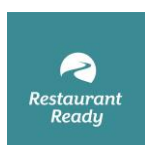


YOUTHBUILD C+: FOODSERVICE CAREER PATHWAY TECHNICAL ASSISTANCE CASE STUDY

National Restaurant Association Educational Foundation in
coordination with YouthBuild USA and the U.S. Department of Labor



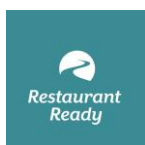
Acknowledgements

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Foremost, we extend our gratitude to the U.S. Department of Labor, whose level of partnership and support for the duration of the project never wavered.

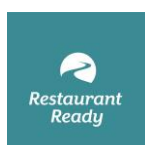
Additionally, YouthBuild USA demonstrated professionalism and dedication throughout the collaboration.

Finally, this work would not have been a success without the consistent cooperation and engagement of all partners involved, including the pilot sites, State Restaurant Associations, industry, and many more.



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Background

The Department of Labor (DOL) YouthBuild program provides grants to local organizations, including school districts, local government, community colleges, and other community-based organizations to implement and administer job training and educational opportunities for at-risk youth ages 16-24. At its core, YouthBuild programs focus on ensuring the development of participants' educational and employability skills, resulting in the attainment of their high school diploma or state equivalency degree, as well as industry-recognized credentials in their areas of occupational training. YouthBuild programs also teach leadership skills, soft skills, and preparation for post-secondary education. All programs provide significant support systems to address barriers to youth success, including career counseling, work readiness, and supportive services such as mental health and substance abuse treatment, transportation, child care, and housing assistance.

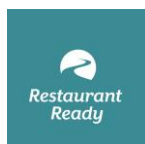
Initial success of the YouthBuild construction training model paved the way for program expansion into other in-demand industry training. In 2013, DOL began supporting the expansion of YouthBuild into in-demand industry training beyond construction, described as the Construction Plus (C+) model. This model adapts the training and work experience elements of construction to other in-demand industries.

One of the common in-demand industries of training for C+ programs is the foodservice industry. The National Restaurant Association Educational Foundation (NRAEF) defines foodservice as inclusive of both culinary and hospitality fields, while also including foodservice suppliers. As an industry expected to provide 16.1 million jobs over the course of the next decade, current demographic trends show that, despite the explosion of employment opportunities, an estimated 1 million positions will remain vacant.

NRAEF, at its core, attracts, empowers, and advances the industry's workforce. NRAEF's ProStart and Restaurant Ready programs serve young people in high schools and opportunity youth being served by community organizations across the nation. It is NRAEF's belief that young people will find success in the foodservice industry if given the proper support, training, and encouragement. As an industry with a low barrier to entry, NRAEF is well positioned to advance the careers of YouthBuild graduates. The foodservice industry is an ideal environment for motivated individuals with a desire to learn a variety of competencies which require both technical expertise and interpersonal skills.

NRAEF's experience indicates successful Restaurant Ready partnerships require:

- A standard to teach to, with competencies that map to career pathways;
- An accepted, portable credential to offer program completers;
- A valid assessment to determine program completion;
- Connections to employers who will hire youth;
- A national peer-to-peer knowledge sharing collaborative with other youth-serving organizations; and



- Resources to build successful learning environments and support disengaged youth, including crucial wrap-around services such as transportation, housing security, mental health support, and additional case management.

The partnership pilot between DOL, YouthBuild USA, local YouthBuild programs, and NRAEF highlights the need for increased collaboration between organizations that support industry-informed training and assessment with organizations engaged in the development of young adults. Vital to this partnership are the opportunity youth who make commitments to engage in personal and professional growth. The purpose of this case study is to describe the technical support provided by NRAEF on selected YouthBuild foodservice C+ programs and the impact of this technical support on the foodservice career pathway approach of the selected pilot sites.

Initial review of all current YouthBuild foodservice programs found that the integration of foodservice training and subsequent exploration of employment and careers was not consistent. This was a result of the varied foodservice training curricula used across the industry, hampering the intended stackability and portability of the certifications and credentials earned and impeding a graduate's ability to translate his or her accomplishments from a training program into real-world experience and expertise. Moreover, a fully realized training pathway should include access to continued training, such as through an apprenticeship or advanced credentialing. A second finding of the initial review revealed that connections between the YouthBuild programs and employer partners remain underdeveloped. This caused weak relationships between employers and YouthBuild sites and impacted participants as they were not always placed in an environment that resulted in success and ultimately led to poor position retention and limited growth and advancement within the industry.

The selection process for the participating organizations in the NRAEF pilot began with a scan of DOL YouthBuild grantees that were currently providing a foodservice C+ pathway. Those sites that had connected C+ pathways were then reviewed for additional criteria, to determine best fit for participation in the pilot. These criteria included:

- The presence of an operational foodservice training program
- The use of industry-recognized foodservice training curricula
- The quality of NRAEF's relationship with state restaurant associations in states where sites were located
- An interest to incorporate Restaurant Ready into their current training with the intent to review and provide feedback on resources and materials shared for the purposes of the pilot
- A willingness to participate in an informational webinar that offered selected organizations an explanation of the purpose of the pilot and intended outcomes, should they choose to participate

Ultimately, the following five organizations accepted the invitation to participate in the pilot:

- LearningWorks – Portland, ME
- CEO Troy/SEAT Center– Troy, NY
- Community Teamwork – Lowell, MA
- Knoxville Leadership Foundation – Knoxville, TN
- Santa Fe YouthWorks – Santa Fe, NM

The next section will provide detailed documentation of the planning and execution of NRAEF's technical assistance to the pilot sites.

Technical Assistance Process

Implementation Overview and Outcomes

NRAEF's technical assistance (TA) focused on alignment of the NRAEF programming to support the foodservice pathway in DOL YouthBuild C+ programs. NRAEF sought to assess: the components of the different DOL YouthBuild C+ foodservice program models; how they align to industry-recognized credentials and competencies; the effectiveness of the programs in achieving the competencies; the capacity of the programs to link with employers; and the graduate retention in employment.

The anticipated outcomes produced by NRAEF'S TA included:

- Alignment of YouthBuild pilot site training and curriculum to industry competencies
- Increased connection to industry employers
- Use of the Employer Preparedness Toolkit to hire and retain opportunity youth

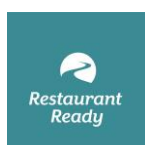
Additionally, NRAEF produced a packet of TA tools, such as this case study, to assist grantees with aligning their programs to industry credentials and developing partnerships with employers. The 'Employer Engagement Guide' can be used by both the employer and the YouthBuild program to identify collaboration opportunities between the two.

TA Outputs

Webinars

The initial phase of NRAEF's TA involved the dissemination of information to participating pilot sites through webinars and video conferences. Due to the geographic distribution of the pilot sites, webinars were key to ensuring all organizations were given the exact same information with consistent communication delivered to all that participated in the webinar.

NRAEF completed three webinars. The first webinar focused on an introductory conversation to gauge the interest of potential YouthBuild programs for the pilot. The goal of this webinar was to inform potential partners of the purpose of the pilot, provide an overview of Restaurant Ready, and highlight the intended outcomes of the project. The second webinar was delivered to those organizations unable to attend the in-person Restaurant Ready training (see below); the training was reformatted to be interactive through an online platform. Pilot sites were also guided along the upward trajectory of the industry career pathway (see Appendix E). The visualization of a career ladder provides better articulation of both positions within the foodservice industry and the skills needed to progress along the pathway. The final webinar showcased an interactive presentation on diversity and inclusion strategies, delivered by NRAEF's partner, the Multicultural Foodservice and Hospitality Alliance.



In-Person Training

NRAEF facilitated a training for current Restaurant Ready partners and YouthBuild pilot sites. Combining YouthBuild pilot sites with established Restaurant Ready partners demonstrated that YouthBuild pilot sites are part of a greater national NRAEF network.

This training provided newly on-boarded Restaurant Ready partners, including new programs or new staff joining from existing program partners, a deeper understanding of what it means to be a part of Restaurant Ready. The training took place over the course of two days and was dedicated to the review of Restaurant Ready resources. This included navigating the module binder containing the competencies and their respective training activities and learning about the student assessment needed to communicate successful competency attainment. Interactive sessions highlighting the facilitation of the Restaurant Ready competencies and activities provided an opportunity for the attendees to step into the shoes of their own program participants. This allowed them a more intimate understanding of the activities and provided inspiration for their own facilitation.

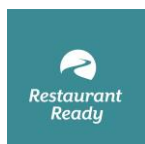
Alongside NRAEF's Knowledge Sharing Network, described below, the in-person training is an opportunity for attendees to network and collaborate around best practices focused on integrating and implementing Restaurant Ready while navigating the nuances of their program, and the needs of the cohorts being trained. Given the different populations served by the Restaurant Ready partners, integrating the curriculum can vary widely depending on the populations served. During this in-person training, only one of the five pilot sites – CEO Troy/SEAT Center – attended the in-person training. However, those that did not attend the in-person event were all present during a follow-up training webinar. Participants were also introduced to NRAEF's online platform, the Knowledge Sharing Network, at both the in-person training and follow-up webinar training.

Access to Knowledge Sharing Network

NRAEF recognizes collaboration is key to the success of the Restaurant Ready model. One of the primary methods of collaboration is access to and participation in NRAEF's Knowledge Sharing Network (KSN). The KSN offers a collaborative platform for partner organizations to learn more about the other Restaurant Ready members' programs, post discussion forum topics to encourage a free flow of communication and innovation, review detailed notes from monthly check-in calls, and access supplemental resources for the Restaurant Ready training. The KSN also serves as the main portal for bi-annual data collection, providing a valuable resource to organizations who may lack access to formal data collection tools.

Monthly TA Calls

Consistent and open communication between partner organizations and NRAEF is crucial to understand the evolution of a Restaurant Ready partner's program. Monthly calls are scheduled to facilitate this flow of communication, with partner organizations suggesting topics relevant to their current needs, including curriculum development, connections to industry, and program updates as a cohort begins and when it ends. Over the course of this case study, the pilot sites participated in a total of six monthly calls, as part of the general Restaurant Ready



cohort. These calls included a debrief from the in-person and webinar trainings. NRAEF's Communications Team delivered a workshop to develop communications resources for sites. Other calls focused on mental health and implications for successful program implementation, employment placements, and resources available to partner organizations around mental health sensitivity trainings.

The pilot sites also participated in a call separate from the general Restaurant Ready cohort to debrief on the individual site visits conducted by NRAEF. The call offered each site an opportunity to communicate their experience throughout the pilot, detailing the evolution of their foodservice program due to NRAEF's TA intervention, and the biggest lessons learned through the pilot. The call also offered an opportunity for NRAEF to receive final feedback on its TA implementation and the employer engagement tools to support development of relationships with potential partners.

[Site Visit Implementation Checklist \(Appendix A\)](#)

In order to gain a more in-depth understanding of each of the pilot sites' foodservice programs, the first step in the TA process was to collect data around each site's operations. The site visit "implementation checklist" aimed to highlight each site's program, focusing on five key areas: Program Participants, Case Management, Training, Employment, and Program Support. NRAEF delivered a template of the checklist for each pilot site to complete prior to the scheduled site visit. The information provided was verbally conveyed by the sites during the site visits, and again corroborated as the sites submitted the data after the scheduled site visit completion.

Pilot site staff detailed their current program structure and identified opportunities to enhance program services to address service gaps to better support successful outcomes. Examples of gaps in services included instructor turnover, inconsistency of training, employment match, and lack of outreach to industry associations. These were some of the areas of concern highlighted during the initial site visits. The site visits also allowed for a deep dive into the various curricula used by the pilot sites.

[Curriculum-Competency Crosswalk \(Appendix B\)](#)

Preliminary review of the YouthBuild pilot sites' proposals and narratives revealed utilization of various curricula across programs, both in soft skills and foodservice training. As an example, with soft skills training, Knoxville Leadership Foundation uses Home Builders Institute (HBI) curriculum while Learning Works utilizes Jobs for Maine Graduates (JMG). The hands-on activities provided through Restaurant Ready complement the soft skills trainings already in use by sites. Some pilot sites implemented Restaurant Ready in its entirety, rather than using a separate soft skills curriculum. Every pilot site expressed their interest in exploring additional curricula specific to building skills applicable to the foodservice industry, including Foundations of Restaurant Management and Culinary Arts, ManageFirst, and Culinary Essentials. One site supplemented with informal trainings based on an instructor's personal industry experience.

The template provided to the pilot sites compares the competencies identified in Restaurant Ready modules and the competencies taught through the YouthBuild organizations' current soft skills training to identify any overlap or gaps. NRAEF provided an additional crosswalk to incorporate the pilot sites' foodservice training with additional credentials and certificates, namely that of Certified Restaurant Professional (CRP) and various ServSafe certificates. Curriculum used in other NRAEF programs was identified in the crosswalk as a guide and example of where resources to support the education and training on the competency could be found, though no single curriculum is required for program participation. The completed templates were discussed further during individual site visits.

[Employer Engagement Guide \(Appendix C\)](#)

The desired outcome of youth training programs is the successful placement and retention of a graduate with a local employer partner. This guide offers various opportunities for employers to engage with Restaurant Ready organizations, program graduates, and their respective State Restaurant Associations (SRA). Employer partners do not simply act as the stopping point for hiring program graduates at the end of their training. Instead, they are encouraged to invest time and energy in the programs to help guide program development and become familiar with program participants. These opportunities include employers opening their facilities to Restaurant Ready partners for field trips, acting as guest speakers to share career stories, and mentorship for individuals or entire cohorts.

[Employer Preparedness Toolkit \(Appendix D\)](#)

This toolkit offers current and potential employer partners a better understanding of working with the opportunity youth demographic, including practices for cultivating an environment that attracts, empowers, and advances talent. The toolkit helps employers to understand the short- and long-term benefits, best practices, and strategies for hiring and retaining opportunity youth. This roadmap draws on lessons learned from opportunity youth-focused efforts to serve as benchmarks for organizations to adopt in their hiring and employment practices. The toolkit contains an assessment for employers to reflect on how their business aligns with the best practices associated with employing opportunity youth. Pilot sites were given these toolkits to disburse to their employer partners in order to solicit feedback on the product, suggest improvements, and to support employer hiring best practices for this population.

[State Restaurant Association \(SRA\) Connection](#)

It is common for partner organizations to rely on only a handful of employer partners to fulfill their employment placements. Many times, these partnerships come from the relationship forged by the program's foodservice instructor and his/her ties to the local industry. Collaboration efforts between partner organizations and SRAs are centrally important to connect untapped talent pipelines to the industry. Connection to employers is only one part an SRA plays in a partnership with a partner organization. SRAs provide a wealth of information to these organizations on ServSafe requirements for their state, and act as guides when it comes to new curriculum exploration and development. As State Association partners in the

Restaurant Ready program, SRAs are required to connect partner organizations with at least one employer and participate in at least five employer engagement activities over the calendar year. While some of the YouthBuild pilot sites may have had limited previous contact with their respective SRA, NRAEF was able to bring the SRAs and the pilot sites to the table in order to facilitate an open conversation on the needs of the sites and the resources provided by the SRAs.

Final TA Packet

The final piece of NRAEF's TA included the delivery of a packet of TA tools for the five pilot sites to utilize. This packet is comprised of the four resources given to the organizations prior to each of the site visits, including the Implementation Checklist, Curriculum-Competency Crosswalk, Employer Engagement Guide, and Employer Preparedness Toolkit. The technical assistance templates (Appendices A, B, C, and D) were delivered to each individual pilot site in advance of their site visit and discussed with the sites during each site visit. During the site visit, any clarification questions about the templates were addressed. Subsequently, the completed templates were submitted back to NRAEF. The completed templates highlighted differences between the sites' proposed scope of work versus the actual implementation of their scope of work; for example, see the Implementation Spotlight below for a discussion on ManageFirst. These templates can serve as a resource for organizations seeking improved technical assistance in the development of a youth employment program for the foodservice industry.

Implementation Spotlight – CEO Troy/SEAT Center

NRAEF selected CEO Troy/SEAT Center to demonstrate the TA implementation and support provided to YouthBuild culinary programs under the pilot. All five pilot sites followed similar implementation pathways and are currently on the same trajectories, but at different rates.

Rationale for Case Study Site Selection

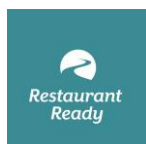
Each of the five pilot sites were viable candidates to highlight the impact of NRAEF's TA intervention on their foodservice training. The implementation process focuses on the overall evolution of the organization's foodservice training program, their connection to industry (employers, SRA, Registered Apprenticeship programs), and the degree to which the organization collaborated with NRAEF throughout the pilot.

Program Partnership

CEO Troy initially received funding to implement the YouthBuild C+ grant in 2016. CEO Troy's YouthBuild program is headquartered at CEO Troy's offices. CEO Troy provides the case management of the students, leveraging existing community partnerships to provide social services to mitigate barriers to employment experienced by their students. These services include housing assistance; health and wellness support, including mental health treatment; financial literacy; transportation assistance; and childcare. Subsequent restructuring of staff within CEO Troy resulted in the need for them to subcontract with a Workforce Training center – SEAT Center – to meet the specific training and credentialing objectives of the grant. SEAT Center, located in Schenectady, New York, provides construction, educational, and leadership classes to CEO Troy's students.

Facilitated by SEAT Center, CEO Troy's foodservice training takes place in Albany through local partnerships that SEAT Center has with the Boards of Cooperative Educational Services (BOCES) and Meals on Wheels. The Meals on Wheels location can support two students at a time, where they will practice lessons learned from their training in food preparation, customer service, communication, personal responsibility, and attitude. Both organizations provide training space to the CEO Troy YouthBuild students. SEAT Center provides transportation for the students between the CEO Troy YouthBuild site and the Albany foodservice training sites in order to mitigate barriers to success due to the two separate training locations.

As the provider of CEO Troy's foodservice training, SEAT Center's full participation in both the in-person and webinar trainings, submission of timely feedback on TA resources, and completion of a site visit follow-up survey made them an ideal partner for this in-depth spotlight. Moreover, the partnership between CEO Troy and SEAT Center underscores the collaborative nature of the Restaurant Ready model, highlighting the flexibility of its implementation. For the purpose of this case study, CEO Troy and SEAT Center will be referred to separately when highlighting their specific and separate roles and responsibilities, such as CEO Troy's comprehensive case management and SEAT Center's workforce training. The partnership will be jointly referenced as "CEO Troy/SEAT Center" when referencing actions



undertaken by both partners in tandem or speaking to the broader pilot site commitment from these organizations.

Technical Assistance

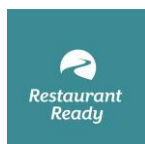
Foodservice Training – Curriculum, Credentials, Certifications

SEAT Center implemented Restaurant Ready within the C+ model without great difficulty and integrated the modules into their current soft skills training. SEAT Center utilizes the Customer Service in Excellence Training (CSET) curriculum to teach soft skills to current students across all training sites in Albany, Troy, and Schenectady, NY. CSET incorporates the first five competencies of Restaurant Ready, which focus on Personal Responsibility, Communication, Attitude, Learning, and Customer Service. The sixth competency, industry-specific skills, focuses on the basics of the foodservice industry and includes topics such as job knowledge, food safety, and orders and payment. CEO Troy/SEAT Center intends to cover this competency in their trainings through the introduction of the ServSafe Food Handler certification, which will cover the necessary knowledge and skills for their students to obtain the sixth competency.

CEO Troy/SEAT Center will enroll 20 of their students per year in the foodservice track of their YouthBuild C+ program, divided into two cohorts of ten students. Each cohort will be enrolled in the program for a period of six to nine months.

CEO Troy/SEAT Center strives to provide their students with stackable credentials to increase student marketability and, ultimately, employment. Original planning focused around utilizing the National Restaurant Association’s ManageFirst curriculum in trainings, providing an industry-recognized credential upon successful completion of the exam. NRAEF’s crosswalk of available curricula revealed that many of the competencies taught by ManageFirst were targeted toward students at a post-secondary level. Instead, NRAEF suggested the use of the Foundations curriculum, a centerpiece of NRAEF’s high school technical program, ProStart. The competencies covered in Foundations provide a complementary transition from strengthening soft skills development delivered through CSET and Restaurant Ready, while also exposing students to more basic and intermediary hard skill foodservice concepts.

The following table summarizes the CEO Troy/SEAT Center training program prior to and after the NRAEF TA, as well as their planned program training going forward.



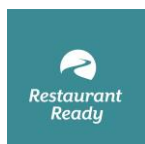
Program Training Components	Prior to NRAEF pilot	After NRAEF TA	Planned Program Training
Training components; competencies being trained	N/A (no culinary program)	Incorporating Restaurant Ready into career readiness curriculum	Restaurant Ready
Curriculum used in training	N/A (no culinary program)	Restaurant Ready	Restaurant Ready, ProStart
Certificates and credentials attained during program	N/A (no culinary program)	Restaurant Ready	Restaurant Ready, Certified Restaurant Professional

The utilization of Foundations provides the opportunity for SEAT Center to offer participants the ability to earn an additional industry-recognized credential – the ProStart Certificate of Achievement (COA). In order to earn the COA, participants must pass Foundations of Restaurant Management and Culinary Arts Levels 1 and 2, complete 400 hours of industry work experience, and verify mastery of 70 percent of workplace competencies. The successful attainment of the COA also enables students to translate those mastered skills into potential college credits, dependent on articulation agreements with post-secondary institutions.

Connection to Industry

Employer relationships are integral to the success of YouthBuild C+ graduates, ensuring successful employment placement and retention. CEO Troy/SEAT Center’s combined employer portfolio consists of previously established partners, including BOCES, Meals on Wheels, Mangino’s, River’s Casino, Puzzles Bakery, Price Chopper, and other small, local establishments. CEO Troy/SEAT Center continually strives to expand its network of employers, including exploring potential partnerships with the local community college system to tap into their expansive employer network. Additionally, their leadership team intends to connect with employers that participate in NRAEF’s Restaurant Manager apprenticeship program. NRAEF was able to provide visibility to SEAT Center on a national level with the successful promotion of SEAT Center’s “Bites and Brews” annual fundraiser through diverse media platforms. Overall, NRAEF’s media platforms reached over 50 million impressions in 2019.

NRAEF leveraged its relationship with the New York State Restaurant Association (NYSRA) in order to assist CEO Troy/SEAT Center with their connection to employers through its own association membership. The NYSRA is an invaluable resource for the YouthBuild C+ program in Troy, as the YouthBuild program is implementing the Foundations curriculum in their training. Additional resources for those that use the Foundations curriculum include grant opportunities for professional development at Summer Institutes, sponsored by NRAEF; state-level training



conducted by industry experts; and access to scholarship opportunities for post-secondary education. The State Restaurant Association administers the ProStart program to participating secondary schools; however, the connection to NYSRA allows for a non-traditional school partner such as YouthBuild to benefit from these additional supports as well.

The table below summarizes the CEO Troy/SEAT Center industry engagement prior to, and after, the NRAEF TA intervention, as well as their future plans resulting from the support.

Industry Engagement Components	Prior to NRAEF pilot	After NRAEF TA	Planned Program Partnerships
Link to State Restaurant Association (SRA)	N/A (no culinary program)	Introduced, working on follow-up meeting (waiting on SRA for scheduling)	Collaboration on placement partners, possible kitchen training equipment needs
Link to potential industry partners and employers	N/A (no culinary program)	Growing in Schenectady, partners eager to hear about Restaurant Ready employability training	Expanded network of placement partners in Schenectady, Troy, and Albany
Connection to other community-based organizations that train for the restaurant industry	N/A (no culinary program)	Initial collaboration with food desert/urban farming training program in Troy	Potential for partnership with Troy organization as well as planned Schenectady Food Co-Op and SUNY Schenectady culinary program

CEO Troy/SEAT Center is continuing to develop their training while enrolling their first cohort into the YouthBuild C+ program. Their current needs are primarily focused on incorporating Restaurant Ready and Foundations curricula into a brand-new foodservice program, recognizing a large amount of legwork remains in terms of lesson plans for the first iteration of the program.

Lessons Learned and Recommendations

NRAEF will utilize the lessons learned throughout this pilot project to continue to aid the organizations throughout the implementation of their program and strengthen their connection with the industry and employers. Additionally, information gathered from this pilot project will assist the Department of Labor and YouthBuild USA in targeting technical assistance to best support C+ models to strengthen connections to industry associations. Compilation and

analysis of the data collected throughout the TA process for all pilot sites resulted in identification of the following findings.

Findings

- It is essential to evaluate YouthBuild participants for the proper fit of their employment setting. Foodservice includes more diverse work environments than just restaurants. Often, YouthBuild sites' relationships with employers was based upon the trainer's own relationships in the community and industry, primarily with restaurateurs. The high-paced, high-pressured environment of a restaurant may not always be the best setting for new program graduates. Foodservice employment settings, including non-restaurant settings such as university dining, senior care centers, hospitals, etc., could better provide a stepping stone between the structured environment of the YouthBuild site and the fast-paced energy of a restaurant. Success of employment is a mixture of both setting and employer commitment.
- Case management is an integral program component when addressing the specialized needs associated with serving the opportunity youth population, which often comes with undiagnosed or unidentified past traumas. Mental health services are offered to varying degrees across the YouthBuild pilot sites, with three of the five sites referring participants to off-site service providers. This pilot experience indicates that relationship building with a mental health professional during program engagement and after exit led to more positive employment outcomes. While the financial burden associated with an additional full-time staff may cause organizations to refer to external service providers, those organizations that had mental health professionals on staff were better able to destigmatize mental health by integrating support into the program model and were also able to continue providing mental health services for a longer period of time, including into the post-program employment phase where opportunity youth may really struggle.
- Prior to NRAEF's facilitation, little to no communication existed between the YouthBuild C+ pilot sites and their respective State Restaurant Associations. In many instances, the limited communication was attributed to a lack of awareness of each other, rather than a lack of interest in forging partnerships. The underdevelopment of this relationship has adverse implications by limiting access to support for instructors, creating disconnection from potential employer partners, and reducing opportunities for referral and connection to further training and apprenticeship opportunities that stem from on-going collaboration.
- The Restaurant Ready model requires a collaborative funding approach. Nationally, NRAEF provides private funding to SRAs to support the development of Restaurant Ready sites. With the YouthBuild pilot sites, NRAEF used the same model and formalized a partnership with the five pilot sites. Therefore, no DOL funding was used to support the collaboration activities of state partners for the purpose of this pilot.

- Access to NRAEF’s Knowledge Sharing Network, training webinars, and monthly calls facilitated the development of partnerships between YouthBuild C+ programs and SRAs, NRAEF, educators and trainers, and industry. All 30 Restaurant Ready partners nationwide, which includes both community-based organizations and State Restaurant Associations, collaborate and communicate around the best practices of foodservice training programs, opportunity youth wrap-around services, and placement in industry.
- Understanding the foodservice pathway and appropriately aligning YouthBuild C+ foodservice training programs with the pathway is important to position the program graduates for success throughout their training and as they enter the industry. Many of the students enrolled in these programs did not succeed in previous employment settings or have limited employment history. Ensuring that participants and trainers are aware of the training and employment pipeline will better ensure that YouthBuild graduates are prepared for success. An articulation of the industry career pathway (see Appendix E) also better prepares students to understand both the skills they need to obtain as well as the career opportunities available.

Implications

- YouthBuild sites should implement training programs that align to industry-recognized competencies, certificates, and credentials in order to bolster marketability and communicate skill proficiency. The Restaurant Manager and Line Cook industry career pathways enhance communication to students through the articulation of competencies needed and the visualization of advanced career opportunities in the pathway. These pathways also communicate to employers what competencies they can anticipate that participants have mastered and where training gaps may exist. They also create an on-ramp for the participants to continue their training through apprenticeships or other on-the-job or classroom opportunities. As referenced earlier, each site was informed of additional resources available to them, such as professional development opportunities for instructors and post-secondary scholarship opportunities available through NRAEF and the SRAs.
- Mental health support, such as a trauma-informed care approach, is critical to the successful implementation of opportunity youth training programs and these programs are even more successful where the mental health support is on-site and aligned with the overall program model. Moreover, it is important that, during the transition to employment, participants continue to have consistent access to mental health services through the pilot sites’ year-long follow-up period. Research shows that this support will lead to better employment retention.
- Employer involvement and engagement increases student success. Employers are part of the collaborative established to ensure the engagement, growth, and development of youth. Trust building should start as early as possible with employers engaging in training. Employers’ continued connection to the YouthBuild site helps to better support the students. Employers’ commitment to additional SRA- and NRAEF-supported training

programs, such as apprenticeship, enable them to show students their commitment to training and further advancement of the young person while also ensuring they have a ready supply of qualified employees.

- All YouthBuild sites need to research industry trade associations and labor unions in their location for potential placement sites and for industry input. Not all associations are the same. Some may have local chapters, others may not. For example, the National Restaurant Association has chapters in all 50 states. The state association is the nexus for workforce development efforts. Other associations have thriving local chapters but limited state associations. To find out where the influence is within associations, it is best to start at the national level and, based on the information received, contact either a state or local association. Nor should YouthBuild sites think narrowly about placement opportunities. Many associations or labor unions cover the same occupations for trained YouthBuild students. For example, a graduate of the YouthBuild foodservice program can be employed by a member of the National Restaurant Association, the American Hotel and Lodging Association, or American Culinary Federation. All three associations have foodservice training programs. It is wise for a placement coordinator to contact all three associations for career and technical education advice and placement opportunities.
- Unfortunately, there is no centralized website a YouthBuild placement coordinator can access to locate contact information for all local industry employers. However, sites are able to find the correct contact information for their respective State Restaurant Associations on NRAEF's website (<https://chooserestaurants.org/Programs-and-Scholarships/prostart1/Coordinators>). Each site should conduct a scan of associations, contacting the national level first, then either a state association or a local chapter, depending on the information received. Additional information is available on the Restaurant Ready homepage (<https://chooserestaurants.org/RestaurantReady>), or by emailing the Restaurant Ready team at restaurantready@restaurant.org. How this research looks, and what local organizations (such as a Chamber of Commerce or local Workforce Development Board) are available to help with identifying industry employers, will vary in each YouthBuild location so programs should be creative and leave no stone unturned.

Conclusion

The impact of NRAEF's TA continues to take root among the participating organizations. Changes are often necessary as a program goes from the visualization phase to implementation. Many of the pilot sites' initial planned curricula did not meet the needs of the populations they served. While NRAEF did not require curricula change, the pilot sites revised their curriculum to more effectively teach their students, based on their increased awareness from the NRAEF pilot of the skills and competencies needed by their youth for the foodservice industry. It is critical for these organizations to evaluate the components of their programs as an overall system to support successful training and placement practices that meet their needs as an organization, the needs of their students, and the needs of industry. Working with DOL, YouthBuild USA, and the five pilot sites – LearningWorks, CEO Troy/SEAT Center, Community Teamwork, Knoxville Leadership Foundation, and Santa Fe YouthWorks – highlighted the need for stakeholders at every level to collaborate to address the skills and opportunity gap that separates young workers from employers. It is this type of partnership that will drive and produce innovative solutions to address the needs of opportunity youth, firmly placing them on the path to self-sufficiency.

Appendices

Appendix A: Site Visit Implementation Checklist

Use this checklist to visualize a quick snapshot of how your program is implemented and who is responsible for the different facets of its implementation. This document is created for Restaurant Ready sites nationally. These components may or may not be applicable to all YouthBuild sites. Leading questions are provided as guidance for NRAEF site visits and to gather site-specific data.

Appendix B: Curriculum-Competency Crosswalk

The Restaurant Ready modules are meant to supplement the curriculum you already use. This crosswalk will help determine if the curriculum you already teach to puts your students on a path to be Restaurant Ready. This crosswalk is pre-populated with foodservice training curricula from NRAEF. Organizations are encouraged to add in other curricula used in the “Other” column. Check the box, or provide specific curriculum citation information, if the curriculum you use aligns with the Restaurant Ready competencies.

Appendix C: Employer Engagement Guide

This is a quick guide on how employers are able to interact with Restaurant Ready partners. How do your employer engagement opportunities compare, and what have you found to be the most successful in creating lasting relationships with employer partners? This tool is meant to help programs start to think more strategically about how they engage employer partners.

Appendix D: Employer Preparedness Toolkit

This kit contains resources and tools for employers to utilize when reviewing how they hire opportunity youth.

Appendix E: Industry Career Pathway

This is a visualization of the competency-based career pathway for industry participants.

Appendix A: Site Visit Implementation Checklist

Activity	Description of Delivery	Other Stakeholders	Leading Questions
Program Participants			- o Size of program - o Size of youth component (if relevant) - o Pipeline - o Duration - o Outcomes
Recruit/identify program participants			
Maintain data log on participant			
Case Management Services			- o Planned length of time for case management services? - o Which services are provided by site? - o Which services are provided by external partners? - o Are there any additional services provided?
Health and Wellness			
Housing			
Transportation			
Child care			
Other			
Training			- o Plan for classroom time; overall time, schedule across program - o Capacity - o Site/location - o Technology/equipment
Train trainers on RR competencies	NRAEF		
Train program participants on Restaurant Ready (RR) competencies			
Assess participants' achievement of competencies			o How are you administering the current assessment protocol?
Experiential learning in restaurant/food service			- o How and where is experiential learning being delivered? - o Capacity - o Equipment - o Utilization (e.g. teaching, or solely experiential learning production food for sale/service)
Additional curriculum used			o Curriculum crosswalk to RR and Certified Restaurant Professional (CRP)
Employment			o Employer partners, SRA engagement, employer activities
Job placement			o What jobs are students placing into?
Post-program mentoring/support			o Mentoring activities - by program staff? By employer?
Job advancement			o Pathway opportunities communicated? How is the pathway defined at the employer partners?
Employer support/training			o SRA role/engagement
Program Support			
Knowledge sharing across training providers			o Knowledge Sharing Center - Support and Training
Data aggregation and analysis			o Database onboarding/training

Appendix B: Curriculum-Competency Crosswalk

Restaurant Ready (RR)	Restaurant Ready (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
Personal Responsibility: A. Work Shift and Grooming				
1. Report for work, 5-10 minutes early, well-groomed, clean, dressed in wrinkle-free full work uniform, and items ready to go	Tab 1a. - Pg. vi			
2. Clock in and out as required	Tab 1a. - Pg. vi			
3. Start work immediately after clocking in; return promptly after allotted time from break	Tab 1a. - Pg. vi			
4. Call in absent or late, within the appropriate time, before the shift starts, and provide the necessary information	Tab 1a. - Pg. vii			
5. Take the initiative to find a replacement amongst co-workers when necessary	Tab 1a. - Pg. vii			
6. Take responsibility and be trustworthy (e.g. working when scheduled, being reliable, etc.)	Tab 1a. - Pg. vii			
7. Discuss any issues with the schedule as soon as possible with a supervisor	Tab 1a. - Pg. viii			
8. Leave personal issues at home and separate from business interactions	Tab 1a. - Pg. viii			
9. Have a 100% attendance record for a minimum of seven shifts during the observation period and continue to keep a 95% attendance and punctuality record throughout training to maintain the credential	Tab 1a. - Pg. viii			
10. Complete all daily tasks before a shift is over, complying with all procedures and expectations	Tab 1a. - Pg. viii			
Personal Responsibility: B. Rules, Law and Policy				
1. Correctly interpret the language and content of company rules, laws and policies and promote them	Tab 1b. - Pg. 55			
2. Adopt and comply with all applicable rule, policies and procedures	Tab 1b. - Pg. 55			
3. Follow all rules without supervision	Tab 1b. - Pg. 55			
4. Follow the correct process and provide sufficient notice when asking for time off	Tab 1b. - Pg. 56			
5. Identify the impact on others and consequence for not following rules and standards	Tab 1b. - Pg. 56			
6. Follow the company's social media policy	Tab 1b. - Pg. 56			
7. Identify inappropriate behaviors and actions that result in the different types of harassment	Tab 1b. - Pg. 57			
Personal Responsibility: C. Teamwork				
1. Support and help each team member and work with the team to problem-solve	Tab 1c. – Pg. 105			

Restaurant Ready (RR)	Restaurant Ready (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
2. Put others' needs above one's own	Tab 1c. – Pg. 105			
3. Display competence in relating the jobs to others on the team	Tab 1c. – Pg. 105			
4. Train and teach others	Tab 1c. – Pg. 106			
5. Be flexible, adapt to changes and accommodate operational changes and team members' needs	Tab 1c. – Pg. 106			
6. Respond appropriately if problems arise among team members	Tab 1c. – Pg. 106			
7. Take ownership of a role and responsibilities	Tab 1c. – Pg. 106			
8. Resolve issues promptly and respectfully	Tab 1c. – Pg. 106			
Communication				
1. Smile, greet and maintain eye contact with others when speaking	Tab 2 – Pg. vi			
2. Speak clearly and concisely, so others can understand the message	Tab 2 – Pg. vi			
3. Use a courteous professional and measured tone in every interaction with customers, co-workers, and supervisors	Tab 2 – Pg. vi			
4. Communicate important information promptly, such as updating supervisors and explaining daily specials	Tab 2 – Pg. vii			
5. Match personal body language and non-verbal cues with the verbal message delivered	Tab 2 – Pg. vii			
6. Exercise patience with guests and co-workers and actively listen without interrupting or arguing	Tab 2 – Pg. vii			
7. Check for understanding by asking questions and eliciting feedback	Tab 2 – Pg. vii			
8. Actively listen to others	Tab 2 – Pg. viii			
9. Be open to feedback and ideas from other team members	Tab 2 – Pg. viii			
10. Refrain from saying anything negative about the company and operation	Tab 2 – Pg. viii			
11. Recognize cultural verbal and non-verbal cues	Tab 2 – Pg. viii			
12. Use optimistic, constructive, language around customers, co-workers, and supervisors	Tab 2 – Pg. ix			
13. Resolve conflict and negotiate with others	Tab 2 – Pg. ix			

Restaurant Ready (RR)	Restaurant Ready (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
Attitude: A. Personal Attitude				
1. Be cheerful, affable, and easy to be around	Tab 3a. – Pg. vi			
2. Demonstrate personal motivation	Tab 3a. – Pg. vi			
3. Willingly help others and do extra tasks when needed	Tab 3a. – Pg. vi			
4. Support and build up co-workers	Tab 3a. – Pg. vii			
5. Show genuine interest in others	Tab 3a. – Pg. vii			
6. Provide the best service and do the best job possible	Tab 3a. – Pg. vii			
7. Overcome obstacles to achieve results	Tab 3a. – Pg. vii			
8. Remain calm and positive when things don't go as planned	Tab 3a. – Pg. viii			
9. Respond to unexpected situations in productive ways	Tab 3a. – Pg. viii			
10. Propose and participate in solutions when the unexpected happens	Tab 3a. – Pg. viii			
Attitude: B. Feedback and Attitude				
1. Engage in a feedback conversation and demonstrate appropriate responses	Tab 3b. – Pg. 45			
2. Probe for more information if feedback is unclear	Tab 3b. – Pg. 45			
3. Avoid becoming defensive or explain why they acted a certain way	Tab 3b. – Pg. 45			
4. Discuss alternative solutions	Tab 3b. – Pg. 46			
5. Take responsibility for the behaviors addressed in a feedback encounter	Tab 3b. – Pg. 46			
6. Show appreciation to the givers of the feedback	Tab 3b. – Pg. 46			
7. Recognize challenges as opportunities to learn	Tab 3b. – Pg. 46			
8. Be receptive to new ideas and approaches	Tab 3b. – Pg. 47			
9. Recognize others' successes	Tab 3b. – Pg. 47			
10. Trust and be trustworthy	Tab 3b. – Pg. 47			
11. Continue to look for ways to improve the effectiveness and efficiency of the services provided	Tab 3b. – Pg. 47			
Attitude: C. Perception and Attitude				
1. Recognize that a person's background and prior experience impact how they interact with others	Tab 3c. – Pg. 105			
2. Identify one's cultural biases and assumptions	Tab 3c. – Pg. 105			
3. Be patient with those for whom English is a second language	Tab 3c. – Pg. 105			

Restaurant Ready (RR)	Restaurant Ready (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
4. Be helpful and patient when interacting with those who have disabilities	Tab 3c. – Pg. 106			
5. The learner treats everyone with respect, regardless of status	Tab 3c. – Pg. 106			
Learning				
1. Willingly learn new ideas and procedures	Tab 4 – Pg. vi			
2. Adapt quickly to new situations, processes and technologies	Tab 4 – Pg. vi			
3. Seize opportunities to learn new responsibilities for professional growth	Tab 4 – Pg. vi			
4. Adopt training techniques and incorporate learned skills into the workplace	Tab 4 – Pg. vii			
5. Commit to complete all assignments and assessments for a completion credential	Tab 4 – Pg. vii			
6. Use technology systems in the workplace to improve efficiency and effectiveness	Tab 4 – Pg. vii			
7. Complete tasks correctly	Tab 4 – Pg. vii			
8. Succeed in refusing to let setbacks interfere with learning	Tab 4 – Pg. viii			
9. Recognize when to work independently and when to ask for help	Tab 4 – Pg. viii			
10. Work without close supervision, assume responsibility for a situation and take independent action to correct any issues	Tab 4 – Pg. viii			

Restaurant Ready (RR)	Restaurant Ready (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
Customer Service: A. Who is the Customer?				
1. Treat others as they would like to be treated	Tab 5a. – Pg. vi			
2. Check the body language of guests to ensure they are satisfied	Tab 5a. – Pg. vi			
3. Look at issues through the eyes and perceptions of the customer	Tab 5a. – Pg. vi			
4. Appreciate cultural characteristics, practices, and differences between diverse groups	Tab 5a. – Pg. vii			
5. Anticipate and demonstrate sensitivity to differing customer needs and priorities	Tab 5a. – Pg. vii			
6. Encourage and empower co-workers to succeed	Tab 5a. – Pg. vii			
7. Express gratitude and appreciation to others	Tab 5a. – Pg. vii			
Customer Service: B. Providing Service Excellence				
1. Welcome customers, as taught, in the workplace	Tab 5b. – Pg. 33			
2. Respect and work amicably with both internal and external customers	Tab 5b. – Pg. 33			
3. Be aware of the surroundings, identifying who needs help and what needs to be done	Tab 5b. – Pg. 33			
4. Consistently deliver excellent customer service to internal and external customers	Tab 5b. – Pg. 34			
5. Meet or exceed customers' needs and expectations	Tab 5b. – Pg. 34			
6. Stay calm and patient when dealing with difficult customers	Tab 5b. – Pg. 34			
Industry-Specific Skills: A. Job Knowledge				
1. Demonstrate their job role and responsibilities	Tab 6a. – Pg. vi			
2. Identify all job roles and duties within the establishment and how they relate to each other	Tab 6a. – Pg. vi			
3. Complete all work duties and responsibilities thoroughly, accurately, and promptly	Tab 6a. – Pg. vi			
Industry-Specific Skills: B. Food Safety				
1. Describe when to wash hands and wash hands frequently during a shift following the correct procedures	Tab 6b. – Pg. 37			
2. Ensure all wounds are clean and covered and report illness to the manager on duty	Tab 6b. – Pg. 37			
3. Identify the illnesses and conditions that dictate staying away from the workplace, preventing contamination and risk to others	Tab 6b. – Pg. 37			
4. Complete all cleaning tasks at, or above, standards to prevent contamination and sickness	Tab 6b. – Pg. 38			
5. Store cleaning supplies in the correct location	Tab 6b. – Pg. 38			
6. Use and store food within specified time-frames and at correct temperatures	Tab 6b. – Pg. 38			
7. Label all food items with the appropriate information	Tab 6b. – Pg. 38			

Restaurant Ready (RR)	Restaurant Ready (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
8. Report and discard expired products	Tab 6b. – Pg. 39			
9. Obey food handling standards and hot holding times to prevent contamination	Tab 6b. – Pg. 39			
10. Serve food safely, avoid touching the food contact surfaces of dishes, glassware, and utensils	Tab 6b. – Pg. 39			
11. Prepare daily food items, get simple food and beverages	Tab 6b. – Pg. 39			
12. Inspect equipment, structure, and materials	Tab 6b. – Pg. 40			
Industry-Specific Skills: C. Order and Payment				
1. Request and record orders; compute bills	Tab 6c. – Pg. 73			
2. Accept payment from customers and make change as necessary	Tab 6c. – Pg. 73			
3. Promote and sell specific menu items	Tab 6c. – Pg. 73			

Certified Restaurant Professional	RR (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
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Level One - Certified Restaurant Professional				
Front of the House Knowledge (FOH)/Service Culture: <i>Knowledge of front of the house activities and positions in a restaurant and various aspects of quality service.</i>				
1. Meets Customer Needs				
Describe points of interaction in service when customers form impressions		FRMCA – Level 1, Ch. 8		
Determine customer's needs		FRMCA – Level 1, Ch. 20		
Recognize some customers have special needs		FRMCA – Level 1, Ch. 20		
Describe the importance of menu knowledge when assisting customers with meal selection			ManageFirst – Ch. 4, Customer Service	
Define suggestive selling, and give examples of how to do it		FRMCA – Level 1, Ch. 21		
2. Communicates Effectively with Customers				
Demonstrate how to communicate in a friendly manner and the importance of eye contact			ManageFirst – Ch. 4; Customer Service; Ch. 5, Friendliness	
Explain how to greet customers in a warm, inviting manner that encourages open communication		FRMCA – Level 1, Ch. 21		
Know how to read your customers' needs			ManageFirst – Ch. 6, Customer Service	
Exhibit effective communication skills in various formats, such as writing, telephone, speech, and computers, and respond appropriately		FRMCA – Level 1, Ch. 4		
Notice nonverbal cues and respond appropriately		FRMCA – Level 1, Ch. 21		
Understand the importance of making a positive first impression with a customer		FRMCA – Level 1, Ch. 20		
3. Demonstrates Personal Skills that Contribute to Quality Customer Service				
Explain the importance of the spirit of hospitality and how it enhances service		FRMCA – Level 1, Ch. 20		
Recognize the importance of professional appearance		FRMCA – Level 1, Ch. 3		

Certified Restaurant Professional	RR (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
Identify characteristics that customers demand, such as ethical behavior, empathy, and respect for diversity		FRMCA – Level 1, Ch. 3		
Explain the concept of teamwork in restaurants and food service		FRMCA – Level 1, Ch. 3		
Understand the benefit of teamwork			ManageFirst – Ch. 4, Customer Service	
Explain the importance of recognizing loyal, return customers			ManageFirst – Ch. 2, Customer Service	
4. Handles Customer Complaints and Carry Out Service Recovery				
Recognize the importance of customer complaints			ManageFirst – Ch. 7, Customer Service	
Describe why it is important to use an appropriate, empathetic manner when working to solve customer problems in accordance with the operation's policy		FRMCA – Level 1, Ch. 20		
Explain why rapid service recovery is important when handling a customer complaint		FRMCA – Level 1, Ch. 20		
Identify the process for service recovery		N/A	N/A	
5. Understand the Importance of Product Knowledge in Service				
Describe the importance of having knowledge of the operation's product offerings, including both goods and services			ManageFirst – Ch. 3; Ch. 4, Customer Service	
6. Describe Quality Customer Service				
Describe the aspects of high-quality customer service (attention to friendliness, ambiance, quality)			ManageFirst – Ch. 2, Customer Service	
Explain the importance of high-quality customer service to a restaurant			ManageFirst – Ch. 1.; Ch. 2, Customer Service	
Identify internal and external customers			ManageFirst – Ch. 2, Customer Service	

Certified Restaurant Professional	RR (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
Recognize that quality customer service will have different definitions depending on the operation type			ManageFirst – Ch. 1, Customer Service	
7. Identify Styles of Service				
Identify a variety of different FOH positions and the essential duties performed		FRMCA – Level 1, Ch. 21		
Identify the styles of service in the industry (e.g., fast-casual, quick-service, full service, fine dining)		FRMCA – Level 1, Ch. 21		
Identify various server tools		FRMCA – Level 1, Ch. 21		
8. Demonstrate Skills and Processes Related to Service Activities				
Explain how correct facility maintenance and ambiance impacts arriving customers' impressions of service quality			ManageFirst – Ch. 3, Customer Service/Facility-Related Standards	
Identify the process for receiving and recording reservations and special requests		FRMCA – Level 1, Ch. 21		
Describe the steps required to process customer checks for payment			ManageFirst – Ch. 7, Customer Service	
Identify the process for taking orders at the table and counter, beginning with the greeting		FRMCA – Level 1, Ch. 21		
Back of the House (BOH)/Restaurant Kitchen Knowledge: Knowledge of back of the house activities and positions in a restaurant and various aspects of food service.				
1. Identifies Kitchen Equipment and Kitchen Roles				
Identify the equipment needed for receiving and storing food and supplies		FRMCA – Level 1, Ch. 11		
Identify the equipment needed for pre-preparation		FRMCA – Level 1, Ch. 12		
List the different types of knives, cutters, and slicers used in restaurants and give examples of their uses		FRMCA – Level 1, Ch. 11; Ch. 12		
Explain how to correctly care for knives and small-wares		FRMCA – Level 1, Ch. 12		
Describe the safe and correct use of knives		FRMCA – Level 1, Ch. 12		

Certified Restaurant Professional	RR (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
List the different types of preparation equipment used in the restaurant or foodservice kitchen and give examples of their uses		FRMCA – Level 1, Ch. 11		
Identify the equipment needed for holding and serving food		FRMCA – Level 1, Ch. 11		
Identify a variety of different BOH positions and the essential duties performed		FRMCA – Level 1, Ch. 12		
2. Understand the Role of Product Knowledge in Food Preparation				
Describe the importance of product knowledge in relationship to preparation of food			ManageFirst – Ch. 4, Customer Service	
3. Describe Inventory Control Methods				
Explain the correct storage requirements for dry, refrigerated, and frozen goods		FRMCA – Level 1, Ch. 8; Ch. 11		
Describe receiving protocols to ensure quality product is delivered		FRMCA – Level 1, Ch. 8		
Define first-in, first-out (FIFO)		FRMCA – Level 1, Ch. 8		
4. Identify Production and Presentation Methods				
Identify the components and functions of a standardized recipe		FRMCA – Level 1, Ch. 14		
Explain the importance of following standardized recipes		FRMCA – Level 1, Ch. 14		
Explain the difference between customary and metric measurement units, and convert units between the two systems		FRMCA – Level 1, Ch. 14		
Convert a recipe to yield smaller quantities		FRMCA – Level 1, Ch. 14		
Convert a recipe to yield larger quantities		FRMCA – Level 1, Ch. 14		
Describe productions protocols to ensure quality product is delivered			Manage First – Ch. 7, Controlling Food Costs During Production	
Identify basic types of small-wares and their common uses, such as pots and pans and utensils		FRMCA – Level 1,		

Certified Restaurant Professional	RR (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
		Ch. 12; Ch. 21		
Describe different cooking methods used in restaurants and the food for which they are suited		FRMCA – Level 1, Ch. 18		
Identify ways to determine if a food item is done cooking		FRMCA – Level 1, Ch. 18		
Describe the effective use of pre-prep activities		FRMCA – Level 1, Ch. 13		
List the guidelines for presenting food (plating, wrapping, boxing, etc.) that has finished cooking		FRMCA – Level 2, Ch. 22		
Product Quality and Cost Control: Providing the highest quality products and services while controlling costs.				
1. Identifies Methods to Maintain Product Quality				
Describe the importance of product quality to the operation and the industry			ManageFirst – Ch. 9, Controlling Foodservice Costs	
Explain the importance of using standardized recipes as they relate to product quality, portion control, and cost control			ManageFirst – Ch. 3, Controlling Foodservice Costs	
Describe the use of food production control and quality control tools, such as check lists, production sheets, etc.		FRMCA – Level 2, Ch. 9		
Describe the importance of supplier quality to product quality, cost control, and food safety			ManageFirst – Ch. 5, Controlling Foodservice Costs	
2. Describe Cost Control and Profitability				
Describe the importance of cost control to restaurants			ManageFirst – Ch. 1, Controlling Foodservice Costs	
Explain the importance of portion size to cost control			ManageFirst – Ch. 1, Controlling Foodservice Costs	

Certified Restaurant Professional	RR (Ch. or Pg.#)	Foundations (Ch. or Pg.#)	ManageFirst (Ch. or Pg.#)	Other (Please Specify)
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Explain the importance of controlling waste, shrinkage, and theft as they relate to cost control			ManageFirst –Ch. 2; Ch. 3; Ch. 6 Controlling Foodservice Costs	
Exhibit a basic understanding of the concept of profitability and the necessary conditions to achieve it		FRMCA – Level 2, Ch. 2		
Describe the roles salesmanship has in the profitability of a restaurant			ManageFirst – Ch. 8, Controlling Foodservice Costs	
Branding and Marketing: <i>Providing internal and external customers with a clear understanding of the goods and services offered by the operation.</i>				
1. Describe Branding				
Describe the importance of brand and the importance of understanding the operation's brand		FRMCA – Level 2, Ch. 1		
Explain how the brand is marketed to internal and external customers (social media, TV, radio, email, in-store collateral)			ManageFirst – Ch. 7, Hospitality and Restaurant Marketing	
2. Identify Skills Necessary to Use the Brand Effectively				
Know who the operation's customers are and what they want		FRMCA – Level 2, Ch. 1		
Identify the importance of understanding of the operation's products			ManageFirst – Ch. 3; Ch. 4, Customer Service	
Explain the importance of understanding of the operation's story, history, and mission		FRMCA – Level 1, Ch. 22		

Appendix C: Employer Engagement Guide

Employer Engagement Opportunities	
Getting involved with Restaurant Ready	How can an employer engage with RR organizations, participants, and SRAs?
Guest Speaker/Demonstrations	Bring your industry expertise to a RR site in your community. Share career stories, lead a demonstration.
Onsite field trip	Host a field trip for RR participants to tour your restaurant, offices, or foodservice operations. Show the students how front of house and back of house operate as well as the additional departments in your operations such as HR, finance, leadership, etc.
Class mentor	Volunteer to lead unique industry lessons for a RR classroom. This could include demonstrations, lesson about the industry, or teaching an industry-specific skill to the class such as safety/sanitation or knife skills.
Employer mentor	Employer staff can act as mentors at their place of business through job shadowing or through OJT.
Hiring Partner	RR students make great hires. Help these participants get professional experience in the workforce and industry by offering internships or full-time employment. Connect with the RR organization working with these students to ensure they are getting the support they need to be successful in the workplace.
Career exploration	Are pathway opportunities communicated? How is the pathway defined by the employer partners? What is the SRA's role/engagement?

Appendix D: Employer Preparedness Toolkit

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Setting the Table for Success: A Toolkit for Restaurant Employers of Opportunity Youth

Restaurants Serve Communities and Change Lives

Setting the Table for Success: A Toolkit for Restaurant Employers of Opportunity Youth

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Restaurants are uniquely positioned to realize many benefits from hiring and supporting opportunity youth (OY)—American youth ages 16-24 years old who are out of work and school.

Prioritizing opportunity youth hiring will help your restaurant:

- Tap into a new talent pipeline
- Find diverse workforce talent in a tightening market
- Make a lasting positive impact on youth and the communities in which you operate

About this toolkit

This restaurant sector-based toolkit was developed by the National Restaurant Association Educational Foundation to help restaurant industry employers understand the short- and long-term benefits, best practices, and strategies for hiring and retaining opportunity youth.

This roadmap draws on lessons learned from OY-focused efforts that you can bring into your hiring and employment practices—for OY already on your teams or new hires. The resource list in the Tools section links to many of these studies and reports.

Who should use this?

Restaurant owners, hiring managers and supervisors of national, regional, local, and small/entrepreneurial restaurants who are looking for ways to ensure a future talent pool for their businesses.

How do I use it?

Organized as a pathway, you can walk through each step of the toolkit to learn key strategies and resources for expanding your restaurant's workforce strategies to successfully hire opportunity youth workers.

What will I learn?

1. Benefits and special considerations of hiring opportunity youth
2. Best practices for recruitment, onboarding, support, and retention
3. Ongoing networks and specialized resources for employers of “opportunity youth” workers

The *NRAEF Opportunity Youth-Restaurant Ready (OY-RR)* training program is an effort underway to create opportunity youth readiness training for the restaurant industry. Launched in 2016, NRAEF convened industry voices, youth learning specialists, and researchers to develop a power-skills based training program based on core competencies defined by the industry as critical for day-one work readiness.

In 2017, NRAEF partnered with five pilot community-based organizations working with opportunity youth in restaurant-based work training programs. The first cohort of OY-RR trained and certified youth are participating in the program with the support from NRAEF, pilot CBOs and their state restaurant associations. Read more about the [NRAEF OY-RR program](#).

Who are Opportunity Youth?

View the [opportunity youth profile summary](#) in the Tools section for a better understanding of this population.

Step 1: Why Hire Opportunity Youth

Top 6 Reasons

1. Tap a New Talent Pipeline

Restaurants will need 1.6 million more workers in the next 10 years. Recruiting from the opportunity youth workforce will position your restaurant to access the 4.9 million disconnected youth and avoid long recruitment periods and high employee acquisitions costs.

2. Find Diverse Workforce Talent in a Tightening Market

Expanding your workforce recruitment strategy to opportunity youth link you to a diverse talent pool.

3. Recruit Motivated & Talented Workers

Opportunity youth workers are resilient and motivated to learn and work hard, even with barriers and difficult circumstances they have experienced. Most opportunity youth (73%) are highly optimistic about finding a job and accessing training. They are retained at a 20% higher rate than other workers.

4. Make a Game-changing Difference in Youth Disconnection

Your restaurant is part of an industry that drives the nation's economic health as the 2nd largest private sector employer and provider of first job experiences for one third of all American working adults. Youth employed by restaurants gain low-barrier access to entry-level employment, valuable hands-on-training, and pathways to advancement within the restaurant industry and other sectors.

5. Increase Customer Loyalty & Improve Communities

Opportunity youth are in every community – from urban to rural. Working with local youth, you will demonstrate your commitment to the communities within which you operate. Customers are more likely (85%) to form favorable impressions of companies with values aligned with issues they care about.

6. Drive Industry & Economic Growth

Your investment in hiring opportunity youth can help build a stronger local economy and business environment for your restaurant and your customers, and reduce the \$3.6 trillion cost to society of youth disconnection. Studies show that OY hiring also causes higher rates of retention, productivity, and morale across an employer's entire workforce.

Your return on investment is clear.

Employer Benefits

Expanded hiring pool
Loyal, long-term, skilled workforce
Improved brand image



Youth Benefits

Economic and social stability
Skill expansion & viable career pathways
Ability to support family & community



Community Benefits

More jobs & increased education attainment
Lower crime rates & social service costs
Stronger local business community



Step 2:

Getting Ready to Be an OY Employer

Review Your Capacity & Commitment

Before you jump in, you should assess your restaurant's readiness to incorporate opportunity youth into your workforce. Successful OY employers typically share the traits, dedicated resources and strategies in the list to the right to recruit, on-board, and retain youth.

Take the OY Employer Readiness Self-Assessment

Use the [OY Employer Readiness Self-assessment Tool](#) in this toolkit to review your existing resources and ways to expand them.

Get Your Team Ready

Refer to the resources provided at the end of the toolkit to help you and your staff prepare.

Develop a Plan

Review the [OY Onboarding and Supporting Worksheet](#) in the Tools section to kick start your OY hiring in ways that best suit your restaurant's needs.

Traits of OY Employers

1. Commitment

- Leadership support
- OY mentors and coaches

2. Hiring

- Recruiting linked to OY-focused development organizations
- Structured OY-friendly onboarding

3. Resources

- Employer/OY youth development partnerships
- Shared OY expertise and resources
- OY funding and tax incentives

4. On-the-Job Support

- Inclusive and fair hiring policies
- Work-based, hands-on learning

5. Advancement

- Support assessing and addressing skills gaps
- Clearly communicate career paths

Take the Opportunity Youth Pledge

Over the next year, we commit to take one or more of these actions:

- ☐ Increase the number of opportunity youth hires.
- ☐ Identify employees willing to mentor opportunity youth.
- ☐ Partner with state and/or local workforce boards and youth-focused organizations to identify prospective youth for job placement.
- ☐ Follow 1-2 recommendations in this toolkit.

*Adapted from the
[Small Business Opportunity Youth Pledge](#)*

Step 3:

Recruiting and Hiring OY Workers

Leverage Partners

Create partnerships with OY-focused and youth development nonprofits and government agencies and share your “on-ramp” jobs, talent/skills needs, and career pathways in your company. Leverage partners’ advice and help for recruiting, retention, and support services. Your partners can host or help you offer OY-focus events and activities.

Use Multiple Channels

Place your job listings where youth look for opportunities - online, print, and in-person at partner sites. Be aware that youth in rural areas or in high poverty areas may not have access to high speed internet. Use city-wide print advertising in public venues like public transportation. Interview OY candidates at job fairs or join forces with your state restaurant association, CBO community, and local business groups to establish OY job fairs and coordinated OY hiring events.

Screen In, Not Out

Don’t miss out on great candidates by having entry-level requirements that are too high. You may be turning away or never hearing from applicants who may have skills needed for your job but are missing credentials required on your application but not truly needed for the job.

Offer “Fair Chances” to Youth with Criminal Records

Follow “fair chance” policies and best practices when considering youth candidates with arrest records. Check out the [Ban the Box Toolkit](#) (NELP). Consider participating in the [Department of Labor Federal Bonding Program](#) which provides fidelity bonds to employers who hire at-risk and difficult to place job candidates including disconnected youth.

Mentor through the Hiring Process

Remember your first job interview? Most likely you had a caring adult or someone with work experience to help you. Opportunity youth often do not have mentors to coach them about life or professional matters. Disconnected youth have limited work experience, mentors, and understanding of the job search process. Use the **OY Hiring Checklist** (on the right) to offer extra support during the hiring process.

Hiring Checklist

Follow these tips and look for any unintentional barriers that may prevent disconnected youth from starting their employment at your organization on the right foot.

- ✓ Take a proactive and hands-on approach with OY candidates.
- ✓ Explain the offer, job duties, and work expectations in detail.
- ✓ Clearly define what you mean by “ready to work” (e.g. in clean uniform and ready to work at least 5 minutes before your shift begins).
- ✓ Review employment practices like withholding payroll taxes or how to cash paychecks.
- ✓ Provide several methods to ask questions (in-person, by phone, with a peer mentor).
- ✓ Detail exactly what the candidate needs to provide to accept the offer and by when, reaching out proactively if a paperwork deadline is missed.

Step 4:

On the Job – OY Training, Support, and Retention

Onboarding & Orienting OY Employees

When onboarding, adjust your new employee orientations to follow these tips:

- Form OY cohort groups for training and career development.
- Offer group and one-on-one onboarding and training sessions.
- Gear language towards 3rd-5th grade reading levels.
- Review all onboarding material in person.
- Keep training sessions brief or break up into several mini sessions.
- Help youth complete employee paperwork.
- Ask youth-development partners to review your onboarding strategy and materials.
- Assign peer buddies to new OY employees, preferably current OY employee.
- Dedicate an HR champion who will proactively work with employee on form completion and submission.

Training

Opportunity youth may need extra support to continually develop their skills appropriate and necessary for the work place. Youth development agencies and community-based organizations in your area can offer specialized training on “soft skills,” work-readiness, and technical training to youth transitioning to your workforce or those who are already hired.

Mentoring

Youth benefit from being matched at work with other employees who can serve as a peer-mentor or more senior-level mentor, particularly at the beginning of their employment. You will find a wealth of information through MENTOR: [The National Mentoring Partnership](#).

Access Special OY Resources & Networks

Help is available to employers from the growing network of government agencies and nonprofit organizations focused on disconnected youth development. As an opportunity youth employer, you may also qualify for special federal or state funding and tax credits.

Youth attention span:

12 seconds Millennials



8 seconds Gen Z



Look for These Traits in Your OY Partners:

- Focus primarily or mostly on disconnected youth.
- Have at least one program supporting youth employment.
- Have experience working with restaurants.
- Can offer evidence of successful youth employment partnerships with restaurants.

Step 5: Assess and Move Forward - Your Ongoing Success

Don't Try to Do it All—Find a Network

You don't need to be an expert in all aspects of disconnected youth development—nor could you. Determine where your resources are best used and find partners to support the other areas. Tap into networks of OY-focused organizations and agencies to recruit opportunity youth, find supports for youth already on your teams, or to refer youth who need training before entering your workforce.

Begin by looking for a national and local networks of employers and or organizations working with disconnected youth.

OY is Good for Our Business

- Large pipeline of motivated, diverse talent (4.9 million, 57% nonwhite; 52% male/48% female)
- 50% have work experience and HS diploma, GED or some college education
- Spans all communities, from rural to urban
- Low turnover, 20% times longer retention rates
- Inspires productivity, creativity, loyalty, and satisfaction among other workers

Make a difference in our communities & strengthen our brand

By employing opportunity youth, our restaurant can meet our business needs—and revive communities, boost local economies and business environment, and reduce the cost of youth disconnection to youth, customers, communities and the economy as a whole. Being a visibly supportive member of our society and economy is good for our business and our brand.

Reach out to NRAEF to learn about restaurant-based OY employer networks at RestaurantReady@restaurant.org

Employer Best Practices

Commitment	Hiring	Resources	On-the-Job Support	Advancement
Leadership support	Recruiting linked to OY-focused development organizations	Employer/OY youth development partnerships	Inclusive and fair hiring policies	Support assessing and addressing skills gaps
OY mentors and coaches	Structured OY-friendly onboarding	Shared OY expertise and resources	Work-based, hands-on learning	Clearly communicate career paths
		OY funding and tax incentives		

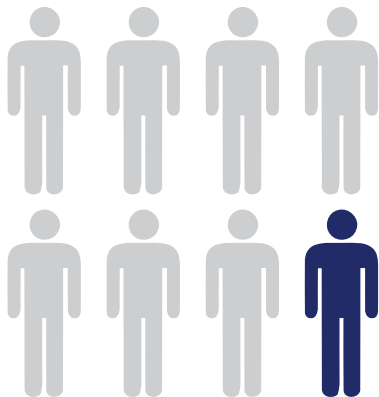
UNDERSTAND: Portrait of Opportunity Youth

Who are “opportunity youth” workers?

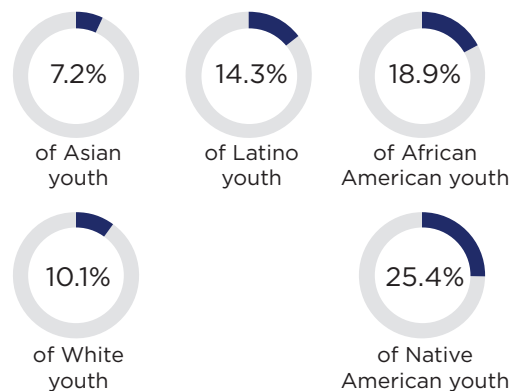
Opportunity youth (OY) are the nearly 5 million American youth between the ages of 16-24 years-old who are disconnected from work and education opportunities. They are coping with chronic social and economic issues such as addiction and homelessness. Despite these barriers, they are hopeful and motivated to work and learn but need support. With the help of community partners, your restaurant can provide life-changing opportunities to disconnected youth and positively impact the communities you serve.

Youth disconnection affects...

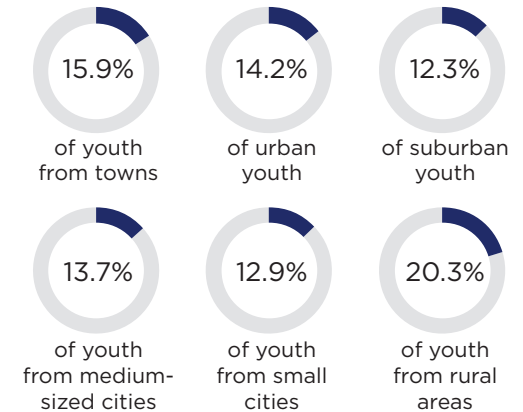
1 in 8 American youth,



of all races and ethnicities,



and in all geographic areas.



OY are hopeful & motivated – but face barriers.

- 50% have work experience and schooling beyond the age of 16.
- 77% feel responsible for securing a good education and a job.
- 65% more likely to be poor, living in a cycle of poverty.

Youth serve restaurants – Restaurants serve youth.

- 17% of restaurant workforces are teenagers.
- 1/3 of working teenagers are employed in restaurants.
- 1.6 million jobs available for youth.

Disconnected youth are your future employees and customers.

MAKE A CASE: Hiring Opportunity Youth is Good for Our Business

Recruiting opportunity youth will help us...

Tap available talent who want to work and are willing to stay

Of the 4.9 million opportunity youth, more than half have job experience and education levels we seek. They are eager to train and work hard. Research shows that OY workers have 20% higher retention rates than other workers.

Reduce turnover costs by inspiring our entire workforce

According to studies, our demonstrated commitment to hiring and supporting OY workers can result in increased productivity, job satisfaction, creativity, and loyalty among the rest of our workforce, particularly when they are given opportunities to mentor and work directly with OY.

Diversify our workforce

Focusing on the OY hiring will link us to a diverse population of job seekers. Youth disconnection touches every community and racial group.

Improve results and resources for existing OY workforce

We will see better results from our existing OY workers by adding OY-focused strategies and resources. Plus, making connections to OY focused organizations and training programs will help us identify where we can refer OY workers for pre- and post-employment support.

Prepare for the future

We need to consider this diverse OY talent pool to expand our recruiting options. Given current and future market forces, we must look for new talent sources. Competition for skilled entry-level workers is already tight and projections show the demand for restaurant workers will increase by 1.6m in the next 10 years. With unemployment to remain low for the next several years, the supply of job seekers will remain the same.

Grow our business faster and more successfully

By getting OY employment right, we can expand our success in local markets and broaden new opportunities for local partnerships. They are everywhere our restaurant operates—from rural to urban communities.

Boost our workforce development ROI

Studies show that opportunity youth workforce development and training is more than recuperated. Plus, there are OY-specific funds and tax credits available to offset costs and OY-focused organizations that offer support and help us focus our workforce resources most effectively for our business goals.

CHECK: OY Employer Readiness Self-Assessment Tool

Are you Ready?

You may already have the key ingredients to be a successful opportunity youth employer.

Take this short assessment to learn if you are ready to deepen your impact on youth and the communities you serve.

Restaurants serve their communities in many ways.

Do these statements fit your restaurant?

Yes/No	COMMITMENT
	We believe in giving back to our communities where we do business.
	Our restaurant believes in offering employment and training to youth.
	We already hire opportunity youth to our workforce.
	We are willing to invest in employing, training, and mentoring disconnected youth.
	We have staff who are interested in working with opportunity youth.

You can start working with opportunity youth with just a few resources.

Which resources do you have now?

Yes/No	RESOURCES
	Entry-level jobs appropriate for first-time workers.
	Ways for disconnected youth to learn about what it's like to work for you.
	Employees who can be daily "champions," mentors, or coaches for youth.
	Managers and supervisors who can work well with opportunity youth workers.
	Ways to help OY workers identify resources (e.g. health services, legal aid, childcare, transportation, financial services).
	Training appropriate for or adaptable to opportunity youth.
	Participate in local youth employment fairs and events.
	Relationships with local contacts involved in workforce development.
	Collaboration with community partners to set youth up for success in restaurants.

How did You Do?

Yes - 3 or more items

You are ready to plan your OY workforce strategy! **Check out the planning worksheet.**

Yes - less than 3

You are at a good starting point! Identify 1-2 things above you can work on this year. **Use resource list for help.**

Either way, this toolkit, linked resources, your local SRA and local workforce groups can help you wherever you are!

Adapted from the *Connecting Youth and Business: A Toolkit for Employers*, published by The White House Council for Community Solutions (2013).

PREPARE: OY Onboarding and Supporting Worksheet

Part 1: Choose Your Components

Identify the components that may fit your restaurant's needs and capacity. These are all not required.

LEADERSHIP & MANAGEMENT

- ☐ Entry-level jobs appropriate for OY and first-time workers.
- ☐ Clear communication about OY engagement priorities.

PARTNERSHIPS

- ☐ Industry groups like NRAEF and state restaurant associations.
- ☐ CBOs offering restaurant-based OY training.
- ☐ Local and national youth development and workforce groups.
- ☐ Collaborative relationships for OY recruitment, training, and support.

RECRUITING

- ☐ Multiple and OY-focused recruiting channels and messaging.
- ☐ Inclusive recruiting and hiring to offer "fair chances."

HIRING

- ☐ Clearly detail job offer, duties, and hours.
- ☐ Supportive onboarding and first-time worker coaching.

ON-THE-JOB SUPPORT & ADVANCEMENT

- ☐ Owners, managers and employees aligned to support OY workers.
- ☐ Employees engaged in mentoring and coaching.
- ☐ Maintain connection with previous identified partners.
- ☐ Recruit and support employees engaged in mentoring and coaching.
- ☐ Clearly communicate career paths.

FINANCIAL & RESOURCES

- ☐ Connect with local workforce investment board.
- ☐ Explore possible tax credits.

PREPARE: OY Onboarding and Supporting Worksheet



Part 2: Identifying Resources

The worksheet below will help you think about how to leverage your resources and your support for OY employees.

OUR RESOURCES

1. What kind of financial resources do you have to support your OY hires?
2. Which employees may be interested in managing and volunteering to be a mentor or coach?
3. Skills our employee volunteers can offer:
(e.g., coaching, mentoring, training, leadership, etc.)
4. We have these in-kind or other resources that will be valuable to the effort: (e.g., partnerships, entry-level jobs, etc.)
5. We could leverage these efforts, training, or outreach partnerships we already have:

OUR PARTNERSHIPS

1. Our existing network of partner organizations that are knowledgeable about youth development are:
2. Partnerships that we could establish:
(e.g., NRAEF, state restaurant associations, OY-focused and youth development nonprofits, and workforce agencies, etc.).
3. Our partners will support us in these ways:

LEARN MORE: Additional OY Resources



Why Should You Hire OY

[Making the Case to your Leadership](#)

[Meet Your Future Talent Pool](#)

[2017 Promising Gains, Persistent Gaps \(data on OY\)](#)

[ROI of Reconnecting OY \(by Congressional district\)](#)

[Teen Restaurant Workforce Trends](#)

OY Partner Organizations

[National and State OY Organizations](#)

[National Restaurant Association](#)

[State Restaurant Associations](#)

[State Workforce Development Agencies](#)

[State Labor Market Information \(LMI\) Offices](#)

[American Job Centers \(DOL\)](#)

[Regional Workforce Collaboratives](#)

Recruiting

[Tapping the OY Talent Pipeline](#)

[Opportunity Youth Recruiting](#)

[Online and Social Media Recruiting](#)

[Employer Case Studies](#)

[100k Opportunities Initiative Job Fairs](#)

Mentoring

[Mentoring Resources](#)

[Daily Mentoring Tips](#)

[Mentoring Youth for Work Success](#)

Youth Jobseeker Sites

[CareerBuilder](#)

[Monster](#)

[Simply Hired](#)

[State Job Boards](#)

[State Workforce Agencies](#)

[Idealist](#)

[Indeed](#)

Hiring

[Reviewing Company Policies](#)

[Youth Employment Resources](#)

Training

Restaurant-Based

[NRAEF Opportunity Youth-Restaurant Ready](#)

[McDonald's Archways to Opportunities](#)

[Chipotle's Careers Grown Here, No Experience Required](#)

[Starbucks College Achievement Plan](#)

General

[Career Planning Resources](#)

[UpSkill America](#)

[Youth Career & Skill Development](#)

[Center for Employment Training](#)

[Office of Vocational and Adult Education](#)

[Community college finder](#)

[Accredited career and vocational schools](#)

For more information about this toolkit or NRAEF's other opportunity youth initiatives:

Contact the Restaurant Ready Team

National Restaurant Association Educational Foundation

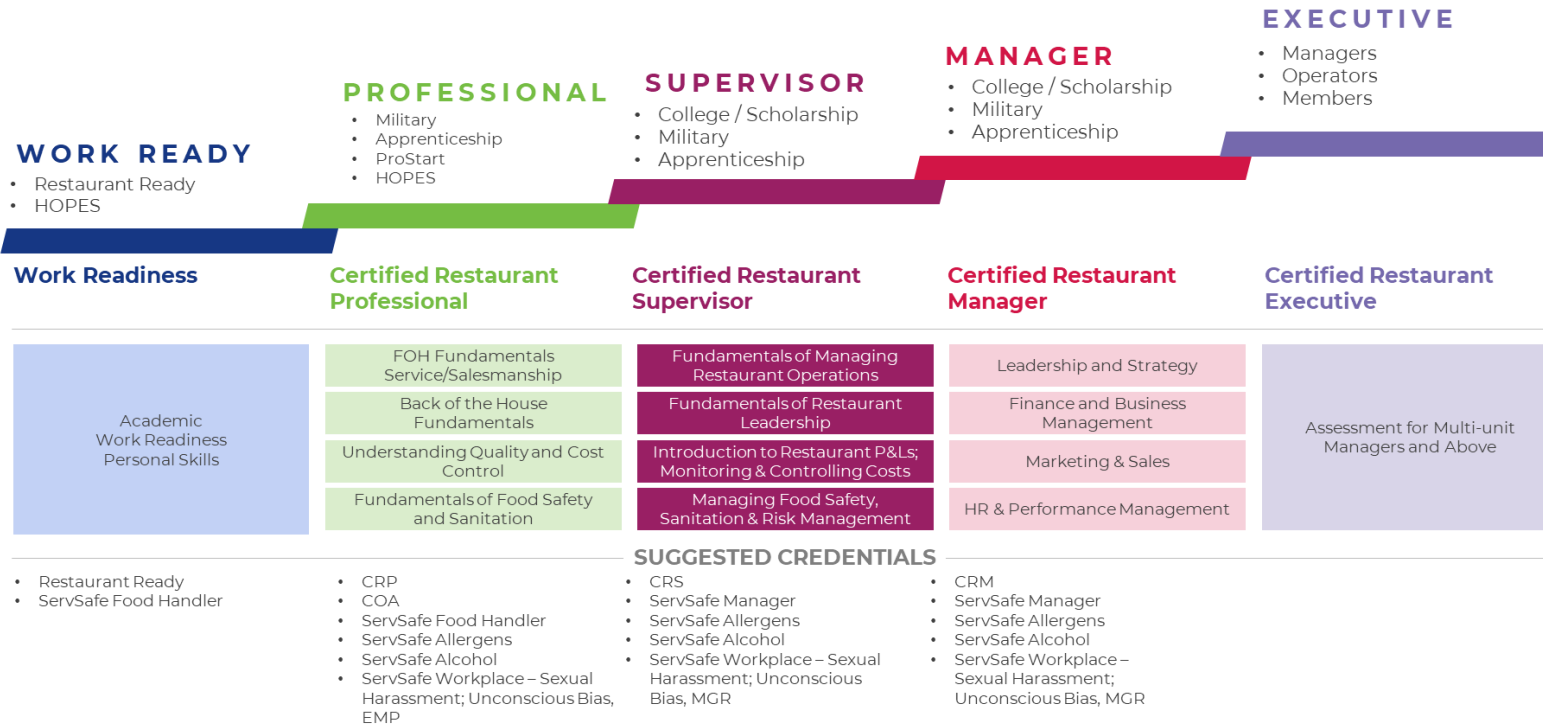
2055 L Street NW | Washington, DC 20036

RestaurantReady@restaurant.org

Restaurant.org | NRAEF.org

Appendix E: Industry Career Pathway

RESTAURANT MANAGER CAREER PATH



ChooseRestaurants.org | 1