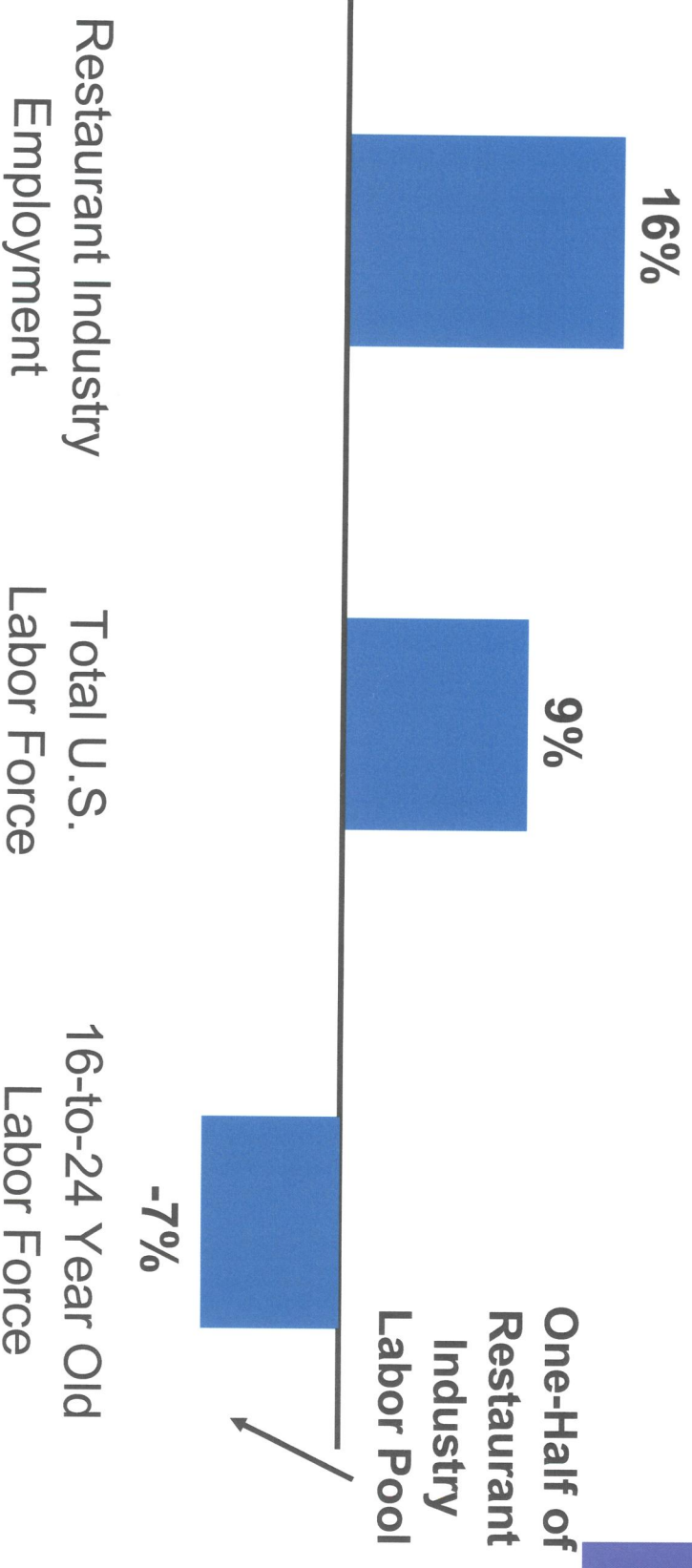


Potential Labor Shortage

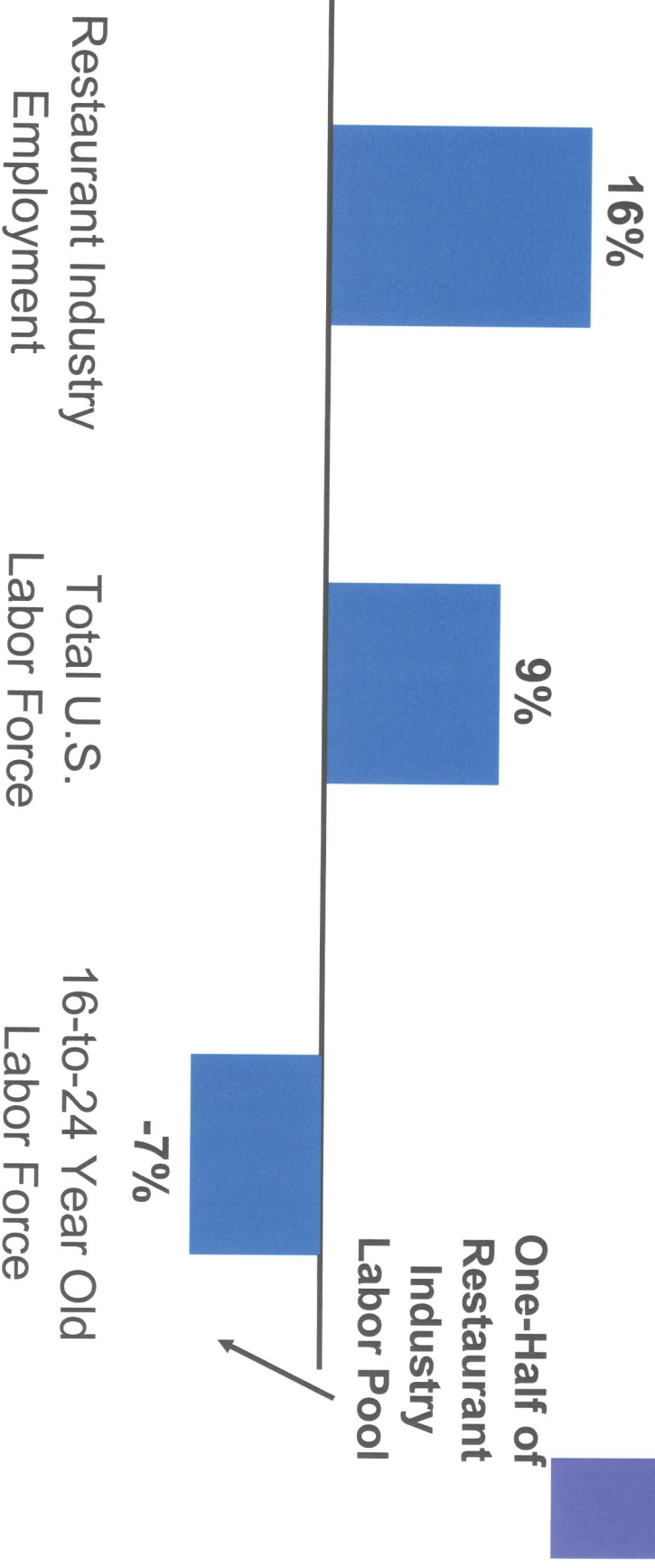
Growth in Key Indicators: 2008–2018



Source: National Restaurant Association projections, based on historical data from the Bureau of Labor Statistics

Potential Labor Shortage

Growth in Key Indicators: 2008–2018



Source: National Restaurant Association projections, based on historical data from the Bureau of Labor Statistics

Management Opportunities in Food Service

The typical manager of a foodservice establishment in 2004 was male (54 percent), while a first-line supervisor of food-preparation-and-service workers was more likely to be female (59 percent). The proportion of foodservice managers that are female increased from 39 percent in 2003 to 46 percent in 2004. The female share of supervisors remained virtually unchanged from 2003 to 2004.

African Americans accounted for 7 percent of all foodservice managers and 13 percent of all first-line supervisors of food preparation and service workers. Proportions that are comparable to their overall presence in the workforce.

Similarly, the proportion of Hispanics who were foodservice managers (10 percent) mirrors their presence in the workplace. However, the proportion of Hispanic first-line supervisors of food preparation and service workers has grown 12 percentage points since 1993 and reached 16 percent in 2004.

First-line supervisors of food preparation and service workers were younger on average than managers in foodservice establishments. More than half (52 percent) of supervisors were under age 35, with those age 25 to 34 accounting for 25 percent and those age 20 to 24 representing 20 percent. The majority of managers were age 35 and older (61 percent). Among the individual age categories, the largest proportion of foodservice managers was in the 35 to 44 age group (28 percent). This represents a shift from 2003, when the largest proportion of managers were between the ages of 25 and 34.

Three out of 10 foodservice managers were women between the ages of 15 and 44. Women between 15 and 44 years old represented 42 percent of first-line supervisors of food-preparation-and-service workers.

Workforce Diversity

Individuals in Foodservice Occupations Who Are...

Occupation	Female	African American	Hispanic	Asian
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Chefs and Head Cooks 21% 11% 22% 18%

First-Line Supervisors 59 13 16 4

Cooks 44 16 26 5

Food Preparation Workers 56 12 26 5

Bartenders 64 4 6 1

Combined Food 73 14 13 2

Preparation/Service Workers 66 9 10 9

Counter Attendants 73 8 13 5

Waiters and Waitresses 75 20 22 6

Food Servers, Nonrestaurant 54 8 25 4

Dining Room/Cafeteria 25 15 29 4

Attendants, Bartender Helpers 85 10 9 3

Hosts and Hostesses

Source: U.S. Department of Labor, Bureau of Labor Statistics, unpublished tabulations from the *Current Population Survey, 2004 Annual Averages*; National Restaurant Association

E101@Your High School

How can I start an E-101 Program in my school district?



Program Implementation

Assessing schools as you would a business

Different school districts will have different needs to the type of program that will succeed in within their demographics, budget, current facilities, size and willingness of their school board. It is important to analyze each school district with an understanding of what will succeed. The following criteria are things to take into consideration when figuring out what program to advocate for:

- 1. Demographics:** Demographics will determine the type of program that will be most accepted in the district. In assessing the demographics it is important to know the expectations of the parents.
- 2. Size:** Size has a lot to do with the type of program that can be implemented and supported by school districts. Generally, 4-5A schools, which have populations of 1000 students or more at the high school level, can support more career and technology programs like E-101. Smaller schools (3-1A that have a population of 1000 or less students) will look to programs that have a smaller cost involved in providing the education. Cost effective programs are ones that can be implemented within the schools four walls and provided the most bang for the buck. For certification programs that do not necessitate a laboratory, the FS Prep Curriculum will most likely be a better fit. Implementing an FS Prep curriculum, which includes ServSafe certification, in these high schools would be the best start.
- 3. Current Facilities:** Another factor in the acceptance of a program is the current facilities of the high school campuses. Several schools are going through a transformation in the laboratory spaces that feed into the E-101 Program. For years a traditional home kitchen was a staple of any high school to teach home economics. While in the past these labs may have been useful in teaching basic cooking skills they had little use in preparing students for the real environment within a professional laboratory.
- 4. Budgets:** Career and technology budgets are based on the number of programs and the number of students enrolled in those programs. The funding for these programs have additional funding from the federal government to support the more costly needs to educate in labs that provide industry specific standards.
The Entrepreneur 101 Program is customizable to meet the needs of individual school districts. The program can be implemented utilizing the following options:

Stand alone restaurant laboratory branded by the high school

The high school or school district can choose to brand the business laboratory with its own brand name. In doing so, the schools eliminate specific partnerships with local or franchising restaurants. Instead, schools have the opportunity to build relationships with a pool of local restaurants through the local restaurant association. Local restaurant associations provide avenues for mentoring through various industry professionals.

Branded Entrepreneur 101 Laboratory

State restaurant associations will assist in branding the Entrepreneur 101 laboratory and building relationships with a locally or nationally recognized restaurant name. The TRA Education Foundation will act as the liaison between the schools participating in the program, the state restaurant association (if implemented outside of Texas), and key industry partners. The Foundation will encourage industry partners, such as student employers, restaurateurs, and foodservice and equipment suppliers, to visit the schools for ongoing interaction between the students' employers, sponsors, and educators. The Foundation will facilitate efforts to upgrade the curriculum to meet the needs of the school.

Is your high school a good candidate for the E-101 Program?

Schools may be in different development phases when choosing to enter the E-101 Program. To determine how to approach the implementation process, it is important to assess the needs of the individual high school. Choose all that apply from the following options to determine if your high school is an ideal candidate for the E-101 Program.

Which of the following criteria does your high school meet?

Strong Candidate:

- A restaurant laboratory built within the four walls of the high school (not including the cafeteria)
- School district is in the planning or building phases of a high school
- A school that is currently remodeling its career and technology center to accommodate C&T programs
- A school that is currently modifying, remodeling or converting its existing cafeteria

Moderate Candidate:

- An existing culinary arts program in place
- A classroom and demonstration kitchen in place
- A demonstration kitchen containing industrial equipment
- Dependent on the size of the demonstration kitchen, construction may need to be done to incorporate a restaurant.

Less Ideal Candidate: (see FS Prep or ProStart programs)

- A home economics program only
- Schools interested in beginning a culinary arts program



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