
Trained	51
Well Trained	38
<u>Districts</u>	
Not Needed	20
Needed	35
Have to Have	45
No Training	13
Trained	47
Well Trained	40

that they "had to have" training in menu planning (See Table IX).

Thirty-four of the districts or 24 percent felt that training in menu planning was not needed, 46 or 33 percent needed and 59 or 42 percent felt that their employees "had to have it."

Only one director or five percent had no training in menu planning and 22 managers or 29 percent and 46 cooks or 62 percent had no training. Six directors or 30 percent, 29 managers or 38 percent, and 23 cooks or 31 percent were trained and 13 directors or 65 percent, and 26 managers or 34 percent and five cooks or seven percent were well trained in menu planning.

Thirteen districts or nine percent felt that their employees had no training, 74 or 53 percent felt that the employees were well trained in menu planning.

Training in cooking techniques was not needed by three or 15 percent of the directors, ten or 13 percent of the managers, and 18 or 24 percent of the cooks. It was needed by two directors or ten percent, 26 managers or 34 percent, and 22 cooks. Fifteen directors or 75 percent, 41 managers or 53 percent and 34 cooks or 46 percent felt that they "had to have" training in cooking Techniques (See Table X).

Twenty-seven districts or 19 percent felt that training in cooking techniques was not needed, 46 or 33 percent felt that it was needed and 66 or 47 percent of the districts felt that their employees "had to have" training in cooking techniques.

One director or five percent, eight managers or ten percent and ten cooks or 14 percent were not trained in cooking techniques. Ten directors or 50 percent, 40 managers or 52 percent and 47 cooks or 64

TABLE IX  
MENU PLANNING

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	15
Needed	25
Have to Have	75
No Training	5
Trained	30
Well Trained	65
<u>Managers</u>	
Not Needed	35
Needed	25
Have to Have	40
No Training	29
Trained	38
Well Trained	34
<u>Cooks</u>	
Not Needed	58
Needed	19
Have to Have	23
No Training	62
Trained	31
Well Trained	7
<u>Districts</u>	
Not Needed	24
Needed	33
Have to Have	42
No Training	9
Trained	53
Well Trained	37

TABLE X  
COOKING TECHNIQUES

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	15
Needed	10
Have to Have	75
No Training	5
Trained	50
Well Trained	45
	13
<u>Managers</u>	
Not Needed	34
Needed	53
Have to Have	10
No Training	52
Trained	38
Well Trained	24
<u>Cooks</u>	
Not Needed	30
Needed	46
Have to Have	14
No Training	64
Trained	23
Well Trained	19
<u>Districts</u>	
Not Needed	33
Needed	47
Have to Have	8
No Training	89
Trained	52
Well Trained	40

percent were trained and nine directors or 45 percent, 29 managers or 38 percent, and 17 cooks or 23 percent were well trained in cooking techniques.

Eleven of the districts or 89 percent felt that their employees had no training, 72 or 52 percent felt that their employees were trained and 56 or 40 percent considered their employees well trained in cooking techniques.

Four directors or 20 percent, eight managers or ten percent and 16 cooks or 22 percent indicated that training in weighing and measuring was not needed. Two directors or ten percent, 21 managers or 27 percent, and 17 cooks or 23 percent felt that it was needed and 14 directors or 70 percent, 48 managers or 62 percent and 41 cooks or 55 percent felt that they "had to have" training in weighing and measuring (See Table XI).

Twenty-eight districts or 20 percent felt that training in weighing and measuring was not needed while 51 or 37 percent felt it was needed and 60 or 43 percent felt that their employees "had to have" the training.

Three directors or 15 percent, five managers or six percent and 11 cooks or 15 percent had no training in weighing and measuring. Seven directors or 35 percent, 34 managers or 44 percent and 35 cooks or 47 percent were trained and ten or 50 percent of the directors, 38 or 49 percent of the managers and 28 or 38 percent of the cooks were well trained in weighing and measuring.

Twelve of the districts or nine percent felt that their employees had no training, 71 or 51 percent felt that their employees were trained and 56 or 40 percent felt that the employees were well trained

TABLE XI  
WEIGHING AND MEASURING

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
✓ Not Needed	20
Needed	10
Have to Have	70
No Training	15
Trained	35
Well Trained	50
<u>Managers</u>	
✓ Not Needed	10
Needed	27
Have to Have	62
No Training	6
Trained	44
Well Trained	49
<u>Cooks</u>	
✓ Not Needed	22
Needed	23
Have to Have	55
No Training	75
Trained	47
Well Trained	38
<u>Districts</u>	
✓ Not Needed	20
Needed	37
Have to Have	43
No Training	9
Trained	51
Well Trained	40



in weighing and measuring.

Management training was not needed by three or 15 percent of the directors, 13 or 17 percent of the managers and 47 or 64 percent of the cooks. It was needed by three or 15 percent of the directors, 15 or 19 percent of the managers, and 12 or 16 percent of the cooks. Fourteen or 70 percent of the directors, 49 or 64 percent of the managers and 15 or 20 percent of the cooks felt that they "had to have" management training (See Table XII).

Management training was not needed by the employees in 32 or 23 percent of the responding districts; it was needed in 55 or 40 percent of the districts and the employees had to have management training in 52 or 37 percent of the districts.

Two directors or eight percent, eight managers or ten percent, and 60 cooks or 43 percent had no management training. Four directors or 20 percent, 37 or 48 percent of the managers and 13 cooks or 18 percent were trained and ten or 50 percent of the directors, 32 or 42 percent of the managers and only one or one percent of the cooks had received management training.

The district response was that 21 or 15 percent of the district employees had no training while 71 of its employees were trained and 47 or 34 percent of its employees were well trained in management.

Three of the directors or 15 percent, ten managers or 13 percent and 19 cooks or 26 percent felt that training in equipment use and care was not needed. Two directors or 10 percent, 30 managers or 39 percent and 22 cooks or 30 percent felt that it was needed and 15 or 75 percent of the directors, 37 managers or 48 percent, and 33 cooks or 45 percent felt that they "had to have" training in the use and care of

TABLE XII  
MANAGEMENT/SUPERVISION

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	15
Needed	15
Have to Have	70
No Training	10
Trained	20
Well Trained	50
<u>Managers</u>	
Not Needed	17
Needed	19
Have to Have	64
No Training	10
Trained	48
Well Trained	42
<u>Cooks</u>	
Not Needed	64
Needed	16
Have to Have	20
No Training	43
Trained	18
Well Trained	19
<u>Districts</u>	
Not Needed	23
Needed	40
Have to Have	37
No Training	15
Trained	51
Well Trained	34

equipment (See Table XIII).

From the district point of view, 30 or 22 percent felt training in equipment use and care was not necessary while 58 or 42 percent felt it was necessary and 41 or 37 percent felt that their employees "had to have" it.

Two directors or ten percent, ten managers or 13 percent and seven cooks or nine percent had no training in equipment use and care. Nine directors or 45 percent, 34 managers or 44 percent and 52 cooks or 70 percent were trained and nine directors or 45 percent, 33 managers or 43 percent and 15 cooks or 20 percent were well trained in equipment use and care.

Nine percent of the districts or 13 indicated that their employees had had no training, 75 or 54 percent felt that their employees were well trained in the use and care of equipment.

Training in public relations was not needed by three directors or 15 percent, 11 managers or 14 percent and 28 cooks or 38 percent. Two directors or ten percent, 41 managers or 53 percent and 22 cooks or 30 percent felt that it was needed and 15 directors or 75 percent, 25 managers or 32 percent, felt that they "had to have" public relations training (See Table XIV).

Thirty of the districts or 22 percent felt that public relations training was not necessary while 73 or 53 percent felt that it was necessary and 36 districts or 29 percent felt that their employees "had to have" training in public relations.

One director or five percent, 16 managers or 21 percent and 32 cooks or 43 percent had no training in public relations. Ten directors or 50 percent, 44 or 57 percent of the managers and 28 or 38 percent of

TABLE XIII  
USE AND CARE OF EQUIPMENT

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	45
Needed	10
Have to Have	75
No Training	10
Trained	45
Well Trained	45
<u>Managers</u>	
Not Needed	13
Needed	39
Have to Have	48
No Training	13
Trained	44
Well Trained	43
<u>Cooks</u>	
Not Needed	26
Needed	30
Have to Have	45
No Training	9
Trained	70
Well Trained	20
<u>Districts</u>	
Not Needed	22
Needed	42
Have to Have	37
No Training	9
Trained	54
Well Trained	37

TABLE XIV  
PUBLIC RELATIONS

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	15
Needed	10
Have to Have	75
No Training	5
Trained	50
Well Trained	45
<u>Managers</u>	
Not Needed	14
Needed	53
Have to Have	32
No Training	21
Trained	57
Well Trained	25
<u>Cooks</u>	
Not Needed	38
Needed	30
Have to Have	32
No Training	43
Trained	38
Well Trained	19
<u>Districts</u>	
Not Needed	22
Needed	53
Have to Have	29
No Training	35
Trained	46
Well Trained	19

the cooks had public relations training. Nine directors or 45 percent, 19 managers or 25 percent, and 14 cooks or 19 percent were well trained.

Forty-eight districts or 35 percent felt that their employees had no public relations training, 64 or 46 percent were trained and 27 or 19 percent were well trained.

Work scheduling was not needed by three or 15 percent of the directors, 12 or 16 percent of the managers and 38 or 51 percent of the cooks. It was needed by one director or five percent, 29 managers or 38 percent and 11 cooks or 15 percent. Sixteen directors or 80 percent, 36 managers or 47 percent and 25 cooks or 34 percent considered that they "had to have" training in work scheduling (See Table XV).

Thirty-four districts or 24 percent considered work scheduling not necessary for their employees while 65 or 47 percent of the districts considered that training in work scheduling was needed. Forty districts or 29 percent stated that their employees "had to have" training in work scheduling.

Two directors or ten percent indicated that they had had no training in work scheduling. Fourteen managers or 18 percent and 45 cooks or 61 percent also had no training. Nine directors or 45 percent, 37 managers or 17 percent, and 17 cooks or 23 percent were trained while nine directors or 45 percent, 26 managers or 34 percent and 12 cooks or 16 percent considered themselves well trained.

The employees in 33 or 24 percent of the districts had no work scheduling training, 74 or 53 percent of the districts reported that their employees were trained and they had been well trained in 32 districts or 23 percent.

Training in merchandising was not needed by three directors or

TABLE XV  
WORK SCHEDULING

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	15
Needed	5
Have to Have	80
No Training	10
Trained	45
Well Trained	45
<u>Managers</u>	
Not Needed	16
Needed	38
Have to Have	47
No Training	18
Trained	48
Well Trained	34
<u>Cooks</u>	
Not Needed	51
Needed	15
Have to Have	34
No Training	61
Trained	23
Well Trained	16
<u>Districts</u>	
Not Needed	24
Needed	47
Have to Have	29
No Training	24
Trained	53
Well Trained	23

15 percent, 20 managers or 26 percent and 46 cooks or 62 percent. It was needed by three directors or 15 percent, 37 managers or 48 percent and 13 cooks or 18 percent. Fourteen directors or 70 percent, 20 managers or 26 percent, and 15 cooks or 20 percent felt that they "had to have" training in merchandising (See Table XVI).

Forty-five or 32 percent of the districts felt that training in merchandising was not needed while 63 or 45 percent felt that it was needed and 31 or 22 percent felt that their employees "had to have" the training.

No training had been received by two directors or ten percent, 21 managers or 27 percent and 51 cooks or 69 percent. Nine directors or 45 percent, 37 managers or 48 percent and 19 cooks or 26 percent were trained. Nine directors or 45 percent, 19 managers or 25 percent and only four cooks or five percent were well trained in merchandising.

Twenty-seven districts or 19 percent felt that their employees had no merchandising training, 69 or 50 percent felt that their employees were trained and 26 directors or 18 percent felt that their employees were well trained.

Communications training was not needed by three directors or 15 percent, 11 managers or 14 percent and 30 cooks or 41 percent. It was needed by two directors or ten percent, 30 managers or 40 percent and 19 cooks or 26 percent. Fifteen directors or 75 percent, 36 managers or 47 percent and 25 cooks or 34 percent felt that they "had to have" it (See Table XVII).

Twenty-seven districts or 19 percent felt that communications training was not needed by their employees. Seventy-one or 51 percent felt that it was needed and 41 or 30 percent felt their employees "had



TABLE XVI  
MERCHANDISING

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
— Not Needed	15
Needed	15
Have to Have	70
No Training	10
Trained	45
Well Trained	45
<u>Managers</u>	
— Not Needed	26
Needed	48
Have to Have	26
No Training	27
Trained	48
Well Trained	25
<u>Cooks</u>	
Not Needed	62
Needed	18
Have to Have	20
No Training	69
Trained	26
Well Trained	5
<u>Districts</u>	
Not Needed	32
Needed	45
Have to Have	22
No Training	32
Trained	50
Well Trained	18

TABLE XVII  
COMMUNICATIONS

Survey Respondents/Question	Percent of Respondents
<u>Directors</u>	
Not Needed	15
Needed	10
Have to Have	75
No Training	10
Trained	55
Well Trained	35
<u>Managers</u>	
Not Needed	14
Needed	40
Have to Have	47
No Training	21
Trained	55
Well Trained	25
<u>Cooks</u>	
Not Needed	41
Needed	26
Have to Have	34
No Training	47
Trained	38
Well Trained	15
<u>Districts</u>	
Not Needed	19
Needed	51
Have to Have	30
No Training	35
Trained	44
Well Trained	32

to have" communications training.

Two directors or ten percent, 16 managers or 21 percent and 35 cooks or 47 percent had received no communications training. Eleven directors or 55 percent, 42 managers or 55 percent and 28 cooks or 38 percent had been trained and seven directors or 35 percent, 19 managers or 25 percent and 11 cooks or 15 percent considered themselves well trained.

The employees in 48 districts or 35 percent had no training in communications, 67 districts or 44 percent felt that their employees were well trained and 24 or 32 percent of the districts felt that their employees were well trained.

A place in the questionnaire was left for respondents to suggest other training areas that they felt were needed. Some of the suggestions were state and federal school lunch rules and regulations; nutrition; inventory control; budgeting; menu costing; first aid; C. P. R.; special courses on main dish, baking, salads, and vegetables; grooming and personal hygiene; and food storage, stress control and job simplification.

The percentages in the above statistics were rounded off and may not total exactly 100 percent.

## Summary

### Availability of Training Programs

Of the 37 responding states, 27 had training programs available to the state school food service employees which would count as training points toward ASFSA certification. At least one of the responding states

discontinued its training program due to the expense of implementing it.

Because of available state training programs and the availability of information, the State of Oklahoma was selected as the state in which to conduct the survey of the perceived effects of the ASFSA certificate on the salary level and advancement opportunities of the Oklahoma school food service workers.

Questionnaires were sent to school superintendents and food service employees requesting information about their present training needs. Two hundred twenty-nine questionnaires were sent to school superintendents with 139 or 62 percent returned. Three hundred thirty-nine questionnaires were sent to certified school food service employees and 174 or 51 percent were returned.

#### District Perception

The responses of 66 percent of the superintendents surveyed indicated that the ASFSA certificate should not be necessary for their food service employees in order to get a pay increase or job advancement, and 46 percent of the directors surveyed felt the same way. In districts with more than 3,001 students, 55 percent of the directors felt that the ASFSA certificate should be necessary for their food service employees.

Thirty-three percent of the districts surveyed felt that the ASFSA certificate was valuable while 32 percent felt it was of no value and 35 percent felt it did not matter if their food service employees had the ASFSA certificate or not. In districts with 2,001 to 3,000 students, 67 percent of the superintendents and 67 percent of the directors felt that the ASFSA certificate was of value to the district. In districts with more than 3,000 students 64 percent of the

directors felt it was of value.

*why should they feel it?*

Seventy-five percent of the districts gave their food service employees nothing as a result of completing ASFSA certification. In the districts with more than 3,000 students or 36 percent of their employees received nothing while 64 percent got a pay increase, job advancement or both.

*because most job demands needed*  
*administration*

### Employee Benefits

From the employees responding to the survey, 88 percent were cooks and managers and 54 percent had been in food service 11 years or more. Fifty-six percent of these came from larger districts with more than 3,000 students. Fifty-six percent had been ASFSA certified for more than five years. The districts paid for all or part of the certification training for 52 percent of the employees.

Forty-two percent of the respondents received better pay and 15 percent received an advancement in their jobs. Sixty-eight percent felt better about their jobs and 73 percent felt better about themselves as a result of receiving their ASFSA certificate.

### Training Needs

The training needs of the employees are specific to each job category, director, manager, or cook. The directors felt that all of the suggested topics were essential, while the managers and cooks each identified fewer and more specific needs (See Appendixes B and C). All groups felt that they were trained within the requirements of their particular job but that more on-going training was necessary.

Among the 15 suggested subjects for training, the directors

considered them all as needed or that they "had to have" training in the subjects. The managers considered portion control to be their most needed subject, followed by sanitation, record keeping, management, recipe adjustment, weights and measures, and safety. The cooks' needs were recipe adjustment, weighing and measuring, cooking techniques, safety and sanitation.

Some of the other possible subjects that were suggested were nutrition; state and federal guidelines; first-aid and C. P. R.; special courses in main dish, baking, salads and vegetables; personal hygiene and grooming; stress control; and job simplification.

*Suggest to include the all preparation of workers*

## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

#### Summary

In 1974 the ASFSA started a certification program to provide training that would improve the salary and professional levels of the food service employee. However, the value to the employee of having the ASFSA certificate has been in question.

A survey was conducted to determine which of the states and territories made training available to school food service employees which would qualify for points toward ASFSA certification. From the states that made training available, Oklahoma was selected for a study of the perceived value of the ASFSA certificate.

Questionnaires were sent to 456 school district administrators and to 339 ASFSA certified school food service employees throughout the State of Oklahoma.

Of the district administrators questioned, 58 percent felt that the ASFSA certificate was unnecessary. Thirty-three percent felt that certification was of value to the district but 75 percent gave their employees nothing for being certified. The major exceptions to these findings were in districts with 2,001 to 3,000 students where 67 percent of the administrators questioned felt that the ASFSA certificate was of value to the district, and in districts with more than 3,000

students where 64 percent of the certified employees received a pay raise, promotion or both.

From the 174 employees who responded, the main benefit was the self satisfaction of having earned the ASFSA certificate. Forty-four percent did receive better pay but the majority of these respondents were from larger school districts with more than 2,000 students.

The directors considered all of the suggested training needs as necessary while managers considered portion control as the most needed and cooks felt that more training in recipe adjustment was necessary.

### Conclusions

A manager or a cook in a district with more than 1,000 students stands a better chance of receiving a pay increase or job advancement as the result of obtaining the ASFSA certificate. Pay was also closely linked to years of service, but due to the limitations of the survey it could not be determined specifically if the pay increase was a direct result of having received the ASFSA certificate or of the time spent in the school district.

The main benefit that all respondents received from having the ASFSA certificate was a better feeling about their job and more self satisfaction because of receiving certification.

Superintendents and directors in general did not feel that their employees needed the ASFSA certificate. That attitude was shared by the two state directors interviewed in Chapter II. Several superintendents commented at the bottom of the questionnaire that the state should be responsible for the training and certification of their food service employees.



## Recommendations

Considering that the ASFSA does not personally design and administer the training required to become certified, its role should be that of an advisor concerning the training needs and as a coordinator to unify and standardize training programs among the various state school food service organizations.

The OSFSA, in cooperation with the state school lunch division, should review the certification requirements and training needs for all levels of employee, director, manager, and cook. With the assistance of The Oklahoma State University School of Hotel and Restaurant Administration, courses could be developed that would result in an employee receiving a certificate of training that would be recognized by school administrators when considering an employee's salary and advancement potential.

*could  
conclusion*

The OSFSA needs to better fill the needs of the smaller school districts by providing a means for the one and two person districts to participate in training and certification without necessarily having a local association. This could be done by providing a training course that could be taken by correspondence.

Another important role of the OSFSA should be that of communicating with school administrators in large and small districts the value of the training and certification of their food service employees and the importance of recognizing this value in improved salary and promotions for certified employees.

## Implications

With the cooperation of the OSFSA, the ASFSA and the state school

lunch division, an on-going training program could be developed for all levels of school food service employees that would result in a certificate of training that would have more meaning to school administrators. This would have the effect of developing an employee growing in knowledge, improving his/her proficiency and job skills, and most of all increasing his/her status and salary in the field of school food service. A follow-up study could be made to determine if the certified employees were in fact better trained and more valuable to the school district than the noncertified employees.

Another possible area of study would be to consult with the district administrators about which services the ASFSA and the OSFSA could make available through the state school food service organization that might benefit their food service employees and therefore the district. Until the ASFSA and/or the OSFSA certificate means something to the school administration, it will not tangibly benefit the food service workers or the quality of the lunch programs for the nation's public school students.

## BIBLIOGRAPHY

1. Bratton, B. and Hilderbrand, M. "Plain Talk About Professional Certification," Instructional Innovator, Vol. 25, No. 9 (December 1980), pp. 22-24.
2. Houser, C. F. "School Cafeterias Are Slicing Lunch Costs." American School Board Journal, Vol. 37, No. 3 (August 1983), p. 26.
3. Martin, J. "School Nutrition Programs in Perspective." Journal of the American Dietetic Association, Vol. 17 (1978), p. 389.
4. "ASFSA," School Food Service Journal, Vol. 36, No. 3 (April 1982), pp. 10-15.
5. OSFSA. Certification Information Sheet. Oklahoma City, OK: Oklahoma State Food Service Association, 1983.
6. Websters' New Collegiate Dictionary. Springfield, MA: F & C Merriam Co. Publishers, 1961.
7. Freeman, T., Assistant School Lunch Director, State of Oklahoma. Personal Interview. Oklahoma City, Oklahoma, March, 1983.
8. 95th Congress. Public Law 95-166. Washington, D. C.: U. S. Government Printing Office, 1977.
9. Luck, J. "NET: What's It All About?" School Food Service Journal, Vol. 33, No. 5 (June-July 1979), p. 52.
10. DeZeeuw, M. L. "NET: Aspirations and Training Implications," School Food Service Journal, Vol. 33, No. 6 (September 1979), p. 44.
11. TSFSA. "Why Be Certified?" The Lunch Bell, Vol. 27 (Fall 1983), pp. 24-26.
12. Jones, F. School Lunch Director, State of Oklahoma. Personal Interview, Oklahoma City, Oklahoma, March, 1984.
13. Cole, C. Director School Lunch, Texas Education Agency, Austin, Texas. Personal Interview, Austin, Texas, March, 1984.
14. American School Food Service Association, School Food Service Journal, Vol. 30 (1978), p. 2.

15. ASFSA. The School Food Service Foundation Certification Manual,  
Denver, CO: The School Food Service Foundation, July, 1979.
16. Zemke, R., Kramlinger, T. Figuring Things Out. Reading, MA:  
Addison-Wesley, 1982.
17. Key, J. P. AG ED 5980 Research Design. Stillwater, OK: Oklahoma  
State University, 1974.

APPENDIXES

APPENDIX A

LETTER TO STATE AND TERRITORY SCHOOL  
LUNCH DIRECTORS

November 10, 1983

Richard Reed Chief  
Bureau of School Food Management  
New York State Education Department  
99 Washington Avenue  
Albany, New York 12210

Dear Mr. Reed:

At this time I am working on a project for training school service workers as a graduate school thesis, and I am trying to gather all of the information that is available to use as reference material.

Does your state have a formal training and/or certification program for the School Food Service employees? If so, would you please send me the following information?

1. What level of employee do you have programs for?
2. When is the training held?
3. Where is the training held?
4. How long would it normally take for a student to finish all of the courses?
5. What does the student receive after completing the course or courses?
6. Does the successful completion of these courses affect an employees pay?
7. The philosophy of your training program.
8. The goals and objectives of the overall program.
9. A list of courses or training offered.
10. The goals and objectives of each course.
11. Desired order in which courses should be taken.
12. Course outlines.
13. Any other materials you feel would be of assistance.
14. How is your program financed?
  - A. Does the State pay?
  - B. Does the District pay?
  - C. Does the individual pay?
15. Who does the training?
  - A. State consultants?
  - B. Do you hire outside consultants?

Thank you very much for your assistance.

Sincerely,

*James B. Hitchcock*  
James B. Hitchcock

821 E. Pine  
Enid, Oklahoma 73701

11/16/83  
*though desirable, no  
programs are in place or  
contemplated at present in  
New York State*

*Richard O. Reed*

APPENDIX B

SCHOOL SUPERINTENDENT QUESTIONNAIRE



Dear Sir,

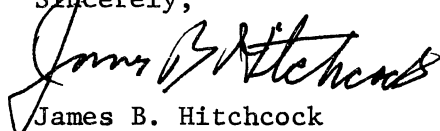
I am James Hitchcock, a graduate student at Oklahoma State University. As part of my masters thesis, I am conducting a survey as to the perceived value to your district and your food service employees, of the American School Food Service Certificate of Training.

I would appreciate you, or whomever is in charge of your food service department, assisting me by filling out the enclosed questionnaire and returning it to me in the enclosed self-addressed envelope by March 1, 1985.

The information you send will be strictly confidential.

Thank you in advance for your assistance!

Sincerely,

A handwritten signature in cursive script that reads "James B. Hitchcock". The signature is written in dark ink and is positioned above the printed name.

James B. Hitchcock  
821 East Pine  
Enid, Oklahoma 73701

D \_ \_ \_ \_

A survey of the value of training and certification for food service employees.

Section 1 - Instructions: Place an X in front of the answer that you feel best applies to your school district and/or the needs of your food service employees.

1. Your position?

Superintendent     Food Service Director  
 Other (Describe) \_\_\_\_\_

2. The student enrollment for your district is:

1-500     501-1000     1001-2000  
 2001-3000     More than 3000

3. Do you feel that the American School Food Service Association certificate should be necessary for your employees?

Necessary     Unnecessary     No Opinion

4. What is your feeling about the value to your district for your food service employees to have the ASFSA Certificate?

Valuable     Of no value     Does not matter

5. As a result of having an ASFSA certificate do your employees receive:

Pay increase  
 Potential job advancement  
 Both of the above  
 Other (Describe) \_\_\_\_\_  
 Nothing

Section 2 - Instructions: The following is a list of subjects in which your food service employees may or may not have had any training. In the first column list how often you feel each subject is needed. In the second column check how well trained your managers and/or supervisors are in each subject.

	Not Needed	Have to Have Needed	No Training	Well Trained
1. Record Keeping				
2. Portion Control				
3. Sanitation				
4. Purchasing				
5. Recipe Use and Adjustment				
6. Safety				
7. Menu Planning				
8. Cooking Techniques				
9. Weighing & Measuring				
10. Management/Supervision				
11. Use and Care of Equipment				
12. Public Relations				
13. Work Scheduling				
14. Merchandising				
15. Communications				
16. Other (Write in other subjects you may need or in which you have been trained)				

APPENDIX C

FOOD SERVICE EMPLOYEE QUESTIONNAIRE

Dear Food Service Employee,

I am James Hitchcock, a graduate student at Oklahoma State University. As part of my studies, I am conducting a survey to determine the value, to you, of your American School Food Service Certificate.

Your assistance in filling out the questionnaire and returning it to me in the enclosed self-addressed envelope, by September 15, will be greatly appreciated.

The information you give will be used as a major part of my masters thesis and will be kept strictly confidential.

Thank you in advance for your assistance!

Sincerely,

James B. Hitchcock  
821 East Pine  
Enid, Oklahoma 73701

E \_ \_ \_ \_

A survey of the value of training and certification for school food service employees.

Section 1 - Instructions. Place an X in front of the answer that applies to you and your school district.

1. What is your job description?

- Food Service Director/Specialist  
 Manager  
 Cook  
 Other (Describe) \_\_\_\_\_

2. How many years have you been in school food service?

- 0-2     3-5     6-10     11 or more

3. How many students are in your district?

- 1-500     501-1000     1001-2000  
 2001-3000     more than 3000

4. How long have you been ASFSA certified?

- 1 yr or less     2-5 Yrs.     more than 5 yrs.

5. By obtaining an ASFSA certificate have you:  
 (Place an X in front of one or more answers)

- Received more pay  
 Received a better position  
 Felt better about your job  
 Felt better about yourself

6. Did the district pay for your certification training?

- yes     no

7. If yes in number 6 above, did the district pay:

- All    or     Part of your expenses

Section 2 - Instructions: The following is a list of subjects in which you may or may not have had any training. In the first column check how important you feel each subject is. In the second column check how much training you have had in each subject.

	Column 1		Column 2	
	Not Needed	Have to Have Needed	No Training	Well Trained
1. Record Keeping				
2. Portion Control				
3. Sanitation				
4. Purchasing				
5. Recipe Use and Adjustment				
6. Safety				
7. Menu Planning				
8. Cooking Techniques				
9. Weighing & Measuring				
10. Management/Supervision				
11. Use and Care of Equipment				
12. Public Relations				
13. Work Scheduling				
14. Merchandising				
15. Communications				
16. Other (Write in other subjects you may need or in which you have been trained)				

VITA

James B. Hitchcock

Master of Science

Thesis: THE PERCEIVED EFFECTS OF THE AMERICAN SCHOOL FOOD SERVICE ASSOCIATION CERTIFICATE ON THE SALARY LEVEL AND ADVANCEMENT OPPORTUNITIES FOR SCHOOL FOOD SERVICE WORKERS IN OKLAHOMA

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Calgary, Alberta, Canada, July 24, 1933, the son of Hubert and Letha Hitchcock. Married to Kay Canaday on January 27, 1956 (deceased). One son James B. Hitchcock II.

Education: Graduated from Enid High School, Enid, Oklahoma, in May, 1951; received Bachelor of Science Degree from Oklahoma State University in January, 1961; completed requirements for Master of Science Degree at Oklahoma State University in July, 1986.

Professional Experience: Vocational Teacher, Houston Independent School District, September 1970 to November 1973; Food Service Administrator, Houston Independent School District, November 1973 to August 1980; Instructor, San Jacinto Junior College, December 1975 to May 1980; Food Service Director, Enid Public Schools, September 1980 to January 1982; School Lunch Consultant, Texas Education Agency, August 1984 to present.