

R E P O R T R E S U M E S

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A PLANNING GRANT FOR THE ESTABLISHMENT OF A CENTER FOR THE DEVELOPMENT OF HOME ECONOMICS INSTRUCTIONAL MATERIALS.

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TEXAS TECHNOLOGICAL COLL., LUBBOCK

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DESCRIPTORS- *OCCUPATIONAL HOME ECONOMICS, CURRICULUM DEVELOPMENT, PROGRAM DESCRIPTIONS, INSTRUCTIONAL MATERIALS CENTERS, *INSTRUCTIONAL MATERIALS, PROGRAM DEVELOPMENT, MATERIAL DEVELOPMENT, JOB ANALYSIS, *CHILD CARE WORKERS, EDUCATIONAL NEEDS, JOB SKILLS, *SEAMSTRESSES, *FOOD SERVICE WORKERS,

THE MAJOR PURPOSE OF THE PROJECT WAS TO ESTABLISH A CENTER FOR DEVELOPING INSTRUCTIONAL MATERIALS NEEDED BY TRAINEES FOR EMPLOYMENT IN HOME ECONOMICS RELATED OCCUPATIONS. THE PROJECT STAFF (1) DEVELOPED A PLAN FOR COLLECTING EXISTING MATERIALS, (2) PREPARED A BIBLIOGRAPHY FOR THREE OCCUPATIONAL AREAS, (3) DEVELOPED A FILING SYSTEM, (4) VISITED THREE CURRICULUM CENTERS, (5) DEVELOPED A CHART OF TEXAS OCCUPATIONAL PROGRAMS IN HOME ECONOMICS, (6) SECURED INFORMATION ON THE EXTENT OF CURRENT PROGRAMS, (7) STUDIED SPACE, FACILITIES, PERSONNEL AND BUDGET REQUIREMENTS FOR A PROPOSED CENTER, AND (8) ESTABLISHED PROCEDURAL STEPS AND COMPLETED THE FIRST FOUR FOR DEVELOPING MATERIALS FOR THE CHILD CARE AIDE, CLOTHING SPECIALIST, AND FOOD SERVICE EMPLOYEE. THE STEPS WERE (1) DEFINE JOB BY TITLE, (2) DEVELOP JOB ANALYSIS, (3) PREPARE COURSE OUTLINE BASED ON TASKS LISTED IN JOB ANALYSIS, (4) IDENTIFY COMPETENCIES NEEDED BY STUDENTS TO PERFORM JOB TASKS, (5) CONSTRUCT INSTRUCTIONAL SHEETS TO GUIDE STUDENTS IN PERFORMANCE JOB, AND (6) EVALUATE AND REVISE INSTRUCTIONAL MATERIALS. THE CENTER ENVISIONS A LONG-TERM PROJECT TO (1) PLAN, PRODUCE, EVALUATE, AND REVISE INSTRUCTIONAL MATERIALS FOR HOME ECONOMICS OCCUPATIONAL COOPERATIVE PART-TIME TRAINING PROGRAMS, HIGH SCHOOL PREEMPLOYMENT PROGRAMS, AND POST-HIGH SCHOOL TECHNICAL OCCUPATIONS PROGRAMS, AND (2) ASSIST TEACHERS IN USING THE MATERIALS. THE EXTENSIVE APPENDIX INCLUDES (1) CHARTS OF THE FILING SYSTEM AND THE TEXAS PROGRAMS, AND (2) THE JOB ANALYSES, COURSE OUTLINES, UNITS, AND BIBLIOGRAPHIES DEVELOPED BY THE STAFF FOR CHILD CARE AIDE, CLOTHING ALTERER, DRESSMAKER, BUS BOY, WAITER, KITCHEN HELPER, AND COOK. (FP)

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***Title:* Report of Planning Grant for the
Establishment of a Center for
the Development of Home Economics
Instructional Materials**

***Cooperating Agency:* Texas Technological College
Lubbock, Texas**

***Investigator:* Dr. L. Ann Buntin
Head, Department of
Home Economics Education**

***Beginning Date:* February 1, 1967**

***Completion Date:* August 31, 1967**

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REPORT

**A Planning Grant for the Establishment of a Center for the
Development of Home Economics Instructional Materials**

Texas Technological College

Lubbock, Texas 79409

**Initiated by: Dr. Willa Vaughn Tinsley, Dean, School of
Home Economics**

Project Director: F. Louise Keller

ABSTRACT

Title: A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials

Cooperating Agency: Texas Technological College, Lubbock, Texas

Investigator: Dr. L. Ann Buntin, Head, Home Economics Education

Beginning Date: February 1, 1967

Completion Date: August 31, 1967

The major purpose of the Planning Grant Project was to plan a procedure by which instructional materials would be prepared for students enrolled in home economics cooperative part-time training programs.

The procedure established by the Planning Grant Project staff included the following steps: (1) definition of the job by title, (2) development of a job analysis by means of interviews with employees and employers of selected businesses, (3) preparation of a course outline based on the tasks listed in the job analysis, (4) identification of competencies in terms of the abilities and understandings students need to develop to perform the job tasks successfully, (5) construction of instructional sheets which guide the individual student in attaining the competencies needed for successful employment in the occupation as defined by job title, and (6) evaluation of the effectiveness of the instructional materials and revision of them as indicated by on-going evaluations.

The Planning Grant Project staff completed the first four of the above procedural steps for three home economics-related occupations, namely: Child Care Aide, Clothing Specialist, and Food Service Employee.

These four procedural steps will serve as a basis for developing instructional materials consisting of assignments, information sheets, evaluation techniques, and references for the three programs:

Child Care Aide ✓
Clothing Specialist ✓
Food Service Employee ✓

All six steps included in the procedural plan will be completed in the development of instructional materials for additional home economics cooperative part-time training programs.

The Planning Grant Project staff studied requirements for space, facilities, personnel, and budget as a background for proposing the establishment of a Center for the Development of Home Economics Instructional Materials.

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REPORT OF PLANNING GRANT FOR THE ESTABLISHMENT OF A
CENTER FOR THE DEVELOPMENT OF HOME ECONOMICS INSTRUCTIONAL MATERIALS

Purpose of the Project: The major purpose of the Project was to establish a Center for Development of Home Economics Instructional Materials to be used by home economics teachers in the development of competencies needed by trainees for employment in home economics-related occupations.

The Director of the Planning Grant Project concentrated on the development of a procedural plan for the production of instructional materials, and on the preparation of a proposal for the establishment of a Center for the development of home economics instructional materials.

Description of Activities of the Planning Grant staff. The steps of procedure as listed in the Project Proposal gave direction to the work of the Planning Grant staff. In general, the procedure followed is described below:

1. Clarified purposes of the Planning Grant Project and established procedure of work. The Director held several conferences with personnel of the Cooperating Agency - Dr. Willa Vaughn Tinsley, Dean of the School of Home Economics and Dr. L. Ann Buntin, Head, Department of Home Economics Education; and with personnel of the Texas Education Agency - Mrs. Elizabeth Smith, Director, Home Economics Education, Mr. John R. Guemple, Assistant Commissioner for Vocational Education, and Dr. Russell Davis, Director, Research Coordinating Unit.
2. Secured additional staff. Two part-time graduate research assistants were employed to help develop the Planning Grant Project.

Specifically, they helped develop tentative job analyses, interviewed prospective employers and employees, and developed tentative lists of competencies desired of workers by employers.

3. Developed a plan for collecting existing appropriate materials.

It was decided to select only materials published since 1960.

a. Established criteria for the selection of books and pamphlets including:

(1) date of publication

(2) occupational emphasis rather than the homemaking approach

(3) information applicable to occupational opportunities in Texas

All available bibliographies and course outlines were reviewed and appropriate books and pamphlets ordered.

b. Sent a form letter to each State Supervisor of Home Economics Education requesting Policy Bulletins and Course Outlines related to occupational programs. Twenty-three states sent materials including State Policy Bulletins or Guidelines, Course Outlines or Curriculum Guides, Report Forms, and Program Interpretation leaflets. Several State Supervisors replied that their supply of materials had been exhausted or that they were in process of developing materials. All of the materials received had been prepared for only teachers, school administrators, and school boards; none of it had

been planned for distribution to students. The limited supply of materials suitable for student use has been a handicap to teachers in development of occupational programs in home economics.

- c. Sent form letter to a selected list of University Home Economics Teacher Educators requesting reports of occupational program workshops. Six workshop reports were received; they included course outlines designed to guide teacher in program planning; and were not designed for student use.
4. Prepared a bibliography for three occupational programs: Child Care Aide, Food Service Employee, and Clothing Specialist.
(Included in Appendix D)
5. Decided upon a filing system. A copy of the filing system is attached. (Appendix A)
6. Visited three curriculum centers. To study other methods of procedure in producing instructional materials, the Director of the Planning Grant visited three centers:
 - a. The Research Center, Columbus, Ohio
 - b. The Trade and Industrial Curriculum Laboratory, Ohio State University, Columbus, Ohio
 - c. The Agricultural Curriculum Laboratory, Texas A and M University, College Station, Texas

The instructional materials prepared by these three Centers are in the fields of Agricultural and Trade and Industrial Education. The Planning Grant Project Director did not locate a Center or state that is preparing home economics instructional materials for use by students.

The helpful information gained by visiting these three Centers is summarized as follows:

Schedules. It takes time to produce creative materials, therefore, adequate time schedule should be planned for and instructional materials project.

Advisory Committees. More help is received from advisory groups when materials are furnished to them for reactions and additions. The exception may be an advisory group of professional personnel.

Instructional materials. The materials prepared at the two Agricultural Centers are designed for student use on the individualized instructional plan. The Center located at Texas A and M is preparing materials for students enrolled in cooperative part-time training programs, therefore, no laboratory experiences are included in the materials as students develop skills in on-the-job training. While the Research Center at Columbus, Ohio, is including instructional sheets to guide students in the development

of skills and abilities in a school laboratory and in some work experience.

Develop format. At an early stage in the development of any of the instructional materials, it is advisable to develop a format.

Distribution. Throughout the development of materials consider the mailing lists for free distribution and sale of materials.

Involve administrators and teachers. In preparation of materials both administrators and teachers contribute practical ideas and are more interested in using materials when they have experienced some part in the production of them.

Staffing. Schedule production carefully to make best use of professional and secretarial staff. More secretarial staff is needed in proportion to professional staff than for regular University assignments.

In-Service. Include in-service help to teachers as a part of the project program. To make best use of materials, in-service education is essential.

Include a plan for research when initiating the project.

Space. Do not underestimate amount of space needed to prepare instructional materials. The plan developed for reproducing

materials, however, is a big factor in determining adequate space.

Library. Establish a criteria for selection of materials for a library. Such items as following need to be considered:

Establishment of a prior date line

Selection of only specialized occupational references with few, if any, general books

Consideration of high quality commercial training materials and materials produced by National Associations, such as National Dairy Council

Order only one copy for use at Center

Start early to develop a system for filing

7. Developed a chart of the Texas Occupational Programs in Home Economics. This chart describes the types of programs, length of programs, qualifications of enrollees, approved occupations, and priorities for types of programs for which instructional materials will be developed. (Appendix B)
8. Secured extent of current programs. Information concerning the number of students enrolled in eight home economics cooperative part-time training programs in operation in Texas in 1966-67 was furnished by Mrs. Elizabeth Smith, State Director, Vocational Home Economics, Texas Education Agency.

<u>Types of Occupations</u>	<u>Number in Training 1966-67</u>
Dietitian Aide	25
Clothing Specialist	15
Child Care Aide	30
Household Employee	28
Food Service Employee	34
Home Furnishings Aide	4
Companion to Elderly	5
Food Tester	1

From these data, the following occupations were given priority in the preparation of instructional materials at the proposed Center.

Child Care Aide
 Clothing Specialist
 Food Service Employee

Occupation of the Clothing Specialist was selected in preference to the Dietitian Aide or Household Employee to illustrate the procedure used in preparation of instructional materials in a variety of occupations, thus avoiding preparation of instructional materials in two food service courses.

9. Developed procedures. Plans for the preparation of instructional materials included the following steps:
 - a. Prepared a brief description of a job analysis including what it is, who makes job analyses, and how it is used in planning a course or program. (Appendix C)

- b. Developed a tentative job analysis for employees in three occupations: Child Care Aide, Food Service Employees, and Clothing Specialists, by compiling a list of tasks usually performed by workers; by interviewing employees and prospective employers to secure their reactions and suggestions; by revising tentative list of tasks on basis of information received during interviews. *
 - c. Developed a course outline. The outline is in chart form, showing relation of tasks as determined by job analysis, name of units, and objectives of units for three home economics cooperative part-time training programs. *
 - d. Listed competencies for each unit, in terms of abilities and understandings needed to be developed by trainees. *
10. Developed job analyses. Analyses were developed for employees at three levels of competencies for the three occupational areas with which the Center is concerned, namely: Foods, Clothing, and Child Care. (Included in Appendix D)
11. Prepared a report. A written report of the Planning Grant Project has been prepared and is ready for duplication and distribution.

* Materials including job analysis, course outline and lists of competencies, prepared by the Planning Grant staff for three home economics-related occupations are included in Appendix D.

12. Proposed establishment of a Center. The development of a plan for a proposed Instructional Materials Center at Texas Technological College, Lubbock, has been prepared and submitted to the Texas Education Agency.
13. Projected recommended steps. It is the concensus of the Planning Grant staff and the personnel of the Cooperating Agency that the envisioned long-term project for the development of instructional materials is needed to:

Prepare and produce instructional materials for home economics cooperative part-time training programs, for which the Planning Grant staff has developed a procedural plan of working.

Evaluate and revise these materials.

Assist teachers in use of materials through visits and workshops.

Prepare and produce instructional materials for high school home economics pre-employment laboratory training programs.

Continue to build an up-to-date home economics occupational library.

Provide continuous in-service education for teachers of home economics cooperative part-time and pre-employment laboratory training programs.

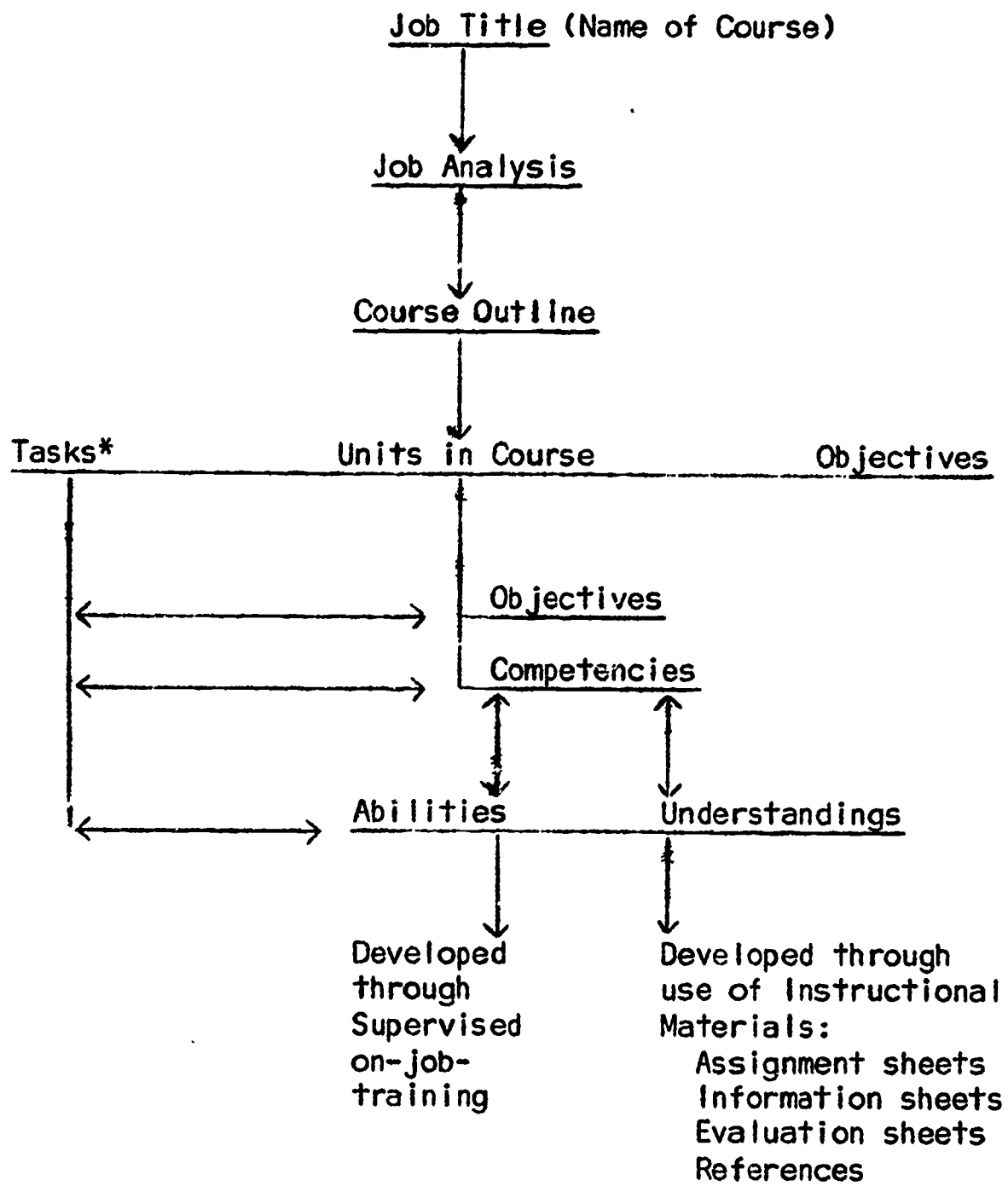
Prepare and produce instructional materials for Occupational Training programs utilizing home economics knowledge and skills.

Prepare and produce instructional materials for post-high school curriculum in home economics-related technical occupations.

Use to be made of findings and materials developed by Planning Grant Staff.

A procedural plan for the production of instructional materials was developed and illustrated by the Planning Grant staff for training programs for Child Care Aides, Clothing Specialists, and Food Service Employees. This plan is depicted in Chart A which shows the relation of the job analysis, course outline, objectives, course units, and competencies. The tasks, objectives, and competencies provide the essential framework upon which the instructional materials will be built by personnel of the proposed project Center with the help of committees composed of experienced superior teachers, and subject matter, occupational and curriculum specialists. Instructional materials to be developed by the staff and committees may include assignment sheets, information sheets, evaluation devices, and references.

CHART A - PROCEDURAL STEPS FOR DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR COOPERATIVE PART-TIME TRAINING PROGRAMS



* Tasks identified in job analysis.

Chart A shows that instructional materials are planned to help the trainee develop competencies needed to perform the tasks identified in the job analysis.

The library assembled by the Planning Grant staff will provide references needed by the staff of the Center in the development of Instructional Materials.

A P P E N D I C E S

APPENDIX A

Library Filing System

Books

To be filed alphabetically by authors according to the following occupational areas.

Child Care Aide	O.E.	6.8
Clothing Services	O.E.	7.8
Home Furnishing Aide	O.E.	11.5
Dietitian Aide	O.E.	9.13
Food Service Employee	O.E.	9.13
Household Employee	O.E.	10.5
Hotel and Motel Aide	O.E.	14.0
Health and Safety	O.E.	12.5
Development of Occupational Programs	O.E.	15.6

Pamphlets

To be filed in boxes according to the above system.

APPENDIX B

TEXAS - OCCUPATIONAL PROGRAMS IN HOME ECONOMICS

	OCCUPATIONAL TRAINING PROGRAMS	COOPERATIVE PART-TIME TRAINING PROGRAMS	PRE-EMPLOYMENT LABORATORY TRAINING	POST-HIGH SCHOOL CURRICULUM including Pre-Employment, Cooperative, Part-Time Programs
PROGRAM DESCRIPTION	Academic and occupational training courses offered in an ungraded program.	One regularly scheduled class of individual and group instruction. Three hours per day, on-the-job training in the occupation of interest to student.	Technical instruction and practical experience in classroom and laboratories. Class scheduled for two consecutive hours daily.	Curriculum includes a planned series of courses which focus on preparation for employment at an advanced or technical level.
LENGTH OF PROGRAM	One or more years	One or two years	One on two years	One or two years
ENROLLEE QUALIFICATIONS	Students must be fourteen years of age or older with academic, socio-economic, or other handicaps preventing their succeeding in regular vocational education programs.	High school students sixteen years of age or older who are of junior or senior classification.	High school students sixteen years of age or older who are of junior or senior classification.	Students who have completed high school and are interested in preparation for employment at technical level.

	OCCUPATIONAL TRAINING PROGRAMS	COOPERATIVE PART-TIME TRAINING PROGRAMS	PRE-EMPLOYMENT LABORATORY TRAINING	POST-HIGH SCHOOL CURRICULUM including Pre-Employment, Cooperative Part-Time Programs
APPROVED OCCUPATIONS	Child-Care Helpers Household Employees Hotel and Motel Aides Food Service Helpers Clothing Construction Helpers	Child-Care Aides Clothing Specialists Home Furnishing Aides Hotel and Motel Aides Dietitian Aides Food Service Employees Household Employees	Child-Care Aides Clothing Specialists Home Furnishings Aides Dietitian Aides Food Service Employees Household Employees	Food Service Assistants Food Service Supervisors School Lunch Managers Food Demonstrators Child-Care Supervisors Home Furnishings, Foods Clothing Technicians
PRIORITIES FOR DEVELOPMENT OF INSTRUCTIONAL MATERIALS	Third	First	Second	Fourth

APPENDIX C

JOB ANALYSIS

Occupational programs in home economics prepare youth and adults for gainful employment in occupations utilizing home economics knowledge and skills. Such programs are established on the basis of occupational needs or realistic job opportunities.

In order to plan adequate programs which prepare youth and adults for employment, it is necessary to determine the actual requirements of the jobs for which training programs are to be offered. Requirements are in terms of understandings, knowledge, skills and abilities necessary for performing the jobs. Such information may be obtained from a job analysis.

A job analysis identifies the tasks to be performed and the degree of skill and knowledge needed by a worker on a particular job. The principle steps in making a job analysis consist of:

- (1) Identifying or listing the work or tasks an employee does on his job - a listing of WHAT the worker does.
- (2) Identifying or listing the competencies needed by an employee to perform these tasks in terms of
 - . Skills and abilities the worker needs to develop to be able to perform the tasks - HOW he works.
 - . Understandings and knowledge necessary for the worker to intelligently perform any task. In an educational program it

is not enough for a worker to know HOW to work, he must also understand the WHY of his performance.

This step gives a detailed analysis or interpretation of the basic minimum skills, abilities, understandings and knowledge required of an efficient worker.

A job analysis serves as a basis for planning a course because it gives information and direction a teacher needs to develop a course based on the specific requirements of the occupations for which trainees are preparing to enter. Step (1), a listing of the tasks performed by the worker, helps a teacher identify the units to include in the course and appropriate objectives for each unit. Step (2), a listing of the competencies in terms of skills and abilities and in terms of understandings and knowledge serves as a guide to the teacher in the selection of appropriate learning experiences.

Making a job analysis is a cooperative venture. It is made by the teacher, prospective employers, workers, and, for some occupations, a specialist. An analysis may be made by means of observations, interviews, and the help of an advisory committee.

REFERENCES

Fryklund, Verne C. Analysis Technique for Instructors. Milwaukee: The Bruce Publishing Company, 1965.

United States Steel. Safety Program. United States Steel Corporation, Gary, Indiana, 1966.

U. S. Department of Labor. Training and Reference Manual for Job Analysis. Bulletin BES No. E-3. Washington, D. C.: U. S. Government Printing Office, 1965.

Whitmarsh, Ruth E. An Exploratory Study of Knowledges in Child Development and Guidance Needed by Mothers and Workers Related to Child Care. Urbana, Illinois: University of Illinois. August 31, 1966. (Mimeographed)

CHILD CARE AIDE

OVERVIEW

DESCRIPTIVE JOB ANALYSIS

CHILD CARE AIDE

Job Analysis

Course Outline Based on Findings of Job Analysis

Units of Course 1

Objectives

Tasks to be performed

Competencies to be developed

JOB ANALYSES AT THREE COMPETENCY LEVELS IN THE FIELD OF CHILD CARE SERVICES

BIBLIOGRAPHY

OVERVIEW

A student who enjoys working with children, shows interest in and understanding of human relationships and possesses wholesome attitudes toward working with others may be interested in preparing for employment as a child care aide. To be successful, the student needs to develop some skills in recognizing the worth of individuals, in helping to enrich the lives of children, and in assisting the child care center staff in a program geared to the various age levels of the children attending the center.

The length of the course for the child care aide is determined by the background, vocational objective, aptitude, and interest of the student. It is recommended that the child care training program be a two year program with the first year including depth study in child development and related courses. This plan would help to minimize the gap between employee qualifications and employer expectations that are needed in the daily interaction with children in a center.

In the cooperative part-time training program, competencies needed for successful performance on the job are developed in actual work experience as the student assumes responsibilities as child care aide under supervision of a qualified center director. To be employable, students must develop skills and understandings needed to perform the tasks involved in the job. The following tentative job analysis, developed through interviews with directors of child care centers, identifies tasks usually performed by a child care aide.

CHILD CARE AIDE

The child care aide performs tasks under the supervision of a professionally trained director or center manager: helps children accept the child center and participate in its activities; helps children remove outer garments and put them in designated places; assists in supervising children in eating, resting, and toileting; assumes some responsibility for play and learning experiences of children; helps children develop habits of behavior, cleanliness, health, safety, and housekeeping for their age group.

At the job entry level, an aide works under supervision performing the less complicated tasks involved in the child care center routines. Once the child care aide has had some experience in establishing rapport with children and staff, developed some proficiency in handling children during routine periods and assumed some responsibility in maintaining center schedule, she can usually participate in more of the directed activities involving the children. Through experience and additional training, persons may advance to jobs involving managerial, supervisory and/or teaching responsibilities.

CHILD CARE AIDE JOB ANALYSIS
(used in interviews with Directors of Child Care Centers)

Name of Center _____ Date _____

Interviewee _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect an Aide to assume when working in your Child Care Center.

A Child Care Aide helps assume various responsibilities in caring for children in such situations as day care centers, head start classes, childrens' homes, and in private homes. Working under the direction of a qualified Director, she performs the following functions:

	DAILY		OCCASIONALLY		COMMENTS
	Yes	No	Yes	No	
1. Helps children accept the center and participate in its activities.					
2. Helps children learn the established routines of the center.					
3. Helps to develop in the children a sense of "belonging" in the center.					
4. Helps children become more independent in the removal of own garments, such as, coats and sweaters.					
5. Assists children in developing good housekeeping habits, such as, hanging their coats in designated places, putting toys away.					
6. Guides children in helping to maintain the cleanliness and attractiveness of the center.					

	DAILY		OCCASIONALLY	COMMENTS
	Yes	No		
7. Assumes some responsibility for helping children with their eating habits, table manners, and with conversation during snacks and mealtime.				
a. Helps children to develop good food habits and table manners.				
b. Helps children to develop positive, accepting attitudes toward food and eating.				
8. Prepares and serves mid-morning and mid-afternoon snacks.				
9. Sets the table for noon meal.				
10. Assists in arranging mats on floor for children's rest period.				
11. Supervises rest period of children.				
12. Stacks or stores mats after children's rest period.				
13. Assumes some responsibility, under supervision, for play and learning experiences of children.				
14. May relieve teacher for short periods, when needed, by reading stories to children, conducting finger plays and leading songs.				
15. Helps children with nature and science experiences.				
16. Helps prepare and assemble play materials needed by teacher and/or director.				

	DAILY		OCCASION- ALLY		COMMENTS
	Yes	No	Yes	No	
17. Arranges physical environment, under supervision of director, appropriate for play and learning experiences of children.					
18. Places clean towels and wash cloths on rack for children each day.					
19. Assists children with routines, such as, toileting, washing, hanging towels after use.					
20. Helps to maintain health and safety of the children at the center, such as, watching over children during rest and play periods.					
21. Helps children establish sanitary habits of toileting and personal hygiene appropriate to their age level.					
22. Practices safety procedures by being alert to situations involving hazards to the safety of children, such as, sorting toys that may be unsafe.					
23. Observes accepted procedures for reporting accidents and/or presence of communicable diseases.					
24. Assists in administering first aid at the center for children's minor accidents, cuts, and bruises.					
25. Works cooperatively with center staff.					
26. Accepts instruction and guidance from director.					
27. Participates in staff planning and evaluating sessions concerning center policies and program.					

	DAILY		OCCASION- ALLY		COMMENTS
	Yes	No	Yes	No	
28. Helps to evaluate own progress in meeting responsibilities to the center.					
29. Observes policies of center concerning work schedules, absences, health regulations.					
30. Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed.					
31. Assumes some responsibility for maintaining cleanliness and attractiveness of the center during the day.					

PROPOSED COURSE OUTLINE FOR CHILD CARE AIDE BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
	UNIT I - Orientation to World of Work as Child Care Aide	Become aware of tasks and competencies involved in working as a child care aide
<p>Works cooperatively with staff, accepting instruction and guidance from director</p> <p>Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed</p> <p>Observes policies of center concerning work schedules, absences, and health regulations</p> <p>Participates in staff planning and evaluating sessions concerned with center policies and program and own responsibilities</p>	<p>UNIT II - Child Care Aide - A Member of Team</p>	<p>Recognize and accept responsibilities of child care aide</p> <p>Appreciate role of aide in promoting development of children</p> <p>Assess own personal qualities, job requirements, and successful performance</p>

TASKS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
<p>Helps each child accept the center and participate in its activities</p> <p>Assists the children in developing a sense of "belonging" in the center</p> <p>Helps children become more independent in removing own garments, such as, coats and sweaters</p> <p>Helps each child learn the established routines of the center</p>	<p>UNIT III - The Child in a Child Care Center</p>	<p>Develop empathy with children</p> <p>Relate well with children by using principles of guidance based on understanding of behavior</p>
<p>Assists children in developing good housekeeping habits, such as, putting their coats in designated places, and putting toys away</p> <p>Guides children in helping to keep the center clean and attractive during the day</p>	<p>UNIT IV - Children and Their Housekeeping Habits</p>	<p>Develop effective techniques of helping children gain self-reliance through establishment of routine housekeeping practices</p>
<p>Helps the children to develop good food habits and table manners</p> <p>Helps the children to develop positive, accepting attitudes toward food and eating</p>	<p>UNIT V - Children's Food and Eating Habits</p>	<p>Develop ability to guide children in the establishment of wholesome food habits</p> <p>Become aware of environmental influences on eating habits of children</p>

TASKS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
<p>Prepares and serves mid-morning and mid-afternoon snacks</p> <p>Sets the table for noon meal</p>		<p>Develop ability to use various ways of influencing the eating environment of children</p>
<p>Assures some responsibility, under supervision, for play and learning experiences of children</p> <p>May relieve teachers, for short periods, when needed, by reading stories to children, conducting finger plays and leading songs</p> <p>Helps children with their nature and science experiences</p> <p>Helps prepare and assemble play materials needed by teacher and/or director</p> <p>Arranges physical environment, under supervision of director, appropriate for play and learning experiences</p>	<p>UNIT VI - Children's Play - A Learning Experience</p>	<p>Be able to supervise play and learning experiences of children so they contribute to mental, social, emotional and physical development of children</p>

TASKS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
<p>Assists in arranging mats on floor for children's rest period</p> <p>Supervises rest period of children</p> <p>Stacks or stores mats after children's rest period</p>	<p>UNIT VII - Children and Their Rest Period</p>	<p>Apply effective techniques in supervising rest period</p> <p>Appreciate importance of rest period in physical development of children</p>
<p>Helps children establish sanitary habits of toileting and personal hygiene appropriate to their age level</p> <p>Places clean towels and wash cloths on rack for children each day</p> <p>Assists children with routines, such as, toileting, washing, hanging towels after use</p>	<p>UNIT VIII - Health and Hygiene of Children</p>	<p>Develop habits of personal hygiene which promote physical well-being</p> <p>Practice center-approved health measures</p>
<p>Helps to maintain safety by watching over children during rest and play periods</p> <p>Practices safety procedures by being alert to situations involving hazards to the safety of children, such as, sorting toys that may be unsafe</p>	<p>UNIT IX - Safety of Children</p>	<p>Become conscious of importance of safety in child care center and alert to safety needs</p> <p>Practice safety measures in center activities</p>

TASKS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
<p>Observes accepted procedures for reporting accidents and presence of communicable diseases</p> <p>Assists in administering first aid at the center for children's minor accidents, cuts and bruises</p>		

COURSE UNIT I

Orientation to the World of Work as Child Care Aide

OBJECTIVE: **Become** aware of tasks and competencies involved in working as a child care aide

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF		UNDERSTANDING OF:
TASKS	ABILITY TO:	
	<p>Understand and accept self, as a basis for understanding children</p> <p>Establish rapport with children and staff at the center</p> <p>Become oriented to purposes and nature of the child care center in the community</p> <p>Perform tasks regularly assigned to child care aide</p> <p>Profit from training as a child care aide</p>	<p>Desirable personal characteristics of adults who work with children, such as, being dependable, liking children, being calm in emergencies</p> <p>Purposes of the child care center</p> <p>Characteristics of an approved child care center</p> <p>Kinds of work performed by the child care aide in the center</p>

UNIT I (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Develop a marketable skill in services for young children Find satisfaction in working with young children	Employment opportunities for trained workers in child care

COURSE UNIT II

Child Care Aide - A Member of Team

- OBJECTIVES:** Recognize and accept responsibilities of child care aide
 Appreciate role of aide in promoting the development of children
 Assess own personal qualities, job requirements and successful performance

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF		UNDERSTANDING OF:
TASKS	ABILITY TO:	
Works cooperatively with staff, accepting instruction and guidance from director	Work under supervision and follow directions effectively	Importance of guidance from director in helping aide assume her role in the center Ways of working with center staff to meet the physical, mental, social, and emotional needs of children
Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed	Appreciate and practice ethical principles in working with children and staff at the center Become proficient in performing intelligently the tasks of the child care aide Help maintain daily routines and activities	Contributions each member of team can make in providing adequately for needs of children Importance of assuming responsibilities and contributing to the center program Importance of schedule and routines to the center activities

UNIT II (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Observes policies of center concerning work schedules, absences, health regulations</p> <p>Participates in staff planning and evaluating sessions concerning center policies and own responsibilities</p>	<p>Respond to varied conditions and job demands according to situation in the center</p> <p>Accept and follow policies of the center program</p> <p>Communicate with children and with staff members</p> <p>Work with children and staff in actual job duties beyond giving and receiving instructions</p> <p>Evaluate own personal qualities, job requirements and successful performance</p>	<p>Need for flexibility in work performance of child care aide</p> <p>State and local regulations which influence center policies and program activities</p> <p>Importance of group planning sessions in the over all functioning of the center</p> <p>Need for self-evaluation of job performance</p>

COURSE UNIT III

The Child in a Child Care Center

OBJECTIVES: Develop empathy with children

Relate well with children by using principles of guidance based on understanding of behavior

TASKS		COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:		UNDERSTANDING OF:
Helps each child accept the center and participate in its activities	<p>Cultivate sensitivity to child's feelings about the center</p> <p>Help each child accept the absence of parents</p>		<p>Variety of ways children adjust to new experiences</p> <p>Significance of the center experience for child</p> <p>Procedures to be followed in receiving children and integrating them into center activities</p>
Assists the children in developing a sense of "belonging" in the center	<p>Develop happy relationship with children</p> <p>Help create comfortable environment for the children</p> <p>Encourage children to express feelings and become interested in center activities</p>		<p>Time needed for children to become acquainted with the center and to accept new people</p> <p>Characteristics and needs common to young children</p> <p>Children's normal feelings of inadequacy in new situations</p>

UNIT III (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Helps children become more independent in removing own garments, such as, coats and sweaters</p> <p>Helps each child learn the established routines of the center</p>	<p>Give children a feeling of security, comfort, self-confidence</p> <p>Guide child in accordance with his individual needs</p> <p>Help children find a place within the group</p> <p>Stimulate independence in children</p> <p>Help maintain daily routines in activities of the children</p>	<p>Factors influencing behavior patterns of children</p> <p>Importance of recognizing individual differences in children</p> <p>Relation of center experiences to the growth and development needs of children</p> <p>Value of group relationships for children</p> <p>Need for children to develop independence in simple self-help tasks appropriate at their age level</p> <p>Ways of helping children help themselves</p> <p>Value and purposes of schedules and routines in developing feelings of security and happiness in children</p> <p>Relation of routines to child's development of habits, feelings of security and over all happiness</p>

UNIT III (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	<p>Use center-approved principles of guidance while working with children</p> <p>Discriminate between acceptable and unacceptable behavior patterns and help the child learn acceptable patterns</p> <p>Observe and interpret behavior of children objectively</p> <p>Discuss unusual behavior with director</p>	<p>Ways of working with children, such as, establishing routines, understanding behavior and maintaining discipline</p> <p>Methods of recognizing unusual behavior or discipline problems of children</p>

COURSE UNIT IV

Children and Their Housekeeping Habits

OBJECTIVE: Develop effective techniques of helping children gain self-reliance through establishment of routine housekeeping practices

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF		UNDERSTANDING OF:
TASKS	ABILITY TO:	
Assists children in developing good housekeeping habits, such as, putting their coats in designated places, and in putting toys away	<p>Guide the children toward good habits, useful skills, wholesome attitudes, self-reliance and independence</p> <p>Help children in their adjustment to housekeeping activities in the center</p>	<p>Relation of routines to development of self-reliance and independence</p> <p>What responsibilities children are capable of accepting at this age level</p>
	Set a good example for children to follow in housekeeping practices	<p>Appropriate times for offering assistance or encouraging independence in children</p> <p>Ways children learn - experience and imitation</p>
Guides children in helping to keep the center clean and attractive during the day	Stimulate interest on the part of the children in helping with keeping the center neat, for example, discarding napkins after eating, flushing commode after toileting	<p>Values of good housekeeping habits</p> <p>Importance of good housekeeping standards</p> <p>Need for children to be included in housekeeping activities of the center</p>

COURSE UNIT V

Children's Food and Eating Habits

- OBJECTIVES:** Develop ability to guide children in the establishment of wholesome food habits
- Become aware of environmental influences on eating habits of children
- Develop ability to use various ways of influencing the eating environment of children

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
TASKS	ABILITY TO:
Helps the children to develop good food habits and table manners	<p>Help children prepare for mealtime</p> <p>Emphasize washing hands before meals</p> <p>Recognize kinds and amounts of food which meet nutritional needs of the children in the center</p> <p>Accept eating practices - handling of silver and food - appropriate for children's ages</p> <p>Expect children to refuse some foods but encourage tasting</p>
	<p>UNDERSTANDING OF:</p> <p>Importance of quiet play before mealtime</p> <p>Importance of personal cleanliness as related to food and eating</p> <p>Nutritional needs of children in various age groups represented at the center</p> <p>Desirable eating habits and basic etiquette appropriate for age level of the children</p> <p>Typical food habits and eating practices of children in various ages at the center</p> <p>Reasons why children may refuse to eat</p>

UNIT V (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Helps the children to develop positive, accepting attitudes toward food and eating</p>	<p>Set the stage for encouraging children to try new foods</p> <p>Show children how to use eating equipment and handle foods when eating</p> <p>Guide children toward more independent eating practices</p> <p>Encourage self-help in eating</p> <p>Set good example when eating with the children to encourage and reinforce positive attitudes toward food</p> <p>Enjoy participating in snack and/or meal time with the children</p> <p>Make snack and/or mealtime a pleasant occasion</p> <p>Help children to enjoy quiet conversation while eating</p> <p>Recognize that refusal to eat may be a way of gaining attention</p> <p>Ignore some eating habits of children by giving attention and recognition in other ways</p>	<p>Effective methods of changing food habits of the children</p> <p>Children's need for assistance in developing good food habits</p> <p>Importance of patience in correcting the food habits and eating practices of children</p> <p>Influence of adult attitudes on children's food acceptance</p> <p>Influence of the emotional climate on eating practices of children</p> <p>Ways to insure pleasant meal-time for children</p> <p>The way a child feels affects his eating</p> <p>Importance of guiding children's conversation and activities during snack and/or mealtime</p> <p>Behavioral patterns of children when eating</p> <p>Basic emotional and social needs of children as expressed in their eating habits</p>

UNIT V (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Prepares and serves mid-morning and mid-afternoon snacks</p> <p>Sets the table for noon meal</p>	<p>Set the stage for snack time</p> <p>Prepare snacks attractively for serving to the children</p> <p>Serve snacks to the children</p> <p>Encourage children to eat snacks provided for them</p> <p>Set table correctly for menu</p> <p>Arrange attractive and appropriate table decorations</p> <p>Arrange tables and chairs to insure comfort while the children are eating</p> <p>Help children plan and make table decorations for special occasions</p>	<p>Purpose for snacks for pre-school children at the center</p> <p>Typical snack foods that are appropriate and liked by children in various age groups at the center</p> <p>Method of preparing and serving snacks</p> <p>Appropriate amount to be served for children's snacks</p> <p>Effect of environmental influences on the emotional climate of eating</p> <p>Ways of influencing the environment of the meal</p> <p>Method of setting an attractive table</p> <p>Importance of creative expression in children</p>

COURSE UNIT VI

Children's Play - A Learning Experience

OBJECTIVE: Be able to supervise play and learning experiences of children so they contribute to mental, social, emotional and physical development of children

	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
TASKS	ABILITY TO:	UNDERSTANDING OF:
Assume some responsibility, under supervision, for play and learning experiences of children	<p>Guide children in playing happily with others</p> <p>Help children find satisfaction in constructive play</p> <p>Help children select and use play materials and equipment with courage, safety, and skill</p> <p>Encourage both individual and cooperative play</p> <p>Show children acceptable ways to behave in play activities - sharing, etc.</p> <p>Keep rules of play to a minimum with safety in mind</p>	<p>How children learn and develop through play</p> <p>Role of play in the total growth process</p> <p>Importance of play and learning experiences - essential elements in growth and development of children</p> <p>Stages of development in play - solitary, parallel, etc.</p> <p>Importance of discipline in the development of self-control and socially acceptable behavior</p>



UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	<p>Practice consistent behavior in working with children</p> <p>Observe policies of the center in handling conflicts among children</p> <p>Control play and learning situations to reduce emotional behavior problems</p> <p>Respect individual differences and expect equal performance from all children</p>	<p>Individual differences in motor and social development of children</p>
<p>May relieve teachers, when needed, by reading stories to children, conducting finger plays, and leading songs</p>	<p>Treat children as individuals</p> <p>Enjoy children and put their development first</p> <p>Suggest suitable games and activities of interest to a group of children</p>	<p>Importance of stories, music, games and other group activities in the mental, physical, emotional, and social development of children</p>
	<p>Lead songs and singing games</p>	<p>Variety of ways to guide group experiences of children</p>
	<p>Tell stories from pictures, encouraging participation of children in creating the story</p>	<p>Experiences which help develop and reinforce social skills in children</p>
	<p>Draw pictures of story characters when telling stories to children</p>	

UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Helps children with their nature and science experiences</p>	<p>Read stories with animation and expression</p> <p>Help children learn to listen and to participate in group activities</p> <p>Watch for cues of fatigue, lack of interest, or over-stimulation</p> <p>Maintain sense of humor during difficult moments</p> <p>Be firm with children when necessary</p> <p>Help maintain discipline during planned activities</p> <p>Give children opportunities to express their ideas</p> <p>Assist children in developing more interests and understandings of the world around them</p> <p>Help children care for a fish aquarium, baby turtles, or small pet</p> <p>Show children how to plant and care for seeds, flowers, and small vegetables</p> <p>Help children develop concepts of objects and words related to the world around them</p>	<p>Techniques for caring for needs of several preschool children at one time</p> <p>Children's need to explore and investigate the environment</p> <p>The importance of nature and science experiences in lives of children, such as, caring for fish, animals, and plants</p> <p>Need for enriching child's knowledge of his surroundings - expanding his environment</p>

UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Helps prepare and assemble play materials needed by teacher and/or director</p>	<p>Make some judgments in selecting and preparing materials for children's activities</p> <p>Organize play materials for most effective use by the teacher</p>	<p>Kinds of play materials to be prepared and assembled</p> <p>Play materials which seem most popular with the children at different ages</p>
<p>Arranges physical environment, under supervision of director, appropriate for play and learning experiences</p>	<p>Improve play materials from inexpensive articles</p> <p>Use and care for materials and equipment needed in play activities and learning experiences</p>	<p>Importance of creativity in development of children</p> <p>Kinds of materials and equipment available for use in the different areas of the center</p> <p>Varieties of play activities and learning experiences appropriate for children at the center</p>
<p>Arrange equipment to provide new stimulation and new ideas for play</p> <p>Help improve the physical environment as a means of facilitating children's growth and development</p>	<p>Arrange equipment to provide new stimulation and new ideas for play</p>	<p>Importance of stimulating motor development in children (large and small muscles, etc.)</p> <p>Kinds of activities and equipment that are conducive to play and learning experiences</p> <p>Types of physical environment which best enable children to satisfy their basic needs</p>

UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
		Need for environment conducive to relaxation and happiness during play and play experiences

COURSE UNIT VII

Children and Their Rest Period

OBJECTIVES: Apply effective techniques in supervising rest period

Appreciate importance of rest period in physical development of children

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF		UNDERSTANDING OF:
TASKS	ABILITY TO:	
Assists in arranging mats on floor for children's rest period	Prepare room for rest period of children	How to provide for rest and sleep needs of children in the center
Supervises rest period of children	Keep a sleep chart for each child Help children prepare for "nap time"	How to prepare and care for room used for children's rest period Amount of rest and sleep children need Importance of quiet play before children's rest period
	Provide the proper atmosphere and controls for rest period Help children form good rest and sleep habits	Effective methods of preparing children for their rest period Importance of establishing receptive attitudes toward rest and sleep Symptoms of fatigue

UNIT VII (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Stacks or stores mats after children's rest period	Care for sleep room after children's rest period	Proper storage methods of sleep equipment

COURSE UNIT VIII

Health and Hygiene of Children

OBJECTIVES: Develop habits of personal hygiene which promote physical well-being
 Practice center-approved health measures

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF		
TASKS	ABILITY TO:	UNDERSTANDING OF:
Helps children establish sanitary habits of toileting and personal hygiene appropriate to their age level	<p>Help children develop good health habits, such as, washing hands after toileting and before eating; keeping objects out of mouth, covering mouth when coughing or sneezing</p> <p>Follow center-approved health measures in working with children</p> <p>Accept children's interest in each other at toilet time</p>	<p>Safe health standards of the center</p> <p>Child's need for assistance in developing good health habits</p> <p>Reasons for maintaining good health habits</p> <p>Contributions personal cleanliness makes to child's physical well-being</p> <p>Factors contributing to physical health of children</p> <p>Influence of adult attitudes and standards in promoting healthy adjustment of children</p>

UNIT VIII (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Places clean towels and wash cloths on rack for children each day</p> <p>Assists children with routines, such as, toileting, washing, hanging towels after use</p>	<p>Provide an environment that encourages cleanliness and healthful habits</p> <p>Set a good example by practicing good health habits</p>	<p>Importance of maintaining healthful surroundings</p> <p>Child care aide's contribution to the physical health of the children in the center</p>

COURSE UNIT IX

Safety of Children

OBJECTIVES: Become conscious of importance of safety in child care center
Practice safety measures in center activities

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF		UNDERSTANDING OF:
TASKS	ABILITY TO:	
Helps to maintain safety by watching over children during rest and play periods	Maintain discipline to help insure safety of the children Encourage safety habits in handling play materials and equipment Give close supervision to children during rest and play periods Be alert to things that concern the safety of children	Importance of discipline in preventing avoidable accidents Safety precautions to be employed in center activities and routine periods
Practices safety procedures by being alert to hazards to the safety of children, such as, sorting toys that may be unsafe	Observe and remove sources of danger, such as, protruding nails, unsteady boards not properly supported	Possible hazards affecting safety of children Procedures to use in promoting safety Importance of foreseeing and avoiding hazardous situations

UNIT IX (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Keep the center orderly and safe</p>	<p>Need to inform director of the center concerning problems such as, play equipment hazards, maintenance needs, etc.</p>	<p>Aide's contribution to maintaining a safe environment at the center</p>
<p>Observes accepted procedures for reporting accidents</p>	<p>Recognize and report early signs of illness or discomfort in children</p>	<p>Characteristic symptoms of illness or discomfort</p>
<p>Assists director in administering first aid at the center for children's minor accidents, cuts and bruises</p>	<p>Apply safety practices as related to minor accidents</p>	<p>Policies established by the center in relation to care of the preschool child</p>
<p>Assists director in administering first aid at the center for children's minor accidents, cuts and bruises</p>	<p>Apply medication to minor cuts and bruises</p> <p>Handle minor emergencies calmly and intelligently</p>	<p>Proper methods of first aid treatment for minor accidents</p>

JOB ANALYSES AT THREE COMPETENCY LEVELS

IN THE FIELD OF CHILD CARE SERVICES

SEMI-SKILLED OR ENTRY LEVEL	SKILLED LEVEL	ADVANCED LEVEL*
Helps children put on coats, sweaters and other garments for outdoor play	Helps children accept center and participate in its activities	Receives children when they arrive at the center
Helps children remove coats and store them in designated places	Helps children learn established routines of the center	Participates in planning center program and in supervising center personnel
Assists teacher in preparing and arranging play materials and equipment	Assists in supervising children at mealtime, during rest periods, and other routine periods	May relieve teacher and/or director for short periods, as needed
Assumes limited responsibility for playground activities, under supervision	Assumes some responsibility, under supervision, for play and learning experiences of children	Sets up schedules for the day with supervision
May help prepare and serve mid-morning and mid-afternoon snacks	Prepares and serves mid-morning and mid-afternoon snacks	Assumes responsibilities for play and learning experiences of children
Helps children with toileting routines	Helps prepare children and room for noon meal	Assists director in securing medical services away from center and in administering medications to the children as provided by parents
Assists in preparing sleep mats for rest period	Assists in maintaining health and safety of children in the center	Assumes some responsibilities for working with parents
Helps keep center orderly and clean	Relieves the teacher, as needed, in planned group activities	Observes behavior of children and discusses unusual behavior with the director
Follows regularly assigned schedule of responsibilities		

SEMI-SKILLED
OR ENTRY LEVEL

SKILLED LEVEL

ADVANCED LEVEL*

Assists director in administering first aid for minor cuts and bruises

Directs and guides behavior of children and helps solve discipline problems

Participates in staff planning and evaluating sessions concerning center policies and her own responsibilities

Helps to keep center records on children's progress

Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed

Participates in staff planning meetings and in self-evaluation sessions

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RECOMMENDED TITLES FOR WORKERS AT EACH COMPETENCY LEVEL

Child Care Helper
or Aide

Child Care Assistant

Child Care Supervisor or
Assistant Director

* Advanced level may be equivalent to technical or semi-professional level; student may qualify for Associate degree when completing two years program beyond high school.

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CLOTHING SPECIALIST

OVERVIEW

DESCRIPTIVE JOB ANALYSES

CLOTHING ALTERER 6

DRESSMAKER 6

JOB ANALYSES AT THREE COMPETENCY LEVELS
IN FIELD OF CLOTHING SERVICES

BIBLIOGRAPHY

OVERVIEW

CLOTHING SPECIALIST

The occupation of a clothing specialist is diversified and specialized. A clothing specialist performs a variety of operations as making women's garments (Dressmaker) and repairing and altering clothing (Alterer).

To be successful in such a specialized occupation, it is essential that a student develop a reasonably high degree of skill in fitting garments and in sewing. It, therefore, is recommended that for a one year training program, a minimum of a year comprehensive course in home economics or a one semester course in clothing be required of students for enrollment. For a two year training course, it is recommended that the junior year be structured as a pre-employment training program in which time is devoted to laboratory work in the development of skills in fitting and sewing and that the senior year be structured as a cooperative part-time training program.

In a home economics cooperative part-time training program some students may prepare for employment in only one aspect of the work of a clothing specialist as dressmaking or altering and repairing. This, however, limits their employability and success as a self-employed person. Most trainees should be counseled to develop competencies needed both as a dressmaker and as an alterer.

To be employable students must develop skills and understandings needed to perform the tasks involved in the job. The following tentative job analyses list the tasks usually performed by a dressmaker and a clothing alterer and were developed through interviews with employees and employers.

DRESSMAKER

A dressmaker makes women's garments, such as dresses, coats, and suits, according to customer specifications and measurements: Measures customer to determine alterations that need to be made on pattern; prepares the fabric for cutting, places and pins pattern pieces on fabric and cuts fabric with scissors; pins or machine bastes together fabric parts; sews parts together; presses garment after each construction process; makes final fitting on customer, and presses the garment.

At the job entry level, an employee works under supervision performing the less complicated tasks as helping make dresses, blouses, and slacks in speciality stores. Once the beginner has had experience, earned a reputation for good work and reliability she can usually move to a better job with a custom shop or operate her own business.

CLOTHING ALTERER

A clothing alterer repairs clothing, makes alterations on women's and men's garments, such as, dresses, coats, and suits according to customer preference and measurements: Tries garment on customer, examines garment to determine type of alterations needed, fits and marks garment for proper alterations; uses manipulative skills in performing alterations and making repairs; and arrives at work agreement with the customers.

At the job entry level, an employee works under supervision performing the less complicated tasks in a department store or in a dry cleaning establishment. Once the beginner has had experience, earned a reputation for good work and reliability, she can usually move on to a better job as Head of an alteration department in a dry cleaning establishment or in an exclusive retail store or she may operate her own business.

CLOTHING ALTERER

Job Analysis

Course Outline Based on Findings of
Job Analysis

Units of Course 6

Objectives

Tasks to be performed

Competencies needed to be developed

CLOTHING ALTERER JOB ANALYSIS

(used in interviews with Head Alterers in stores and cleaning establishments)

Name of Business _____ Date _____

Interviewee _____ Interviewer _____

DIRECTIONS: Please check the responsibilities or the jobs a clothing alterer frequently performs.

___ 1. Fits the garment to customer.

___ analyzes fitting problems.

___ examines garment

___ marks or pins garment for alterations

___ tags garment for alterations and instructions.

___ 2. Makes alterations.

___ changes length of coat, skirt, dress, slacks

___ changes length of sleeves in coat, suit, dress

___ alters side seams to change hip measurement

___ changes waist measurement

___ changes location and length of darts

___ replaces zippers

___ corrects shoulder line

___ alters slacks and pants - lets out or takes in crotch
- puts length in (lengthens or shortens)
- tapers legs
- waists (increases or decreases measurement)

- ___ 3. Repairs clothing.
- ___ replaces zippers
 - ___ sews on fasteners
 - ___ repairs hems
 - ___ replaces pockets
 - ___ binds pockets
 - ___ sews rips and seams
 - ___ mends tears and rips
 - ___ irons on patch
 - ___ mends lining or relines coat
- ___ 4. Selects, uses, and cares for sewing and pressing equipment.
- ___ 5. Uses appropriate sewing techniques.
- ___ 6. Presses.
- ___ as sews - construction pressing
 - ___ finished garment
- ___ 7. Arrives at work agreement with customer if self-employed or if head alterer in a business establishment.

PROPOSED COURSE OUTLINE FOR CLOTHING ALTERER BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	<p align="center"><u>UNIT I.</u> - Orientation to World of Work as Clothing Alterer</p>	
<p>Examines garment on customer</p> <p>Analyzes fitting problems</p> <p>Fits garment and marks needed alterations</p> <p>Tags garment</p>	<p align="center"><u>UNIT II</u> - Fitting Ready-Made Garments to Customer</p>	<ul style="list-style-type: none"> • Ability to analyze fitting problems • Ability to fit a garment to satisfaction of customer • Ability to mark desired alterations on garment for proper fit • An appreciation of importance of well fitted garment for comfort and attractiveness
<p>Selects appropriate tools and equipment</p> <p>Cares for equipment</p> <p>Uses equipment efficiently and safely</p>	<p align="center"><u>UNIT III</u> - Selecting, Using, and Caring for Equipment</p>	<ul style="list-style-type: none"> • Ability to select, use and care for equipment needed in making clothing alterations and repairs • Ability to practice safety in use of equipment

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Makes alterations as marked by fitter</p> <p>Uses appropriate sewing techniques in altering and repairing clothing</p>	<p><u>UNIT IV</u> - Altering and Repairing Clothing</p>	<ul style="list-style-type: none"> • Reasonable skill in making professional looking alterations and repairs • Marketable speed and skill in making alterations and repairs • Ability to manage work • An appreciation of quality workmanship
<p>Presses each construction process as completed</p> <p>Uses correct pressing tools and techniques</p> <p>Presses finished garment</p>	<p><u>UNIT V</u> - Pressing</p>	<ul style="list-style-type: none"> • Ability to use correct procedures in pressing various fabrics and construction processes • Appreciation of importance of pressing to appearance of garment
<p>Keeps records</p> <p>Arrives at work agreement with customer</p>	<p><u>UNIT VI</u> - Business Aspects</p>	<ul style="list-style-type: none"> • Ability to understand or efficiently manage business aspect of the department or of own business

COURSE UNIT I

ORIENTATION TO WORLD OF WORK AS A CLOTHING ALTERER

- TOPICS:
- Job opportunities and the importance of an alteration department to a business establishment or as a personal business
 - Responsibilities of clothing alterer and skill to be developed
 - Personal qualities and abilities needed by a successful alterer
 - Satisfactions derived by working in this occupation
 - Employer-employee relations; Employee-customer relations

COURSE UNIT II

Fitting Ready-Made Garments

- OBJECTIVES:** Develop ability to analyze fitting problems
 Develop ability to fit a garment to satisfaction of customer
 Develop ability to mark desired alterations on garment for proper fit
 Develop appreciation of importance of a well-fitted garment for comfort and attractiveness

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Examines garment on customer	Check garment on customer, examining location and slope of shoulder line position of waist line location of grain lines length of bodice and sleeve position of darts in bodice and at elbow ease at bust measurement of waistline ease at hipline	Fitting as a most important ability in becoming a successful alterer Importance of well-fitted garment Characteristics of a well-fitted garment Importance of grain line in fit of a garment Causes of fitting problems

UNIT II (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Analyzes fitting problems</p>	<p>Note figure proportions of customer that create fitting problems</p>	<p>Relation of proportion of figure and posture to fit of garment</p>
<p>Fits garment and marks needed alterations</p>	<p>Analyze fitting problems of customer Offer suggestions to customer for desirable alterations, when requested</p>	<p>How garment should drape on customer</p>
<p>Tags garment</p>	<p>Fit garment to satisfaction of customer Maintain grain line in fitting Mark or pin garment indicating desired alterations Prepare a tag indicating alterations and giving instructions</p>	<p>Types of alterations that eliminate common fitting problems Accurate markings are essential for making satisfactory alterations Importance of accurate and detailed instructions to workers in alteration department</p>

COURSE UNIT III

Selecting, Using, and Caring for Equipment

OBJECTIVES: Develop ability to select, use and care for equipment

Develop ability to practice safety in use of equipment

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
TASKS	ABILITY TO:
Selects appropriate tools and equipment	Select and purchase (when self employed) sewing equipment and tools needed for working efficiently as alterer; such as, sewing machine, irons, pressing equipment, and small tools
Cares for equipment	Keep sewing machine clean and oiled Maintain other kinds of equipment and tools in optimum working condition
Uses equipment efficiently	Use small tools and equipment efficiently for particular sewing job Operate efficiently various types of sewing machines and pressing equipment
	UNDERSTANDING OF:
	The importance of knowing tools of the trade and the major function each serves The importance of selecting most efficient tool or equipment for job to be performed Cleaning procedures and materials for cleaning Importance of proper maintenance of equipment for efficiency Bases for selection of sewing machine and equipment in relation to fabric, construction technique Relation of equipment and technique to speed and fatigue

UNIT III (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	<p>Arrange efficient work center, placing equipment within easy reach when sewing, considering proper height of work surfaces</p>	<p>Importance of developing good habits in use of sewing equipment</p> <p>Work center as an important factor in speed of production and in fatigue of worker</p>
<p>Practices safety</p>	<p>Use accepted shop safety practices</p>	<p>Hazards common in use of equipment</p> <p>Importance of using safety precautions</p>

COURSE UNIT IV

Altering and Repairing Clothing

- OBJECTIVES:** Develop reasonable skill in making professional looking alterations and repairs
 Develop marketable speed and skill in making alterations and repairs
 Develop ability to manage work
 Develop appreciation of quality workmanship

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
TASKS	ABILITY TO:
Makes alterations on coats, skirts, dresses	Follow instructions listed on tag Rip stitching without injuring fabric Observe how garment was constructed Produce high quality work
Makes alterations marked by fitter, such as: Shortens or lengthens coats, dresses, skirts, sleeves, slacks and pants Lengthens or shortens bodice	Select construction technique appropriate for making each type alteration or repair
	UNDERSTANDING OF:
	Importance of meeting customer expectation in alterations Careless ripping injures fabric and detracts from appearance of garment Importance of high quality workmanship in making alterations and repairs Relation of appropriate construction technique to fabric and style

UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Changes shoulder length or slope</p> <p>Increases or reduces bust size</p> <p>Increases or decreases hip measurement</p> <p>Enlarges or decreases waist measurement</p> <p>Changes location and length of darts</p> <p>Alters neck line</p> <p>Relocates zipper</p> <p>Adjusts crotch of pants</p> <p>Tapers legs of pants and slacks</p> <p>Repairs garments, such as:</p> <p>Replaces zippers</p> <p>Sews on fasteners</p> <p>Repairs hems</p>	<p>Perform skillfully such construction techniques as:</p> <p>Making seams</p> <p>Finishing seams</p> <p>Making darts, tucks</p> <p>Hemming</p> <p>Understitching</p> <p>Basting</p> <p>Joining skirts and bodice</p> <p>Sewing in zipper</p> <p>Attaching skirt band</p> <p>Sewing fasteners</p> <p>Binding and replacing pockets</p> <p>Mending and darning</p>	<p>Relationship of quality workmanship to customer values and satisfaction</p> <p>Standards of professional looking alterations and repairs</p> <p>Relation of speed and quality workmanship to success of business</p>

UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p> Binds pockets Replaces pockets Sews rips and seams Mends tears and rips Irons on patches Patches garment Darns Mends lining or relines coat Uses appropriate sewing technique in altering and repairing clothing Manages work efficiently </p>	<p> Use efficient methods of sewing Organize work before start to sew Maintain clean and orderly working surface Assess method of work to improve speed and quality of work </p>	<p> Efficient method of performing a skill for safety, comfort and speed Importance of clean work surfaces and hands in handling customer garments Importance of orderly work surface for efficient production of high quality work </p>

COURSE UNIT V

Pressing

OBJECTIVES: Develop ability to use correct procedures in pressing various fabrics and construction processes
 Develop appreciation of importance of pressing to appearance of garment

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF		UNDERSTANDING OF:
TASKS	ABILITY TO:	
Presses each construction process as completed (Construction pressing)	Use correct technique when pressing each construction process as hems, curves, darts, seams Press to shape or mold pieces of garments	Pressing is an essential part of altering and sewing Pressing is as important as the quality of construction to ultimate appearance of garment Correct pressing technique contributes toward achievement of high standard workmanship Directional pressing of each construction process is important to appearance of garment Pressing to shape or mold a piece is important in fit of garment
Uses correct techniques in pressing	Use technique of pressing suitable for fabric	Characteristics of fabric that influence pressing procedure or techniques and temperature control in pressing

UNIT V (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Uses correct tools for pressing</p>	<p>Determine by experiments best procedure; amount pressure, moisture, and correct temperature to use on fabric</p> <p>Read labels to determine temperature to use when pressing fabric</p>	<p>Importance of testing samples due to great variety of fabric combinations on market</p>
<p>Presses finished garment</p>	<p>Use most efficient pressing tools for a particular job</p> <p>Observe safety practices in use of equipment</p> <p>Care for pressing equipment</p> <p>Use desirable sequence in final pressing of garment</p> <p>Press with grain line</p> <p>Press to mold garment</p>	<p>Unique function of each piece of pressing equipment</p> <p>Methods of and importance of caring for equipment</p> <p>Importance of sequence in pressing garment</p> <p>Pressing with grain line is as important as directional stitching in determining appearance of garment</p> <p>Pressing is essential art in producing a professional looking garment</p>

COURSE UNIT VI

Business Aspects

OBJECTIVE: Develop ability to efficiently manage business aspect of the department or of own business

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF		UNDERSTANDING OF:
TASKS	ABILITY TO:	
Keeps records	Keep records expected by business establishment	Importance of records to determine costs and income
Arrives at work agreement with customer	Help manager estimate time of construction as basis for developing cost chart Assume responsibilities involved in operating own business Develop and use cost chart Keep financial records Schedule appointments for conferences and fittings Schedule work to keep commitments made to customers	Essential needs of records for business financial department or for personal financial reports Responsibilities involved in operating a business Importance of making and keeping appointments to customer satisfaction and to building a clientele

DRESSMAKER

Job Analysis

Course Outline Based on
Findings of Job Analysis

Units of Course 6

Objectives

Tasks to be performed

Competencies needed to be developed

DRESSMAKER JOB ANALYSIS

(used in interviews with Dressmakers)

Name of Business _____

Date _____

interviewee _____

Interviewer _____

DIRECTIONS: Please check the tasks performed by a dressmaker.

- ___ 1. Makes such garments as
- | | |
|-------------|-------------|
| ___ dresses | ___ slacks |
| ___ coats | ___ shorts |
| ___ skirts | ___ blouses |
- ___ 2. Sews on variety of fabrics
- ___ 3. Takes measurements of customer
- ___ 4. Alters pattern according to customer measurements
- ___ 5. Prepares fabric for cutting
- ___ 6. Places and pins pattern pieces on fabric
- ___ 7. Transfers pattern markings to fabric
- ___ 8. Cuts the garment pieces
- ___ 9. Organizes work
- ___ 10. Bastes garment pieces together
- ___ 11. Fits garment
- ___ 12. Makes needed adjustments
- ___ 13. Constructs garment
- ___ 14. Presses
- ___ As constructs garment
- ___ When garment is finished
- ___ 15. Makes final fitting
- ___ 16. Selects, uses, cares for sewing and pressing equipment
- ___ 17. Manages work and business aspects

PROPOSED COURSE OUTLINE FOR DRESSMAKER BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I - Orientation to World of Work as a Dressmaker	
Takes measurements of customer Alters pattern according to customer measurements	UNIT II - Altering Pattern	Ability to alter and fit pattern to customer satisfaction Ability to work well with people Understanding of principles of design as they relate to individual figure and design of pattern
Selects appropriate tools and equipment Cares for equipment Uses equipment efficiently and safely	UNIT III - Selecting, Using, and Caring for Equipment	Ability to select, use and care for equipment used in dressmaking Ability to practice safety in use of equipment

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Constructs dresses, coats, skirts, slacks, shorts, blouses for customers</p> <p>Prepares fabric for cutting</p> <p>Places and pins pattern pieces on fabric</p> <p>Cuts garment pieces</p> <p>Transfers pattern markings to fabric</p> <p>Organizes work</p> <p>Bastes garment pieces together</p> <p>Fits garment</p> <p>Makes needed adjustments</p> <p>Stitches garment pieces together</p>	<p>UNIT IV - Constructing Garments for Customers</p>	<p>Appreciation that skill and accuracy in preparation of fabric, cutting and transferring of markings influence the fit and attractiveness of garment</p> <p>Understanding of characteristics of various fibers and fabrics</p> <p>Ability to manage work</p> <p>Initiative and judgment in selecting construction techniques</p> <p>Appreciation of importance of quality workmanship</p> <p>Marketable skill and speed in basic sewing techniques</p>
<p>Presses each construction process as completed</p>	<p>UNIT V - Pressing</p>	<p>Ability to use correct procedures in pressing various fabrics and construction processes</p>

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Uses correct pressing tools and techniques</p> <p>Presses finished garment</p>		<p>Appreciation of importance of pressing to appearance of garment</p>
<p>Keeps records</p> <p>Manages business, if self-employed</p> <p>Arrives at work agreement with customer</p>	<p>UNIT VI - Business Aspects</p>	<p>Ability to understand business aspect of a department or to efficiently manage own business</p>

COURSE UNIT I

ORIENTATION TO WORLD OF WORK AS A DRESSMAKER

- TOPICS: Job opportunities as a dressmaker
Responsibilities of dressmaker to clientele
Personal qualities and abilities needed by a successful dressmaker
Satisfactions of working as a dressmaker
Employer-employee relations; Employer-customer relations

COURSE UNIT II

Altering Patterns

OBJECTIVES: Develop ability to alter and fit patterns to customer satisfaction

Develop ability to work well with people

Develop understanding of principles of design as they relate to individual figure and the design of the pattern

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
TASKS	UNDERSTANDING OF:
<p>ABILITY TO:</p> <p>Use tape measure accurately</p> <p>Measure correctly the bust, hips, waist, waist length, skirt length</p> <p>Makes notes regarding body physique and stance</p> <p>Check customer measurements with those of pattern and note variations</p> <p>Alter pattern to minimize body physique as round shoulders, high hip, one shoulder or one hip higher</p>	<p>Importance of accurate measurement as a basis for altering patterns</p> <p>Importance of customer preferences as to fit of garment</p> <p>The anatomy of body influences how the garment drapes on the customer and alterations needed</p> <p>Types of alterations that minimize figure problems</p>

UNIT II (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Alter pattern so that they garment will fit customer - make alterations</p> <p>In Bodice as:</p> <ul style="list-style-type: none"> increase or decrease bust measurement lengthen or shorten raise-lower, shorten-lengthen darts raise or straighten shoulder line <p>In Skirt as:</p> <ul style="list-style-type: none"> increase or decrease hip measurement lengthen or shorten shorten-lengthen, increase-decrease size of darts change location or style of darts 		<p>Necessity of correctly altering pattern to produce a quality garment</p> <p>Methods of altering pattern appropriate for each fitting problem</p> <p>Alterations that effect the overall design and scale of a garment in relation to the customer's figure type</p> <p>Importance of keeping grain line straight when altering pattern pieces</p>

COURSE UNIT IV

Constructing Garments for Customers

- OBJECTIVES:** Develop appreciation that skill and accuracy in preparation of fabric, cutting and transferring pattern markings influence the fit and attractiveness of garment
- Develop understanding of characteristics and ability to work with a variety of fabrics
- Develop ability to manage work
- Develop initiative and judgment in selecting appropriate construction techniques
- Develop appreciation of importance of quality workmanship
- Develop marketable skill and speed in basic sewing techniques

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
TASKS	UNDERSTANDING OF:
<p>Prepares fabric for cutting</p>	<p>Purposes and techniques of straightening fabric before cutting</p> <p>Reasons for pre-shrinking many fabrics</p> <p>Methods appropriate for pre-shrinking various kinds of fabrics</p>
<p>ABILITY TO:</p> <p>Use appropriate method of straightening cut ends of various fabrics</p> <p>Use correct methods of pre-shrinking materials</p>	

UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Places, pins, and cuts pattern pieces	<p>Interpret pattern layout and make adaptations when advisable</p> <p>Place pattern pieces correctly on fabric</p> <p>Pin pattern pieces to fabric</p> <p>Cut pieces accurately and correctly</p>	<p>Value of using pattern layout</p> <p>Proper placement of pattern pieces on various types of fabrics</p>
Transfers pattern markings to fabric	<p>Transfer pattern markings accurately before removing pattern</p> <p>Use techniques in marking garment pieces suitable to fabric and construction problems</p>	<p>Importance and techniques of directional cutting</p> <p>Relation of accurately cutting and marking garment pieces to the speed and quality of sewing</p> <p>Types of transfer markings appropriate to use on various fabrics and for different types of construction</p>
Organizes work	<p>Assemble cut pieces for construction</p> <p>Perform construction techniques in efficient sequence</p>	<p>Good work habits in sewing contribute to efficiency, accomplishment, saving of time and energy</p> <p>Relation of efficient sequence in constructing a garment to quality and speed of production</p>

UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Bastes garment pieces together</p>	<p>Use appropriate technique</p>	<p>Importance of using judgment and initiative in interpreting pattern instruction sheet</p>
<p>Fits garment Makes needed adjustments</p>	<p>Interpret the desires or wishes of customer in relation to fit and construction of garment</p> <p>(See Unit II - <u>Fitting Ready Made Garments in Course Outline for Alterer</u>)</p>	<p>Differences in sewing for others and in sewing for oneself</p> <p>Quality workmanship helps build a satisfied clientele</p>
<p>Constructs garment staysstitches makes darts, tucks, gathers sews seams and seam finishes understitches makes and attaches collars faces neckline makes and sets in sleeves faces armhole joins skirt to bodice puts in zipper hems</p>	<p>Use sewing machine skillfully adjust length of stitch for fabric adjust tension adjust stitch for basting and for stitching use seam gauge use attachments</p> <p>Use judgment in selecting appropriate sewing techniques for job and fabric</p> <p>Produce high quality workmanship by performing skillfully appropriate construction techniques</p>	<p>Importance of using machine skillfully methods of making maximum use of machine</p> <p>Characteristics of various fabrics and finishes in relation to suitable style and construction techniques</p> <p>Basis for selecting sewing techniques appropriate for various fabrics and styles</p>



UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>makes and attaches waistband to skirt makes belts sews on fasteners works buttonholes makes and attaches underlining makes a walking pleat makes and attaches pockets and trimmings</p>		<p>Characteristics of professional looking garments</p> <p>Importance of quality workmanship to satisfaction of customer and to building a clientele</p> <p>Study and practice as essential factors in developing a marketable skill</p>
<p>Knows fabric market</p>	<p>Visit market Handle materials Study labels Secure pieces and practices sewing on newest fabrics</p>	<p>Importance of gaining self-confidence in working on new fabrics</p> <p>Need for knowing newest fabrics and styles</p>
<p>Studies fashion trends</p>	<p>Advise customer, when requested, concerning styles</p>	

COURSE UNIT III

Selecting, Using, and Caring for Equipment

Refer to Unit III in Course for Clothing Alterer

COURSE UNIT V

Pressing

Refer to Unit V in Course for Clothing Alterer

COURSE UNIT VI

Business Aspects

Refer to Unit VI in Course for Clothing Alterer

JOB ANALYSES AT THREE COMPETENCY LEVELS

IN FIELD OF CLOTHING SERVICES

<u>SEMI-SKILLED OR ENTRY LEVEL</u>	<u>SKILLED LEVEL</u>	<u>ADVANCED LEVEL</u>
Hems draperies and curtains	Makes garments as dresses, blouses, skirts, slacks, shorts	Makes garments as suits, coats, dresses
Hem skirts, dresses, coats	Takes measurements of customers	Confers with customers concerning size of pattern style of pattern fabrics and fabric selection
Sews seams, darts	Alters pattern	amount of fabric needed
Sews on fasteners and decorations	Prepares fabric for cutting	accessories as underfacings facings, thread, decorative items, zipper, tape
Tapers legs of pants	Places pattern pieces and cuts garment accurately	Styles or designs pattern for customer
Cuffs pants	Selects and uses appropriate construction techniques	Knows current styles and characteristics of newest fabrics
Rips seams for alterations	Fits garment to customer	Works with variety of fabrics - understands how to handle them, how they hang, how they drape
Repairs tears, slashes, and rips	Marks garment for needed alterations	Uses color, style, and technical skill to disguise figure problems
Patches or darns	Alters garments	Fits garment to customer and marks it for further work
Reir:forces frayed buttonholes	Sews on variety of fabrics	
Mends lingerie as replaces elastic insets replaces fasteners mends foundation garments	Presses	
Repairs torn pockets		
Replaces worn pockets		

SEMI-SKILLED
OR ENTRY LEVEL

SKILLED LEVEL

ADVANCED LEVEL *

Restitches ripped seams	Selects, uses, cares for equipment	Uses construction techniques skillfully
Repairs belts and belt loops	Repairs clothing	Presses
Mends linens for hospitals, nursing homes, hotels, motels	Manages work	Manages work
Uses and cares for equipment	Keeps records	Provides efficient work centers and equipment
Presses	Provides sewing center when self-employed	

RECOMMENDED TITLES FOR WORKERS AT EACH COMPETENCY LEVEL

Clothing Helper	Dressmaker	Custom Dressmaker
Assistant Seamstress	Clothing Alterer	Custom Tailor
		Alteration Specialist

* Advanced level is not comparable to the technical level; many years of successful experience, additional training, and a "knack" for working with fabrics are required.

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FOOD SERVICE EMPLOYEE

OVERVIEW

DESCRIPTIVE JOB ANALYSIS

BUSBOY

WAITER

KITCHEN HELPER

COOK

JOB ANALYSES AT THREE COMPETENCY
LEVELS IN FIELD OF FOOD SERVICES

BIBLIOGRAPHY

FOOD SERVICE EMPLOYEE

A trainee who is interested in food service employment will be expected to develop and perform skills in any job associated with the kitchen, pantry, or serving area. His responsibilities will be defined by the type and size of the food operation with which he will be employed.

A trainee may be employed in any of the following types of food service operations: restaurant, cafeteria, lunch or tearoom, drive-in, specialty house, and catering service for commercial purposes; or in a food service for a hospital, nursing home, home for the retired; or for an industrial or educational facility.

The major functional activities in a food service business are: managing, supervising, purchasing, planning, receiving, inspecting, storing, producing, serving, dishwashing, maintaining cleanliness, and keeping records.

The following chart shows a distribution of the kinds of jobs usually associated with a food service business. The positions and job tasks are assigned according to need and in some cases one person will assume the responsibilities of several job tasks.

SAMPLE ORGANIZATIONAL CHART

Manager

Assistants or Supervisors

<u>Food Production</u>	<u>Comptroller</u>	<u>Sanitation & Maintenance</u>	<u>Service</u>
<u>Chef</u>	<u>Bookkeeper</u>	<u>Engineer</u>	<u>Host/Hostess</u>
<u>Cook*</u>	<u>Cashier</u>	<u>Sanitation</u> <u>Maintenance</u>	<u>Waiter/Waitress</u>
<u>Kitchen Helper</u>	<u>Purchasing Agent</u>	<u>Dishwasher</u>	<u>Busboy/Busgirl</u>
	<u>Storeroom Clerk</u>	<u>Potwasher</u>	<u>(Cafeteria)</u>
			<u>Lineman/Girl</u>
			<u>Floorboy/Girl</u>

* May be classified according to type of food or method of preparation

Home economics training programs for food service employees will be structured to prepare youth for employment in any food service business. All trainees will be expected to fulfill certain competencies such as the ability to read and write and work relatively simple mathematical problems. Positive personal-social traits which will lead to the successful execution of the responsibilities related to the position will be advantageous to the trainee.

Qualities leading to his advancement are neatness, excellent health, a command of the English language, tactfulness, good judgment, and an ability to memorize quickly. Specific competencies related to the food service business are knowledge and ability in handling foods and an understanding and ability in the use and care of equipment, appliances, and utensils that are necessary in the preparation and serving of foods.

A food service employee has numerous demands to attend to as he performs his duties. The preparing and serving of food must be regulated so that each course immediately follows the one preceding it. The trainee therefore, needs to know how long it takes to complete any course on the menu and must be able to intelligently plan for the preparation and service of several different meals simultaneously. He must understand and use the proper techniques for all occasions and possess a complete and up-to-date knowledge of common practices and customs as they relate to his job. He will be required to work at a rapid pace for short periods of time while paying attention to numerous details.

The food service industry is especially in need of trained personnel and offers many possibilities for employment and advancement, thus justifying the development of cooperative training programs. An unskilled person beginning with the lower levels of job tasks of busboy and kitchen helper can learn and advance as quickly as he himself is able to do. Knowing how each position fits into the total objectives of the business provides an excellent basis for the development of the trainee.

The jobs associated with the food industry have been analyzed through research and interviews with food service operators of several kinds of businesses. The following tentative job analyses are a result of those interviews.

BUSBOY

(Also known as Floorboy, Steward, Dishboy, Dining Room Attendant)

At the entry level, the busboy will be working primarily in and/or between the serving area and the dishwashing section of the kitchen. His job includes removing dishes, silverware, glasses, and linens from the tables; placing items removed systematically on trays or carts; carrying the loaded trays or carts to the kitchen or dishroom; depositing the items in specified containers or areas; cleaning the surfaces ..

of the tables and chairs; and maintaining a supply of linens, table settings, and other necessary items convenient to the serving area.

General housekeeping duties will include the daily mopping or vacuuming of floors, cleaning thoroughly the surfaces of the tables, chairs, and serving stations, and replacing all of the equipment and supplies that are required for the assigned area. Any spilled food or liquids will be wiped up promptly.

The busboy may also be expected to assist the waiter by resetting the tables with silverware, glasses, linens, and filled condiment containers; carrying heavy trays of food; and occasionally serving extra items to the customers as requested.

Other side duties may include making the coffee and iced tea and/or filling the beverage boxes, checking out needed supplies from the storeroom, filling condiment and ice containers, and arranging tables for special groups.

The food service employee's overall responsibility at the Busboy level is to maintain orderliness and cleanliness in the serving area of the food business with which he is employed.

WAITER

The waiter will be working primarily in the serving area of the food business. He will be taking orders for food; placing orders for each course in proper sequence in the kitchen; carrying the food from the kitchen to the tables; serving the food using prescribed techniques; itemizing and totaling checks for all the foods ordered; and presenting the checks to the customers.

The waiter will be expected to make his customers feel welcomed and comfortable, to maintain an awareness of the needs of the customers, to fulfill promptly any reasonable requests made, and to maintain the neatness of the table at all times during the serving period. He may be expected to present the menu and offer suggestions upon request.

Other duties may include preparing menu folders, arranging tables for special groups, making beverages, assembling orders, filling condiment containers, receiving payment from the customer to take to the cashier, and returning any change that may be due the customer.

Housekeeping duties may include clearing the tables and disposing the used items in proper locations and containers, cleaning off the tables and chairs, and attending to the general overall appearance of the assigned area.

The most essential responsibility of the waiter is to serve the customers efficiently and safely in a courteous and friendly manner which promotes the successful operation of the food service business with which he is employed.

KITCHEN HELPER

(Also known as Porter, Cook's Helper, Dishwasher, Potwasher)

The kitchen helper is an entry level job in a food service operation. He may work as a cook's helper, a dishwasher, a potwasher, or as a general maintenance man depending upon the type and size of the operation.

As a cook's helper, his tasks may include washing, peeling, and/or chopping fruits and vegetables; watching and/or stirring cooking foods to prevent burning; weighing or measuring staples for the cook; preparing beverages; adding finishing touches to prepared foods; assisting in assembling orders placed by the waiter; and verifying the orders after they have been assembled. He may devote his entire time to one type of food preparation, or work in a variety of preparation centers as needed.

If his main job is concerned with sanitation and maintenance, then his tasks will include keeping the kitchen and equipment clean. He will be expected to scour work tables and butcher blocks, scour pots, pans, and steamtable trays; and sweep and mop the floors.

Other tasks may include washing and polishing silverware, washing glasses and dishes, and carrying trays of food or materials to specified locations; removing and/or replacing equipment and supplies as needed in assigned areas, checking out needed supplies from the storeroom, and filling staple containers; turning on electric appliances, lighting gas burners, turning on steam equipment, and filling water compartments of steam equipment.

The kitchen helper's responsibility is to be available to perform the more simple tasks that are essential in the preparation of foods or in the maintenance of sanitary equipment and orderly surroundings.

COOK

The cook's main duties will be involved in the preparation of foods, however, his tasks will depend upon the type and size of the food operation with which he is employed. The variety of his tasks will be designated by (1) the kinds of foods he prepares, (2) the methods of preparation, (3) the rank he holds in the kitchen, or (4) the meal he prepares.

In small establishments, the cook's job will include less specialization and a greater variety of tasks. These may include planning the menu, selecting and ordering the foods and supplies, receiving the goods, portioning the meat, and setting standards of quality for all foods prepared. He will either prepare or supervise the preparation of all items on the day's menu for serving at prescribed times of the day.

If the cook is employed in a larger food business, his job tasks may be limited to the preparation of a specific kind of food, such as vegetables, fish, or dessert. In another situation, his tasks will be determined by the method of preparation, such as broiling, baking, or frying.

Some employers may staff cooks for a particular meal and his tasks will be limited to the preparation of specific foods identified with that meal. Other employers may determine the job tasks according to the rank of the employee such as first or second cook. Each type of cook will have designated tasks as defined by the need and policy of the food service business.

The general responsibilities of each cook includes preparing foods for serving that are attractive, nutritious, and safe by following sanitary and efficient techniques.

Summary:

A student participating in a training program will be prepared to assume any of the variety of tasks assigned to the job titles: Busboy, Waiter, Kitchen Helper, and Cook. His progress will be limited only by his interests, abilities, and training since the food industry offers numerous possibilities for employment and advancement.

FOOD SERVICE EMPLOYEE JOB ANALYSIS

(used in interviews with Food Service Operators)

Name of Business _____ Date _____

Interviewee _____ Interviewer _____

DIRECTIONS: Please indicate in the appropriate column the employee (s) who performs each task listed below.

TASKS	COOK	WAITER OR WAITRESS	BUSBOY OR BUSGIRL	KITCHEN HELPER	DOES NOT APPLY	COMMENTS
1. <u>Dusts furniture, wipes off table tops and chair seats</u> 1.						
2. <u>Removes any soiled items and linens and replaces with clean</u> 2.						
3. <u>Mops or vacuums floors in serving area</u> 3.						
4. <u>Checks supplies at station each day which includes inspecting glassware, silverware, and china for cleanliness and spotlessness and checking the inventory</u> 4.						
5. <u>Tends to the neatness and orderliness of equipment and supplies by performing tasks such as filling condiment containers, arranging dishes and silverware in appropriate places for efficient and sanitary use</u> 5.						
6. <u>Replenishes serving stations with clean utensils, china, glassware, linens, ice, and condiments during serving hours</u> 6.						
7. <u>Sets assigned tables at the beginning of the work day and maintains tables with clean supplies after each meal has been completed</u> 7.						
8. <u>Maintains all surface areas as needed in serving areas during serving hours</u> 8.						

	COOK	WAITER OR WATRESS	BUSBOY OR BUSGIRL	KITCHEN HELPER	DOES NOT APPLY	COMMENTS
9. Wipes up any spills of food or liquid as soon as possible from tables and floors						
10. Fills water glasses, procures butter and places it on table, and checks to see all necessary items and equipment are in place						
11. Clears table from unneeded items as the customer is finished with them						
12. Places used and soiled items in specified locations to maintain cleanliness and orderliness						
13. Carries tray of filled orders from kitchen to serving area						
14. Checks periodically the needs of the customers and supplies them with the needed items						
15. Helps arrange tables for special parties or large groups when necessary						
16. Prepares menu folders and boards						
17. Makes beverages such as coffee and tea and places them in serving locations						
18. Welcomes customers at table and distributes menu						
19. Offers suggestions or information concerning menu						
20. Writes orders in prescribed method for placement in kitchen						
21. Places orders in the kitchen in such a way that all foods at one table will be served at the same time and at the proper temperature						

	COOK	WAITER OR WAITRESS	BUSBOY OR BUSGIRL	KITCHEN HELPER	DOES NOT APPLY	COMMENTS
22.	Assembles orders and places them on tray or serving window area					
23.	Verifies orders by scanning trays to make sure that all orders contain the specified portions and meets the qualifications and standards of preparation					
24.	Serves food in proper and prescribed manner according to courses					
25.	Presents check to guests when they have finished eating					
26.	Itemizes and totals the prices of each order					
27.	Receives payment from the customer and takes it to the cashier					
28.	Keeps time and work records					
29.	Inspects equipment and supplies for conformity to sanitation laws and plant standards					
30.	Wipes, mops, and scrubs all surface areas in the kitchen including table tops, meat blocks, floors, and sides of equipment					
31.	Clears working areas of used and soiled materials and equipment and places them in appropriate places					
32.	Takes inventory of equipment and utensils which are used by the workers in the department					
33.	Tends to the orderliness and neatness of equipment and appliances by performing such tasks as keeping staple containers filled, arranging the equipment needed for preparation, and maintaining high sanitary conditions					
34.	Lights gas burners, turns on electricity to appliances, and turns on valves to steam equipment					

	COOK	WAITER OR WAITRESS	BUSBOY OR BUSGIRL	KITCHEN HELPER	DOES NOT APPLY	COMMENTS
35. Wipes off steam table frames, shelves, glass counters, and serving equipment making needed adjustments for the day's menu	35.					
36. Places adequate amounts of water in steam-table compartments and other steam equipment	36.					
37. Clears steam-tables and other steam equipment, empties water from compartments, washes, scours, and polishes equipment using appropriate cleaning agents and techniques	37.					
38. Sorts, counts, and stores utensils at designated places	38.					
39. Checks to see that electric appliances are grounded properly and are free from hazards such as frayed cords and loose connections	39.					
40. Obtains and replaces from storeroom damaged or broken items of equipment or informs supervisor of damaged appliances	40.					
41. Checks all appliances to see if they are properly locked or have the correct guards in place	41.					
42. Knows the location and the use of all the fire extinguishers	42.					
43. Sharpens and maintains knives	43.					
44. Washes the utensils and cooking equipment using the proper methods and materials	44.					
45. Judges standards of quality of a variety of foods by sight, odor, and taste	45.					
46. Uses the procedures for cooking different kinds of foods as well as the forms in which they come such as frozen, dehydrated, etc.	46.					

	COOK	WAITER OR WAITRESS	BUSBOY OR BUSGIRL	KITCHEN HELPER	DOES NOT APPLY	COMMENTS
47. Reads recipes, knows terminology, and follows the directions easily	47.					
48. Uses table of equivalents effectively	48					
49. Makes estimates and orders foods and supplies	49.					
50. Cooks foods at correct temperatures	50.					
51. Times work schedules in such a way as to have foods ready to be served by the predetermined time	51					
52. Prepares equally well small portions of foods as well as large amounts	52.					
53. Measures, weighs, and prepares foods of consistent quality and quantity using standard recipes	53.					
54. Selects foods using knowledge of terminology, raw food quality, and government requirements	54.					
55. Familiarizes self with the names of suppliers, the specifications, and the sizes and weights usually purchased	55.					
56. Follows standard procedures for receiving and storing foods, supplies, and equipment	56.					

PROPOSED COURSE OUTLINE FOR BUSBOY BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I - Orientation to World of Work as Food Service Employee	
<p>Replenishes serving station with clean utensils, china, glassware, linens, ice, and condiments during serving hours</p> <p>Tends to the neatness and orderliness of equipment and supplies by performing tasks such as filling condiment containers, arranging dishes and silverware in appropriate places for efficient and sanitary use</p> <p>Removes soiled items from tables and stations and replaces with clean</p> <p>Carries loaded trays between kitchen and serving area</p>	UNIT II - Fundamentals of Bus Service	<p>An understanding of the principles of bus service and its necessity in the food service business</p> <p>The skills necessary in the proper performance of bus service as a part of the food service industry</p>
<p>Wipes up any spills of food or liquid as soon as possible</p> <p>Places used and soiled items in specified locations to maintain cleanliness and orderliness</p>	UNIT III - Sanitation and Safety	An understanding of the principles of sanitation and safety as they relate to the food service business



TASKS PERFORMED AS DETERMINED BY JCB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Knows the location and the use of all fire extinguishers</p> <p>Inspects glassware, silverware, and china for cleanliness and spotlessness</p>		<p>Sanitary and safe techniques in handling food, equipment, and utensils</p>
<p>Dusts furniture; wipes off table tops and chair seats</p> <p>Maintains all surface areas as needed in serving area</p> <p>Mops or vacuums floors</p> <p>Helps arrange tables for special parties</p> <p>Washes or cleans and polishes assigned furniture daily</p>	<p>UNIT IV - Maintenance and Housekeeping</p>	<p>An appreciation of good house-keeping and maintenance practices</p> <p>The ability to perform duties according to recognized procedures</p>
<p>Fills water glasses, procures butter and places it on table</p> <p>Checks to see that all necessary items and supplies are in place</p> <p>Removes items as customer is finished with them</p> <p>Sets assigned tables at the beginning of the work day and maintains tables with clean supplies during serving hours</p>	<p>UNIT V - Table Service</p>	<p>The ability to perform the simpler tasks of table service</p> <p>An appreciation of the importance of an attractive, orderly table to the customers</p> <p>The ability to set and maintain tables in a prescribed manner</p>

PROPOSED COURSE OUTLINE FOR WAITER BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I - Orientation to World of Work as Food Service Employee	
<p>Tends to neatness and orderliness of equipment and supplies by performing tasks such as filling condiment containers, arranging dishes and silverware in appropriate places for efficiency and sanitation</p> <p>Replenishes serving station with clean utensils, china, glassware, silverware as needed during serving hours</p> <p>Removes soiled items from tables and stations and replaces with clean</p> <p>Carries loaded trays between kitchen and serving area</p>	UNIT II - Fundamentals of Bus Service	<p>An understanding of the principles of bus service and its contribution in the food service business</p> <p>The skills needed in the proper performance of tasks identified in food service</p>
<p>Wipes up any spills of food or liquid as soon as possible</p>	UNIT III - Sanitation and Safety	<p>An understanding of the principles of sanitation and safety as they relate to the food service business</p>

TASKS PERFORMED AS DETERMINED BY JCB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Places used and soiled items in specified locations to maintain cleanliness and orderliness</p> <p>Knows the location and the use of all fire extinguishers</p> <p>Inspects glassware, silverware, and china for spotlessness and cleanliness</p>		<p>Sanitary and safe techniques in handling food, equipment, and utensils</p>
<p>Dusts furniture, wipes off table tops and chair seats</p> <p>Maintains all surface areas as needed in serving area</p> <p>Sorts, counts, and stores linens, silverware, glassware, china, and utensils at designated places</p>	<p>UNIT IV - Maintenance and Housekeeping</p>	<p>An appreciation of good house-keeping and maintenance practices</p> <p>The ability to perform tasks according to recognized procedures</p>
<p>Sets assigned tables at the beginning of the work day and maintains tables with clean supplies during the serving hours</p> <p>Welcomes customers at table and distributes menu</p> <p>Fills water glasses, procures butter and places it on table and checks to see that all necessary items and equipment are in place</p>	<p>UNIT V - Techniques of Table Service</p>	<p>An understanding of the various types of service possible in the food service industry</p> <p>The ability to set tables in a prescribed manner</p> <p>Attitudes and methods of work which will make the customer feel welcomed and comfortable</p>

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Offers suggestions or information concerning the menu</p> <p>Write orders in a prescribed method for placement in kitchen</p> <p>Places orders in kitchen in such a way that all foods at one table will be served at the same time and at the proper temperature</p> <p>Verifies orders by scanning trays to make sure that all orders contain the specified portions and meets the qualifications and standards of preparation</p> <p>Serves food in proper and prescribed manner according to courses</p> <p>Checks the needs of the customers periodically and supplies them with needed items</p> <p>Clears table from unneeded items as the customer is finished with them</p> <p>Itemizes and totals the prices of each order</p> <p>Presents check to guests when they have finished eating</p>		<p>An understanding of table service techniques</p> <p>The ability to take and place orders, serve food, and clear tables efficiently and courteously</p> <p>An understanding of the importance of being aware of the customer's needs and fulfilling them promptly</p>

PROPOSED COURSE OUTLINE FOR KITCHEN HELPER BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I - Orientation to World of Work as Food Service Employee	
<p>Checks to see that electric appliances are free from hazards such as frayed cords and loose connections</p> <p>Checks all appliances to see they are properly locked or have the correct guards in place</p> <p>Lights gas burners, turns on electricity to appliances, or turns on valves to steam equipment needed for preparing foods</p> <p>Knows the location and the use of all fire extinguishers</p> <p>Wipes up any spills of foods or liquids as soon as possible</p> <p>Obtains and replaces from storeroom damaged or broken items or informs supervisor</p>	UNIT III - Sanitation and Safety	<p>An understanding of the principles of sanitation and safety as they relate to the food service business</p> <p>Safe and sanitary techniques in handling food, equipment, and utensils</p>



TASKS PERFORMED AS DETERMINED BY JCB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Tends to the orderliness and neatness of equipment and appliances by performing such tasks as keeping the containers filled, arranging the equipment needed for preparation, and maintaining high sanitary conditions</p> <p>Places used and soiled items in specified locations to maintain cleanliness and orderliness</p> <p>Washes dishes, silverware, and glassware using proper methods, materials, and equipment</p> <p>Washes utensils and cooking equipment using the proper methods, materials, and equipment</p> <p>Inspects equipment and supplies for conformity to sanitation laws and plant standards</p>		
<p>Sorts, counts, and stores utensils at designated places</p> <p>Wipes, mops, and scrubs all surface areas in kitchen including table tops, meat blocks, floors, and sides of equipment</p>	<p>UNIT IV - Maintenance and Housekeeping</p>	<p>An appreciation of good housekeeping and maintenance practices</p> <p>The ability to perform duties according to recognized procedures</p>

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Wipes off steam table frames, shelves, glass counters, and serving equipment</p> <p>Sharpens and maintains knives</p> <p>Polishes silverware</p>		
<p>Washes, peels, seeds, and/or chops vegetables and fruits</p> <p>Makes beverages such as coffee and iced tea and places them in serving locations</p> <p>Reads recipes, knows terminology, and follows the directions</p> <p>Measures and weighs foods according to specifications listed in standard recipes</p> <p>Assists cook in preparation of food</p> <p>Schedules work assignments consistent with food production</p> <p>Assembles orders and places them on tray or serving window area</p> <p>Verifies orders by scanning trays to make sure all orders contain the specified portions and meets the qualifications and standards of preparation</p>	<p>UNIT VI - Techniques of Food Preparation</p>	<p>An understanding of food quality and methods of handling</p> <p>The skills necessary to prepare foods properly</p> <p>The ability to perform the simpler tasks of cooking food</p> <p>The ability to follow instructions</p>

TASKS PERFORMED AS DETERMINED BY JCB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Adds finishing touches to prepared foods for serving</p> <p>Uses correct sized bowl and agitator on mixers</p> <p>Uses correct speed when mixing foods</p> <p>Locks removable parts in place</p> <p>Turns on electrical appliances as needed</p> <p>Adjusts temperature gauges on ranges, ovens, steam equipment, and/or refrigerators</p> <p>Turns on and preheats steam equipment</p> <p>Adjusts gas burners on ranges and ovens</p> <p>Uses dishwashing equipment</p> <p>Uses proper methods in weighing foods</p> <p>Practices safe and standard methods at all times to avoid injury and to prolong life of appliance</p> <p>Selects proper food and utensils for particular food preparation tasks</p> <p>Cares for and stores equipment using recommendations of manufacturer</p>	<p>UNIT VIII - Commercial Kitchen Equipment</p>	<p>An understanding of the kinds of equipment and their functions</p> <p>The ability to identify, select, safely use, and care for equipment used in commercial food preparation</p>

PROPOSED COURSE OUTLINE FOR COOK BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I - Orientation to World of Work as Food Service Employee	
<p>Checks to see that electric appliances are free from hazards such as frayed cords and loose connections</p> <p>Checks all appliances to see if they are properly locked or have the correct guards in place</p> <p>Lights gas burners, turns on electricity to appliances, or turns on valves to steam equipment</p> <p>Knows the location and the use of all fire extinguishers</p> <p>Wipes up any spills of foods or liquids as soon as possible</p> <p>Obtains and replaces from storeroom damaged or broken items</p> <p>Performs such tasks as keeping staple containers filled, arranging the equipment needed for preparation and maintaining high sanitary conditions</p>	<p>UNIT III - Sanitation and Safety</p>	<p>An understanding of the principles of sanitation and safety as they relate to the food service business</p> <p>Safe and sanitary techniques in handling food, equipment, and utensils</p>

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Places used and soiled items in specified locations to maintain cleanliness and orderliness</p> <p>Inspects equipment and supplies for conformity to sanitation laws and plant standards</p>		
<p>Maintains and supervises maintenance of orderliness</p> <p>Sharpens and maintains knives</p> <p>Takes inventory of equipment and utensils which are used by the workers in the department</p>	<p>UNIT IV - Maintenance and Housekeeping</p>	<p>An appreciation for good house-keeping and maintenance practices</p> <p>The ability to perform duties according to recognized procedures</p>
<p>Washes, peels, seeds, and/or chops vegetables and fruits</p> <p>Makes beverages such as coffee and iced tea and places them in serving locations</p> <p>Reads recipes, knows terminology, and follows the directions</p> <p>Measures, weighs, and prepares foods according to specifications listed in standard recipes</p>	<p>UNIT VI - Techniques of Food Preparation</p>	<p>An understanding of food quality and methods of handling</p> <p>The skills necessary to prepare foods properly</p>

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Cooks food at correct temperatures</p> <p>Supervises other employees</p> <p>Times work schedules in such a way as to have foods ready to be served by the predetermined time</p> <p>Assembles orders and places them on tray or serving window area</p> <p>Verifies orders by scanning trays to make sure all orders contain the specified portions and meets the qualifications and standards of preparation</p> <p>Judges the standards of quality of a variety of foods by sight, odor, and taste</p> <p>Adds finishing touches to prepared foods for serving</p> <p>Uses standard procedures for cooking a variety of foods</p> <p>Prepares meats and entree foods</p> <p>Prepares equally well large portions of food as well as small amounts</p>		<p>The ability to supervise the preparation of foods</p>

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Plans menus and adapts them according to preference and availability of foods</p> <p>Prepares menu folders and boards</p> <p>Makes estimates of needed foods and supplies</p> <p>Selects and orders food of high quality in most useful and economical form such as frozen, partially prepared, fresh, etc.</p> <p>Purchases food and supplies according to specifications, government standards, size and weight</p> <p>Familiarizes self with the names of suppliers</p> <p>Follows standard procedures for receiving foods and supplies ordered</p> <p>Stores foods, supplies, and equipment</p>	<p>UNIT VII - Planning, Purchasing, and Storing</p>	<p>An understanding of procedures used in planning, selecting, purchasing, receiving, and storing food and supplies in quantity</p> <p>The ability to plan menus, order supplies and foods, and store foods and supplies in quantity</p>
<p>Uses correct sized bowl and agitator on mixers</p> <p>Locks removable parts in place</p> <p>Uses correct speed when mixing foods</p> <p>Turns on electrical appliances as needed</p>	<p>UNIT VIII - Commercial Kitchen Equipment</p>	<p>An understanding of the kinds of equipment and their functions</p> <p>The ability to identify, select, safely use, and care for equipment used in commercial food preparation</p>

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
<p>Adjusts temperature gauges on ranges, ovens, steam equipment, and/or refrigerators</p> <p>Turns on and preheats steam equipment</p> <p>Adjusts gas burners on ranges and ovens</p> <p>Uses proper methods in weighing foods</p> <p>Practice safe and standard methods at all times to avoid injury and to retain life of appliance</p> <p>Selects proper hand utensils for particular food preparation tasks</p> <p>Cares for and stores equipment using recommendations of manufacturer</p>		

COURSE UNITS RECOMMENDED FOR TRAINING PROGRAMS FOR FOOD SERVICE EMPLOYEES

(included in respective course outlines)

UNITS	BUSBOY	WAITER	KITCHEN HELPER	COOK
I - Orientation to world of Work As Food Service Employee	X	X	X	X
II - Fundamentals of Bus Service	X	X		
III- Sanitation and Safety	X	X	X	X
IV - Maintenance and Housekeeping	X	X	X	X
V - Techniques of Table Service	X	X		
VI - Techniques of Food Preparation			X	X
VII - Planning, Purchasing, and Storing				X
VIII - Commercial Kitchen Equipment			X	X

COURSE UNIT II

Fundamentals of Bus Service

OBJECTIVES: Develop an understanding of the principles of bus service and its function in the food service business

Develop the skills needed in the proper performance of the tasks identified in bus service

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF		UNDERSTANDING OF:
TASKS	ABILITY TO:	
Replenishes serving station with clean utensils, china, linens, ice, and condiments during serving hours	Handle china and glassware, silverware and utensils, ice and condiments in a safe, efficient, and orderly manner	Necessity of using prescribed procedures in the handling of various items needed in the serving of food
Tends to the neatness and orderliness of equipment and supplies by performing such tasks as filling condiment containers, arranging dishes and silverware in appropriate places for efficient and sanitary use	Organize supplies and materials for efficient sanitary use	Principles of organization and arrangement of supplies as factors in efficiency and work simplification
Removes soiled items from tables and stations and replaces with clean	Remove items from tables and serving stations efficiently and quietly	Importance of quiet and efficient methods in the performance of the tasks
Carries loaded trays between kitchen and serving area	Load and carry trays properly (carts)	Proper methods of loading and carrying trays which increases efficiency (carts)

COURSE UNIT III

Sanitation and Safety

OBJECTIVES: Develop an understanding of the principles of sanitation and safety as they relate to the food service business

Develop sanitary and safe techniques in handling food, equipment, and utensils

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
TASKS *	ABILITY TO:
<p>Checks to see that electric appliances are free from hazards such as frayed cords and loose connections (B-K-C)</p> <p>Checks all appliances to see if they are properly locked or have the correct guards in place (K-C)</p> <p>Lights gas burners, turns on electricity to appliances, and turns on valves to steam equipment (K-C)</p>	<p>Develop safe techniques in the operation and use of appliances and equipment</p> <p>Be alert to hazardous situations</p> <p>Practice safe and correct techniques to avoid injury and waste</p>
	<p>UNDERSTANDING OF:</p> <p>Importance of safety</p> <p>Necessity of using prescribed methods and procedures in the handling of equipment and materials</p> <p>Hazards associated with electricity, gas and steam</p>

* Key: Employee frequently performing task identified by: B - Busboy

W - Waiter

K - Kitchen Helper

C - Cook

UNIT III (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Knows the location and the use of all fire extinguishers (B-W-K-C)</p> <p>Wipes up any spills of food or liquid as soon as possible (B-W-K-C)</p> <p>Obtains and replaces from storeroom damaged or broken items of equipment or informs supervisor of damaged appliances or hazardous conditions (B-W-K-C)</p> <p>Performs such tasks as keeping staple containers clean and closed, arranging equipment and utensils used in food preparation in an orderly and sanitary way, and putting unused items away (K)</p> <p>Places used and soiled items in specified locations to maintain cleanliness and orderliness (B-W-K-C)</p>	<p>Practice set procedures to prevent and control hazardous fire conditions</p> <p>Use techniques and procedures in the prevention and control of fire and accidents</p> <p>Select and maintain all equipment in the best condition possible</p> <p>Maintain sanitary and safe conditions</p>	<p>Hazards associated in the food service business</p> <p>Importance of knowing the specific use and proper care of each appliance and piece of equipment</p> <p>Relationship of systematic methods and maintenance of work areas to safe and sanitary conditions</p>

UNIT III (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Handle equipment, utensils, and table settings in ways to prevent contamination (B-V-K-C)</p> <p>Washes the dishes, glassware and silverware (K)</p> <p>Washes utensils and cooking equipment (K)</p> <p>Inspects glassware, silverware, and china for cleanliness and spotlessness (B-W)</p> <p>Inspects equipment and supplies for conformity to sanitation laws and plant standards (B-W-K-C)</p>	<p>Wash dishes and utensils using efficient and sanitary techniques and correct materials and equipment</p>	<p>Importance of dishwashing as a vital factor in the food service business</p> <p>How diseases may be spread to customers through food and drink, contaminated utensils and equipment, or careless handling of food and utensils</p> <p>Federal and state sanitation and safety requirements of the food service business</p>

COURSE UNIT IV

Maintenance and Housekeeping

OBJECTIVES: Develop an appreciation of good housekeeping and maintenance practices
 Develop the ability to perform tasks according to recognized procedures

TASKS *	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	UNDERSTANDING OF:
	ABILITY TO:	
Sorts, counts, and stores utensils at designated places (B-K)	Care for and correctly store the supplies, materials, and equipment needed in the food service business	Proper methods of storage and handling of supplies to reduce waste and damage
Maintains all surface areas as needed in serving areas (B-W)	Perform efficiently, healthfully, and adequately the housekeeping tasks associated with the food service business	Responsibilities of each person in the care and operation of equipment and supplies
Dusts furniture, wipes off table tops and chair seats (B-W)	Select the correct tools, utensils and materials to perform the tasks	Importance of good housekeeping in relation to the food service business
Wipes, mops, and scrubs all surface areas in the kitchen including table tops, meat blocks, floors and sides of equipment (K)		Using methods of work simplification as an essential factor of health, productivity, sanitation, and safety

* Key: Employee frequently performing task
 identified by: B - Busboy
 W - Waiter
 K - Kitchen Helper
 C - Cook

UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Wipes off steam table frames, shelves, glass counters, and serving equipment (K)</p> <p>Mops or vacuums floors (d-K)</p>	<p>Care for the kinds of floor finishes usually found in a food service business</p>	<p>That all surfaces must be treated to maintain sanitary and attractive conditions</p> <p>Kinds of floor finishes and their care</p>
<p>Sharpens and maintains knives (K-C)</p> <p>Helps arrange tables for special parties (B)</p>	<p>Sharpen and care for cutlery</p> <p>Arrange furniture for efficiency and attractiveness</p>	<p>Materials and techniques used in maintaining floor finishes</p>
<p>Washes, cleans, or polishes assigned furniture daily (B)</p>	<p>Care for the various kinds of furniture finishes usually found in a food service business</p>	<p>Kinds of furniture finishes and their care</p> <p>Materials and techniques used in maintaining furniture</p>

COURSE UNIT V

Table Service Techniques

- OBJECTIVES:** Develop an understanding of the various types of service possible in the food service industry
- Develop the ability to set tables in a prescribed manner
- Develop an understanding of table service techniques
- Develop the ability to take orders, serve food, and clear tables efficiently and courteously
- Develop an understanding of the importance of being aware of the customers' needs and fulfilling them promptly
- Develop attitudes and methods of work which will make the customer feel welcomed and comfortable

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COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
TASKS *	ABILITY TO:
Sets assigned tables at the beginning of the work day and maintains tables during serving hours (B-W)	<p>UNDERSTANDING OF:</p> <p>Types of service possible</p> <p>Methods of setting tables</p>

* Key: Employee frequently performing task identified by: B - Busboy
W - Waiter
K - Kitchen Helper
C - Cook

UNIT V (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Welcomes customers at table and distributes menu (W)</p> <p>Fills water glasses, procures butter and places it on table and checks to see that all necessary items and equipment are in place (B-W)</p>	<p>Welcome, distribute menus. and attend to the needs of the customers graciously</p>	<p>Importance of attitudes in serving customers</p>
<p>Offers suggestions or information concerning menu (W)</p>	<p>Write orders in a prescribed manner</p>	<p>Importance of using prescribed methods of writing orders</p>
<p>Writes orders in prescribed method for placement in kitchen (W)</p>	<p>Place orders in kitchen for proper and efficient service</p>	<p>Methods of writing and placing orders properly</p>
<p>Places orders in kitchen in such a way that all foods at one table will be served at the same time and at the proper temperature (W)</p> <p>Serves food in proper and prescribed manner according to courses (W)</p>	<p>Serve food properly according to type service and course</p>	<p>Procedures used in the serving of food</p>

UNIT V (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Checks the needs of the customers periodically and supplies them with needed items (W-B)		Importance of using proper procedures as a contributing factor in the success of a food service business
Clears table from un-needed items as the customer is finished with them (W-B)	Remove food and dishes from table in a prescribed manner	Procedures used in the removal of food and dishes from the table
Itemizes and totals the prices of each order (W)	Total checks accurately and quickly	Importance of keeping checks in order and legible for easy interpretation and accounting
Presents check to guests when they have finished eating (W)	Present checks to customers pleasantly	
Receives payment from the customers and takes it to the cashier (W)		Importance of leaving a good impression with the customer
Returns any change due customers and graciously bids them goodbye (W)		

COURSE UNIT VI

Techniques of Food Preparation

OBJECTIVES: Develop an understanding of food quality and methods of handling

Develop skills necessary to prepare foods properly and for specific times

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF		UNDERSTANDING OF:
TASKS *	ABILITY TO:	
<p>Washes, peels, seeds and chops vegetables and fruits (K-C)</p> <p>Makes beverages such as coffee and tea and places them in serving locations (K-C)</p> <p>Reads recipes, knows terminology, and follows directions (K-C)</p> <p>Measures and weighs foods according to specifications listed in standard recipes (K-C)</p>	<p>Prepare fresh produce efficiently and quickly without reducing nutrition, texture, color and appearance</p> <p>Prepare beverages of consistently high quality</p> <p>Follow accurately standard recipes</p> <p>Use standard weights and measures and equipment in preparing foods</p>	<p>Kinds of fruits and vegetables and how to handle them properly</p> <p>Importance of following standard procedures in preparing beverages</p> <p>Terminology and abbreviations used in recipes</p> <p>Essential use of standard weights and measurements in preparing foods of consistent quality and specified number of portions</p>

* Key: Employee frequently performing task
 identified by: B - Busboy
 W - Waiter
 K - Kitchen Helper
 C - Cook

UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Cooks food at correct temperature (K-C)</p> <p>Follows standard procedures for cooking a variety of foods (C)</p>	<p>Prepare food using correct temperatures for optimum quality</p> <p>Prepare foods following standardized procedures and recipes</p>	<p>Importance of the use of correct temperatures for preparing foods</p> <p>Various processes of food preparation</p>
<p>Prepares meats and entree foods (C)</p> <p>Prepares equally well large portions of foods as well as small amounts (C)</p>	<p>Schedule work to have foods ready to serve at predetermined times</p>	<p>Timing in preparing foods to retain optimum quality</p>
<p>Times work schedule in such a way as to have foods ready to be served by the predetermined time (C)</p> <p>Assembles orders and places them on tray or serving window area (K-C)</p>	<p>Arrange food orders accurately and attractively on plate</p>	<p>Accurate proportions and attractive food arrangements</p>
<p>Verifies orders by scanning trays to make sure that all orders contain the specified portions and meets the qualifications and standards of preparation (K-C)</p>	<p>Check food orders quickly for accuracy and quality</p>	<p>Serving foods of high quality according to specific items and amounts</p>

UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Judges the standards of quality of a variety of foods by sight, odor, and taste (C)	Judge a variety of foods by sight, odor, and taste	Quality standards of raw and prepared foods

COURSE UNIT VII

Planning, Purchasing, and Storing *

- OBJECTIVES. Develop an understanding of procedures used in planning, selecting, purchasing, receiving and storing food and supplies in quantity
- Develop an ability to plan menus, order supplies and foods, and arrange for their delivery and storage

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
TASKS	ABILITY TO:
Plans menus and adapts them according to preference and availability of foods	Plan menus or adapt them
Prepares menu folders and boards	Use prescribed terminology and forms in preparing menu boards and folders
Makes estimates of needed foods and supplies	Estimate amounts of foods and supplies accurately
Selects and orders foods of high quality in most useful and economical form such as frozen, partially prepared, or fresh	Select and order foods and supplies of high quality and appropriate usefulness
	UNDERSTANDING OF:
	Planning and adapting menus
	Planning inventories accurately in order to have adequate supplies without waste
	Factors which affect the selection of foods and supplies
	Importance of set policies and practices for efficient and economical purchasing

* This unit has not been keyed since the personnel who performs these tasks varies from one food service to another.



UNIT VII (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
<p>Purchases foods and supplies according to specifications, government standards, size, and weights</p>	<p>Make purchases of appropriate quality and size</p>	<p>Sizes, forms, and weights by which foods and supplies may be purchased</p>
<p>Familiarizes self with the names of suppliers</p>	<p>Purchase foods and supplies from reputable and dependable sources</p>	<p>Government regulations related to food service</p>
<p>Follows standard procedures for receiving foods and supplies ordered</p>	<p>Check in foods and supplies ordered in an efficient and orderly manner</p>	<p>Importance of knowing supply sources for consistency and dependability</p>
<p>Stores foods in appropriate facilities and at proper temperatures to preserve quality and nutritive value</p>	<p>Store foods in appropriate facilities and at proper temperatures</p> <p>Care for storage facilities</p>	<p>Principles of receiving and storing foods, supplies and equipment</p> <p>Adequate facilities for storage of food</p>

COURSE UNIT VIII

Commercial Kitchen Equipment

OBJECTIVES: Develop an understanding of the kinds of equipment and their function
 Develop an ability to identify, select, safely use, and care for equipment used in commercial food preparation

COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
TASKS *	ABILITY TO:
<p>Uses correct sized bowl and agitator on mixer (C)</p> <p>Locks removable parts in place (C)</p> <p>Uses correct speeds when mixing foods ((</p> <p>Turns on electrical appliances as needed (C-K)</p> <p>Adjusts temperature gauges on ranges, ovens, steam equipment, and/or refrigerators (C-K)</p>	<p>Use mixing equipment correctly</p> <p>Set temperature gauges correctly</p>
	<p>UNDERSTANDING OF:</p> <p>Following manufacturer's recommendations to preserve life of appliance, maintain safety, and achieve optimum results</p> <p>Factors related to the use of electrical appliances</p> <p>Importance of using correct temperatures in preparing or holding foods</p>

* Key: Employee frequently performing task identified by: B - Busboy
 W - Waiter
 K - Kitchen Helper
 C - Cook

UNIT VIII (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Turns on and preheats steam equipment (C-K)	Use steam equipment safely	Factors related to the use of steam appliances
Adjusts gas burners on ranges, ovens, fryers, etc. (C-K)	Make adjustments on gas appliances	Factors related to the use of gas appliances
Uses dishwashing equipment (K)	Wash dishes using recommended methods and detergents	Essential techniques in performing dishwashing tasks
Uses proper methods in weighing foods (C-K)	Use scales and balances correctly	Functions of scales and balances and their use and care
Selects proper hand utensils for particular food preparation tasks (C-K)	Select and use appropriate utensils for food preparation	Importance of using correct utensils for efficiency

JOB ANALYSES* AT THREE COMPETENCY LEVELS IN FIELD OF FOOD SERVICE

SEMI-SKILLED OR ENTRY LEVEL	SKILLED LEVEL	ADVANCED LEVEL**
Maintains work areas by washing, sweeping, mopping, or vacuuming	Excels in table service	Keeps financial and work records
Washes dishes, utensils, and equipment	Plans or adapts menus	Selects and orders food, supplies and equipment
Assists cook with food preparation and cooking	Prepares a variety of foods	Checks and maintains inventories
Prepares fresh produce	Schedules work to produce foods at predetermined times	Supervises other employees
Assembles orders for serving	Cooks or holds foods at proper temperatures	Coordinates production and service
Carries food and supplies between kitchen and serving area	Practices safe and sanitary methods in food preparation	Employs and trains employees
Maintains service station with clean supplies	Judges food quality by sight, odor, and taste	
Removes table settings and linens from tables	Understands the importance of the visual appeal and appropriate combinations of foods	
Sets tables appropriately	Uses standard weights and measures	
Welcomes customers to table and distributes menus	Understands and follows standardized recipes	
Takes and places food orders in kitchen	Uses commercial kitchen equipment efficiently and safely	
Serves food to customers		
Itemizes and totals food checks		
Presents check to customers		

RECOMMENDED TITLES FOR WORKER AT EACH COMPETENCY LEVEL

SEMI-SKILLED OR ENTRY LEVEL	SKILLED LEVEL	ADVANCED LEVEL**
Busboy	Waiter (much experience in club or elite restaurant)	Head Cook
Waiter		Supervisor
Kitchen Helper	Cook	Assistant Manager

* Since food services within a community vary, a job analysis is recommended to provide a basis for planning a local program.

** Advanced level is not comparable to technical or managerial levels; more years of experience and training are required.

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