Characteristics of Successful Long-Term Employees

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Building the Future Through Child Nutrition

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The National Food Service Management Institute (NFSMI) was established by Congress in 1989 at The University of Mississippi in Oxford as the resource center for Child Nutrition Programs. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service. The NFSMI Applied Research Division is located at The University of Southern Mississippi in Hattiesburg.

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PREFACE

School foodservice administrators (directors and supervisors) are competing with other types of foodservice operations for the best employees. Although there are many benefits to working in school foodservice, such as weekends and holidays off and more time to spend with family, it is often difficult to recruit the needed employees. The Bureau of Labor Statistics forecasts that the number of institutional and cafeteria cooks and foodservice kitchen workers will increase 3% to 9% from 2000 to 2010 (Bureau of Labor Statistics, 2002). This does not include the number needed to replace turnover. To assist school foodservice managers and directors with hiring employees who will remain in the organization for several years, a study was conducted to define a long-term employee and determine characteristics of successful long-term employees.

Dr. Mary Kay Meyer was the primary researcher on this project. Many thanks to all of the managers and directors who participated in the focus group meetings and completed the survey. Special thanks to Roman Pawlak for entering the data.

Dr. Denise Brown   Dr. Jane Logan
Director of Applied Research   Executive Director

CHARACTERISTICS OF SUCCESSFUL LONG-TERM EMPLOYEES

EXECUTIVE SUMMARY

In today's environment, organizations that attract and retain the best employees will enjoy a significant advantage over other organizations. The Bureau of Labor Statistics forecasts that the number of institutional and cafeteria cooks and foodservice kitchen workers will increase 3% to 9% from 2000 to 2010 (Bureau of Labor Statistics, 2002). This does not include the replacement due to turnover.

To assist school foodservice administrators (directors and supervisors) with hiring employees who will remain in the organization for several years, a study was conducted to define a long-term employee and determine characteristics of successful long-term employees. Focus group meetings were conducted nationwide to define long-term employees and to identify characteristics of successful long-term employees.

From the focus group information a survey was developed and pilot tested. The completed survey was mailed to 500 randomly selected foodservice administrators nationwide. Of the 500 surveys, 279 were returned (55.8%). Survey respondents were asked to rate 48 characteristics on a scale of 1 = very unimportant to 5 = very important. Also asked on the survey were questions concerning hiring practices and demographics about the respondents and the respondents' school district. Survey respondents most frequently defined a long-term employee as one who had worked in the foodservice five or more years.

The ten characteristics of successful long-term employees with the highest mean scores were: free from infectious disease, dependable, able to follow instructions, likes children, honest, relates well to the child as a customer, clean and appropriately dressed for work, gets along with others, has respects for others and is a team player.. The most frequently used methods of retention were: verbal praise, certification supplement, training, and pay raises.

CHARACTERISTICS OF SUCCESSFUL LONG-TERM EMPLOYEES

INTRODUCTION

Employee recruitment, retention, and satisfaction are the most critical human resource issues facing foodservice today. The Bureau of Labor Statistics forecasts that the number of institutional and cafeteria cooks and foodservice kitchen workers will increase 3% to 9% from 2000 to 2010 (Bureau of Labor Statistics, 2002). This does not include the replacement due to turnover. In today's environment, organizations that attract and retain the best employees enjoy a significant advantage over other organizations. To assist school foodservice administrators (directors and supervisors) with hiring employees who will remain in the organization for several years, a study was conducted to define a long-term employee and determine the most important characteristics of successful long-term employees.

METHOD

The research process was reviewed and approved by The University of Southern Mississippi's Institutional Review Board. Focus group meetings were held with 26 school foodservice administrators nationwide. The focus group meetings were held in Baltimore, MD; Grand Junction, CO; and Chicago, IL. All questions used in the focus group meetings are found in Appendix A. The questions were pilot tested and refined prior to the focus group meetings. Members of the focus groups were asked to define a long-term employee and identify characteristics that described a successful long-term employee.

Information from the focus group meetings was used to develop a survey to validate a definition of a long-term employee and important characteristics of a successful long-term employee. The survey was reviewed by the Food and Nutrition Sub-Committee of the Education Information Advisory Committee (EIAC) of the Council of Chief State School Officers and then pilot tested.

The final survey was composed of four parts. Part one contained one question concerning the definition of a long-term employee. Part two contained 48 questions about characteristics of successful long-term employees. These questions were categorized according to communication skills, interpersonal skills, work ethic, attitude, educational skills, and physical health. Part three contained five questions about hiring practices. Part four contained 11 demographic questions about the respondents and respondents' school district. The complete survey is found in Appendix B. The survey was mailed to 500 randomly selected school foodservice administrators nationwide.

RESULTS

Focus Group Meetings

Results of focus group meetings showed that many, but not all participants identified long-term employees as those who worked 5 years or more in school foodservice. Some of the participants identified long-term employees in their districts as employees who returned the second year. Because there was not a clear consensus, a question was included on the survey that asked participants to choose if a long-term employee was one who a) returned to work for the second year, b) worked 3-4 years, or c) worked 5 or more years.

During the focus group sessions, participants brainstormed important characteristics of successful long-term employees. Participants were then asked to identify the top five characteristics. From the combined focus group meetings, the three top-ranking characteristics were: willing to learn, remembering the child as the customer, and being a team player. Appendix C contains the complete ranking of the characteristics from most important to least important by each focus group.

Survey

SAMPLE

Of the 500 surveys mailed, 279 (55.8%) were returned. Respondents represented 43 states. Of the respondents, 81% had worked for greater than ten years in foodservice; 65% had worked greater than ten years in school foodservice; 57% had been in their current position greater than ten years; and 40% had earned at least one college degree. Respondents indicated that 23% were certified by a state department of education, 33% were American School Food Service Association (ASFSA) certified, 6% were credentialed by the ASFSA, and 13% were registered dietitians. School districts represented in the study included 57% urban, 28% rural, and 6% major cities. This proportion closely represents the national average and was similar to averages used in past Applied Research Division national surveys. The most frequently used production system was the conventional system (201 of 279). Tables of complete demographics are shown in Appendix D.

DEFINITION

Respondents most frequently identified a long-term employee as one who had worked 5 or more years in school foodservice. Table 1 shows the total results from the definition of long-term employees.

Table 1

Definition of Long-Term Employee

Definition	Frequency	Percent
Comes back to work the second year	26	9.3
Works 3-4 years	34	12.2
Works 5 more years	191	68.5
No response	28	10.0
Total	279	100.0

Characteristics of Successful Long-Term Employees

The mean score for all but seven variables was above 4.0 (important). The characteristics with a mean score below 4.0 were:

$ high school diploma/GED
$ bilingual
$ humble
$ persistent
$ willing to do paperwork
$ willing to take risks
$ able to express ideas in writing

Because the mean scores showed little differentiation, a mean value of 4.3 was selected as a dividing mark. This value was selected because it closely equated to 50% of the sample scoring a survey item as very important (score of 5). All characteristics with mean scores above 4.3 were identified as very important. Characteristics meeting this criterion are shown below.

Communication Skills
$ able to follow instructions
$ able to accept constructive feedback
$ able to give clear instructions

Interpersonal Skills
$ likes children
$ relates well to the child as a customer
$ gets along with others
$ has respect for others
$ enjoys working with the public
$ does not gossip about others on the job

Work Ethic
$ dependable
$ honest
$ team player
$ willing to learn
$ willing to accept directions
$ takes responsibility for their own actions
$ accepts change
$ shows commitment to the job
$ flexible
$ takes the initiative to accomplish tasks

Attitude
$ hard working
$ self-motivated
$ willing to go beyond the requirements of the job when needed
$ cheerful

Educational Skills
$ able to read
$ able to do basic math

Physical Health
$ free from infectious diseases
$ clean and appropriately dressed for work
$ physically able to stand on a hard surface for a specified period of time
$ physically able to lift a specified weight

Means and standard deviations of all characteristics of successful long-term employees are shown in Tables 2-7.

Table 2

Communication Skills

Communication Skills	N	Mean*	Standard Deviation
Able to follow instructions	278	4.71	0.68
Accepts constructive feedback	275	4.44	0.77
Able to give clear instructions	277	4.36	0.84
Able to express ideas verbally	275	4.09	0.75
Able to express ideas in writing	275	3.36	0.96

*Scale 1 = very unimportant to 5 = very important

Table 3

Interpersonal Skills

Interpersonal Skills	N	Mean*	Standard Deviation
Likes children	277	4.71	0.70
Relates well to the child as a customer	278	4.69	0.75
Gets along with others	279	4.64	0.73
Has respect for others	278	4.62	0.75
Enjoys working with the public	278	4.53	0.79
Does not gossip about others on the job	279	4.50	0.77
Cares for others	278	4.27	0.77
Values diversity	278	4.16	0.83

*Scale 1 = very unimportant to 5 = very important

Table 4

Work Ethic

Work Ethic	N	Mean*	Standard Deviation
Dependable	273	4.73	0.67
Honest	274	4.69	0.72
Team player	275	4.57	0.75
Willing to learn	274	4.52	0.74
Willing to accept directions	274	4.50	0.75
Takes responsibility for their own actions	274	4.49	0.76
Accepts change	274	4.46	0.76
Shows commitment to the job	274	4.45	0.73
Flexible	271	4.37	0.78
Takes the initiative to accomplish tasks	274	4.35	0.74
Willing to give feedback to management	274	4.29	0.77
Loyal	274	4.28	0.78
Can perform more than one job at a time	273	4.24	0.77
Open-minded	271	4.23	0.75
Uses appropriate problem solving skills	274	4.21	0.73
Resourceful	274	4.09	0.77
Focuses on the job even when family problems occur	274	4.07	0.78
Persistent	274	3.93	0.85
Willing to do paperwork	272	3.78	0.88
Willing to take risks	271	3.75	0.91

*Scale 1 = very unimportant to 5 = very important

Table 5

Attitude

Attitude	N	Mean*	Standard Deviation
Hard working	274	4.49	.742
Self-motivated	273	4.47	1.91
Willing to go beyond the requirements of the job	274	4.40	0.77
Cheerful	274	4.36	0.74
Self-confident	274	4.08	0.80
Sense of humor	273	4.04	0.84
Humble	272	3.77	0.86

*Scale 1 = very unimportant to 5 = very important

Table 6

Educational Skills

Educational Skills	N	Mean*	Standard Deviation
Able to read	274	4.46	0.78
Able to do basic math	275	4.37	0.80
High school/GED	274	3.81	0.91
Bilingual	273	2.55	0.97

*Scale 1 = very unimportant to 5 = very important

Table 7

Physical Health

Physical Health	N	Mean*	Standard Deviation
Free from infectious diseases	274	4.82	0.63
Clean and dressed appropriately	275	4.66	0.68
Physically able to stand	275	4.40	0.71
Physically able to lift weight	275	4.33	0.73

*Scale 1 = very unimportant to 5 = very important

Hiring Practices

Five questions were asked on the survey concerning the hiring practices of respondents. For each question respondents were asked to circle all responses that applied. The first question concerned methods of advertising used by respondents, "Which of the following methods do you use to recruit employees?" Job posting on church bulletin boards was the most frequently used method. Word-of-mouth advertising was done by 244 of the 279 respondents, while advertising on the school menu and in the school newsletter was used by approximately 80 respondents. Table 8 shows the complete results for this question.

Table 8

Recruiting Methods

Method	Frequency
Job posting on church bulletin boards	264
Word-of-mouth	244
Newspaper advertising	190
Personal contact	179
Job posting on community bulletin boards	96
Advertisement in school newsletters	84
Advertisement on school menus	81
Web pages	64
Announcements at PTA/PTO	28
T.V./radio job line	16
Bonus for employee referral	15
Direct mailing	8

N= 279

The second hiring practices question asked about specific procedures, "Which of the following procedures are incorporated into your hiring process?" Criminal background checks were used by 233 of the 279 respondents, while reading tests, math tests, and sanitation tests were used by less than 70 respondents. Table 9 shows the frequency for all of the possible responses for this question.

Table 9

Hiring Process Procedures

Method	Frequency
Criminal background check	233
Other district/union requirements	112
Personality profiles	86
Math test	69
Sanitation test	64
Reading test	56
Basic cooking skills test	55
Lifting test	27

N=279

A question concerning incentives to retain employees was also included on the survey. While 254 of the 279 respondents used verbal praise as a retention technique, the researcher was surprised to find that 25 said they do not use this no-cost method. The second most frequently used method was a supplement for certification. Table 10 shows the methods and frequencies for the question, "Which of the following incentives do you offer to retain employees?"

Table 10

Retention Incentives

Method	Frequency
Verbal praise	254
Certification supplement	218
Training	212
Pay raises	193
Uniforms/allowances	127
Attend conferences	124
Recognition letters or awards	105
Bonuses	35

N=279

Orientation for new employees was also a topic area covered on the survey. Respondents were asked, "Which of the following best describes your employee orientation process?" A majority of the respondents reported using the techniques: new employees working with skilled employees; new employees meeting with foodservice administrators to review policies, procedures, and basic skills; and new employees being mentored one-on-one by a manager. Table 11 shows the frequencies for all responses to this question.

Table 11

Orientation Process

Method	Frequency
The new employee works with a skilled employee for a specified period of time.	226
The new employee meets with a foodservice administrator and reviews policies, procedures, and basic skills.	160
New employees are mentored one-on-one by a manager.	114
The new employee attends a formal "New Employee Orientation" training.	70

N=279

The final question concerning the hiring practices used by the respondents was, "Which of the following best describes your employee evaluation process?" Although respondents were asked to circle only one, a number of respondents circled more than one. Therefore, the question was coded to capture all responses given. Six responses were provided for the respondents with an additional space for the respondent to write in other methods. The most frequently used evaluation technique was yearly written evaluation by foodservice administrators. The most frequently given response to the Other category was no evaluation process was used (7 of the 279). Table 12 shows complete results for the question concerning evaluation techniques.

Table 12

Evaluation Techniques

Method	Frequency
Written evaluations are conducted yearly by foodservice administrators.	91
Managers meet one-on-one with employees to review and set goals.	82
Written evaluations are conducted yearly by managers with daily feedback on job performance.	78
Written evaluations are conducted yearly by managers.	71
Foodservice administrators meet one-on-one with employees to review and set goals.	68
Evaluations are conducted by principals.	31
Other	29

N=279

Overall, directors thought the four most important characteristics of successful long-term employees were: free from infectious diseases, dependable, able to follow directions, and likes children. Low-cost or no-cost methods of recruiting (posting on bulletin boards and word of mouth) and retention (verbal praise) were most frequently used. The most frequently used hiring process procedure was criminal background checks. The orientation process most frequently used was the employee worked with a skilled employee for a specified period of time.

CONCLUSION

- Variables identified with a mean score above 4.3 should be used to develop tools for school foodservice administrators to use in the hiring process. These tools will assist directors in hiring the best person for the job and one who has the potential to become a successful long-term employee.

- To be successful in recruiting and retaining the best employees, school foodservice administrators should be encouraged to incorporate new techniques into their procedures for advertising, orienting, retaining, and evaluating employees.

REFERENCES

Bureau of Labor Statistics. (2002, March 4). *Occupational outlook handbook*. Retrieved March 15, 2002 from http://www.bls.gov/oco/ocos161.html.

APPENDIX A

Focus Group Questions for Successful Long -Term Employees

To set the frame for our discussion we need to determine:

Who is a long-term employee?

Who is a successful employee?

1. I want you to think about all of the employees you have been, in some way, involved with employing. Who is the person that sticks out in your mind and why?

2. In five words or less please describe the labor market in your area.

3. Complete this sentence...
The greatest challenge I have in hiring long-term successful employees is_____

4. In an ideal world, what characteristics do you feel are essential for a long-term successful employee to have?

5. Rank these characteristics (top 5).

6. Given these characteristics, what tools would be most effective for assessing them prior to employment?

7. Think about what we have talked about today. What do you think is the most important?

8. Have we missed anything?

APPENDIX B

Long-Term Successful Employee Survey

National Food Service Management Institute

Characteristics of Successful Long-Term Employees

The purpose of this survey is to define a long-term employee and to identify characteristics associated with a successful long-term employee.

Part 1. Definition of long-term employee

Please identify the length of time a school foodservice worker must be employed to be considered a long-term employee. Please circle your answer.

1. Comes back to work the second year.
2. Works 3-4 years.
3. Works 5 or more years.

Part 2. Characteristics of successful long-term employees

To be a successful school foodservice worker, how important is it that a person have each of the following characteristics? Please rate each characteristic on the following scale:

1 = very unimportant (not essential)
2 = unimportant
3 = neither important nor unimportant
4 = important
5 = very important (essential)

Communication skills
able to accept constructive feedback	1	2	3	4	5
able to express ideas verbally	1	2	3	4	5
able to express ideas in writing	1	2	3	4	5
able to follow instructions	1	2	3	4	5
able to give clear instructions	1	2	3	4	5

Interpersonal skills
cares for others	1	2	3	4	5
gets along with others	1	2	3	4	5
has respect for others	1	2	3	4	5
enjoys working with the public	1	2	3	4	5
likes children	1	2	3	4	5
relates well to the child as a customer	1	2	3	4	5
values diversity	1	2	3	4	5
does not gossip about others on the job	1	2	3	4	5

1 = very unimportant (not essential)
2 = unimportant
3 = neither important nor unimportant
4 = important
5 = very important (essential)

Work ethic

open-minded	1	2	3	4	5
flexible	1	2	3	4	5
dependable	1	2	3	4	5
resourceful	1	2	3	4	5
loyal	1	2	3	4	5
honest	1	2	3	4	5
persistent	1	2	3	4	5
team player	1	2	3	4	5
willing to learn	1	2	3	4	5
willing to take risks	1	2	3	4	5
willing to do paperwork	1	2	3	4	5
willing to accept directions	1	2	3	4	5
willing to give feedback to manager/supervisor/director	1	2	3	4	5
accepts change	1	2	3	4	5
shows commitment to the job	1	2	3	4	5
can perform more than one task at a time	1	2	3	4	5
takes the initiative to accomplish tasks	1	2	3	4	5
uses appropriate problem-solving skills when needed	1	2	3	4	5
focuses on the job even when family problems occur	1	2	3	4	5
takes responsibility for their own actions	1	2	3	4	5

Attitude

cheerful	1	2	3	4	5
hard working	1	2	3	4	5
self-motivated	1	2	3	4	5
humble	1	2	3	4	5
self-confident	1	2	3	4	5
sense of humor	1	2	3	4	5
willing to go beyond the requirements of the job when needed	1	2	3	4	5

Educational skills

able to read	1	2	3	4	5
able to do basic math	1	2	3	4	5
has a high school diploma or GED	1	2	3	4	5
is bilingual	1	2	3	4	5

1 = very unimportant (not essential)
2 = unimportant
3 = neither important nor unimportant
4 = important
5 = very important (essential)

Physical health

clean and appropriately dressed for work	1	2	3	4	5
physically able to lift a specified weight	1	2	3	4	5
physically able to stand on a hard surface for a specified time	1	2	3	4	5
free from infectious diseases	1	2	3	4	5

Part 3. <u>Hiring process practices</u>

Which of the following methods do you use to recruit employees? Circle all that apply.

1. word of mouth
2. bonus for employee referral
3. job posting on community bulletin boards
4. job posting on church bulletin boards
5. newspaper advertising
6. Web page
7. T.V./radio job line
8. advertisement on school menu
9. advertisements in school newsletter
10. announcements at PTA/PTO
11. direct mailing
12. personal contact

Which of the following procedures are incorporated into your hiring process? Circle all that apply.

1. reading test
2. math test
3. sanitation test
4. lifting test
5. basic cooking skills test
6. personality profiles
7. criminal background check
8. other district/union requirements

Which of the following incentives do you offer to retain employees?   Circle all that apply.

1. uniforms/uniform allowance
2. training
3. recognition letters or awards
4. attending conferences
5. verbal praise
6. pay raises
7. certification supplement
8. bonuses

Which of the following best describes your employee orientation process? Circle all that apply.

1. The new employee works with a skilled employee for a specified period of time.
2. The new employee meets with a foodservice administrator and reviews policies, procedures, and basic skills.
3. New employees are mentored one-on-one by a manger.
4. The new employee attends a formal "New Employee Orientation" training.

Which of the following best describes your employee evaluation process? Circle one

1. Foodservice administrators meet one-on-one with employees to review and set goals.
2. Managers meet one-on-one with employees to review and set goals.
3. Written evaluations are conducted yearly by managers with daily feedback on job performance.
4. Written evaluations are conducted yearly by managers.
5. Written evaluations are conducted yearly by foodservice administrators.
6. Evaluations are conducted by principals.
7. Other_____

Part 4. Demographics

We want to know about you and your school district. Please circle the answer that best fits you or your district.

How many years have you worked in food service?
1. less than 5
2. 5-10
3. 11-20
4. greater than 20

How many years have you worked in **school** food service?
1. less than 5
2. 5-10
3. 11-20
4. greater than 20

How many years have been in your current position?
1. less than 5
2. 5-10
3. 11-20
4. greater than 20

What is your highest level of education?
1. high school
2. completed some college
3. associate or two-year degree
4. bachelor's degree
5. completed some graduate work
6. master's degree
7. doctorate degree

What is your age?
1. less than 20
2. 21-30
3. 31-40
4. 41-50
5. 51-60
6. over 60

What certifications do you hold?
1. Not certified
2. State Department of Education certified
3. ASFSA certified
4. ASFSA credentialed (SFNS)
5. Registered dietitian
6. Other_____

Your school district is classified as which of the following?
1. Major city
2. Urban
3. Rural

How many schools are in your school district?
1. 1-5
2. 6-20
3. greater than 20

How many students are enrolled in your school district?
1. less than 2,500
2. 2,500-10,000
3. greater than 10,000

What food production systems are used in your school district?
1. Conventional
2. Convenience/finishing kitchen
3. Base kitchen
4. Commissary
5. Cook-chill
6. Vended
7. Other_____

In what state are you located? _____

Thank you for assisting in this research study

APPENDIX C

Appendix C

Descending Rank by Vote of Important Characteristics of Successful Long-Term Employee
Focus Group Results

Focus Group I	Votes	Focus Group II	Votes	Focus Group III	Votes
dependable	6	accepts change	6	has positive attitude	4
honest	5	team player	5	team player	3
positive attitude	5	dependable	5	willing to learn	3
flexible	4	willing to learn	5	child centered	3
memory of what it was like to be a child	3	likes children/ cares about child	4	adaptable	2
willing to learn	3	gets along with others	3	hard working	2
sense of humor	3	has physical stamina	3	sense of humor	1
willing to take risks	2	flexible	2	flexible	1
committed to a goal	2	sense of humor	2	read/count	1
caring	2	willing to work	2	embrace change	1
happy	1	work ethic	2	follows instructions	1
accepts constructive feedback	1	family situation	1	problem solving skills	1
loves work	1	financial situation	1	humble	1
willing to be trained	1	self-motivator	1	enjoys working with people	1
loyal	1	accepts constructive feedback	1	self-confident	1
clean	1	problem solving	1	able to do multi-tasks	1
good appearance	not ranked	adaptable	not ranked	sensitive to others	1

Focus Group I	Votes	Focus Group II	Votes	Focus Group III	Votes
open-minded	not ranked	physical health	not ranked	honest	1
takes initiative	not ranked	emotional health	not ranked	loyal	not ranked
		job security	not ranked	leave home at the door	not ranked
		age	not ranked	management skills	not ranked
		giving of extra time	not ranked	responsible for their own actions	not ranked
		committed	not ranked	ability to focus	not ranked
		resourceful	not ranked	does not gossip	not ranked
		handles stress	not ranked	values diversity	not ranked
		willing to be trained	not ranked		
		willing to do paper work	not ranked		
		high school diploma/GED	not ranked		
		lacks fear of the kitchen	not ranked		
		persistent	not ranked		

n=9   n= 7   n=10

APPENDIX D

Appendix D
Demographics

Table D1

Years Worked in Foodservice N = 279

Years	Frequency	Percent
less than 5	15	5.4
5-10	33	11.8
11-20	90	32.3
greater than 20	136	48.7
no response	5	1.8

Table D2

Years Worked in School Foodservice N =279

Years	Frequency	Percent
less than 5	40	14.3
5-10	57	20.4
11-20	90	32.3
greater than 20	90	32.3
no response	2	0.7

Table D3

Years Worked in Current Position N = 279

Years	Frequency	Percent
less than 5	82	29.4
5-10	71	25.4
11-20	88	31.5
greater than 20	36	12.9
no response	2	0.7

Table D4

Highest Educational Level N = 279

Education	Frequency	Percent
high school	62	22.2
some college	44	15.8
two year degree	28	10.0
bachelor's	59	21.1
some graduate	22	7.9
master's	51	18.3
doctorate	2	0.7
no response	11	3.9

Table D5

Certification N = 279

Type	Frequency	Percent
Not Certified	85	30
State Department of Education Certified	64	23
ASFSA Certified	92	33
ASFSA Credentialed	16	6
Registered Dietitians	36	13
Certified Dietary Managers	2	0.7
Certified Dietary Technicians	3	1

Table D6

Age N = 279

Years	Frequency	Percent
21-30	3	1.1
31-40	43	15.4
41-50	99	35.5
51-60	101	36.2
over 60	31	11.1
no response	2	0.7

Table D7

<p align="center">District Classification N = 279</p>

Type	Frequency	Percent
major city	17	6.1
urban	79	28.3
rural	160	57.3
no response	23	8.2

Table D8

<p align="center">Number of Schools Per District N = 279</p>

Number	Frequency	Percent
1-5	124	44.4
6-20	112	40.1
greater than 20	28	10.0
no response	15	5.4

Table D9

<p align="center">Number of Students in the School District N = 279</p>

Number of Students	Frequency	Percent
less than 2,500	110	39.4
2,500-10,000	117	41.9
greater than 10,000	38	13.6
no response	14	5.0

Table D10

<p align="center">Food Production Systems N = 279</p>

Production System	Frequency	Percent
conventional	201	72.0
convenience/finishing kitchen	50	17.9
base kitchen	87	31.2
commissary	10	3.6
cool-chill	6	2.2
vended	14	5.0