



OREGON  
DEPARTMENT OF  
EDUCATION



**OREGON CAREER AND TECHNICAL EDUCATION STATEWIDE FRAMEWORKS**

# Hospitality, Tourism, and Recreation Career Cluster

## *Resource Guide*



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# Statewide Framework for **Hospitality, Tourism, and Recreation**

Well-designed career and technical education (CTE) programs help high school and college students make successful educational transitions and find employment in high-wage, high-skill, in-demand careers. **Oregon’s State Plan for CTE: 2020–2024** lays out a comprehensive strategy for ensuring all Oregonians have equitable access to high-quality CTE programming. This entails designing instructional coursework that is sequenced within and across educational levels, grounded on rigorous academic knowledge and technical skills, and aligned with industry needs. It also requires building and sustaining quality relationships, experiences, and interactions among learners, educators, business partners, and community members.

## **OREGON’S VISION FOR CTE**

**Reimagine and transform learner experiences to enhance their future prospects, empower communities, and ensure equitable access to an inclusive, sustainable, innovation-based economy.**

This document provides information and resources related to the ***Statewide Framework in the Hospitality, Tourism, and Recreation Career Cluster***, which falls within the Business and Management career area. Hospitality, Tourism, and Recreation is one of 17 Career Clusters used to organize and deliver CTE programming in Oregon. The cluster includes four program areas which were each placed into one of the three designated focus areas: (1) Restaurants, Food and Beverage Service, (2) Travel and Tourism, and (3) Lodging.

Oregon’s CTE state plan calls for the development of Statewide Frameworks to guide program design. The goal is to *improve instructional quality* by aligning technical skills to the needs of employers in high-wage, high-skill, in-demand careers; *promote equity* by ensuring that all learners have access to consistent, high-quality programming; *strengthen career pathways* by intentionally connecting secondary and postsecondary coursework that culminates in an industry-recognized credential or certificate, or associate or baccalaureate degree; and *expand student access to dual and concurrent enrollment credits* to reduce tuition costs and the time required to earn a postsecondary credential.

While secondary and postsecondary CTE providers have considerable flexibility in designing curriculum and assessments, state approval is required to qualify programs for federal and/or state funding. This includes aligning offerings with labor market needs; meeting state-defined criteria for size, scope, and quality; addressing Oregon’s five core elements of a Program of Study; and continuously improving CTE offerings through the use of the **High Quality CTE Program of Study Rubric**.



In Oregon, a CTE Program of Study is the primary vehicle for delivering coursework at the secondary and postsecondary levels. A CTE Program of Study is a progressive, nonduplicative sequence of courses, developed by a partnering secondary school district and postsecondary institution, to prepare students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated employability and technical skills and culminates in the award of an industry-recognized credential or certificate or an associate or baccalaureate degree. High school students may also have options to earn credit that may be applied toward their postsecondary studies.

Within each Career Cluster, CTE Programs of Study may be offered at the Career Cluster or Focus Area level. Career Cluster-level Programs of Study offer students broad exposure to multiple careers in the field, along with cross-cutting skills valued by all industry employers. Focus Area-level Programs of Study offer students more occupationally specific training with a higher level of statewide content standardization.

The new Statewide CTE Frameworks provide updated Knowledge and Skill Statements to inform CTE program development. The updated skill statements incorporate: 1) employability skills commonly found in all jobs in all Career Clusters; 2) cross-cutting technical skills applicable to all jobs in a specific Career Cluster; and 3) Focus Area skills applicable to a specific occupation. Each skill statement includes an optional set of Suggested Performance Indicators, which are intended to help educators develop curriculum and assessments to teach specific skills.

## Projected Labor Market Demand

Occupational projections published by the State of Oregon Employment Department indicate that while jobs in the Hospitality, Tourism, and Recreation field will expand over the coming decade, a subset will experience significant demand. These occupational titles, their projected demand, and associated wage and educational expectations of entry-level employees are detailed in Table 1.

**Table 1. Occupational Employment Projections in Oregon, 2021–2031**

<b>Standard Occupational Classification (SOC)* code</b>	<b>Occupational title</b>	<b>Total job openings</b>	<b>Percent change</b>	<b>2022 median annual wage</b>	<b>Entry-level education</b>
11-9051	Food Service Managers	5,065	22.4%	\$52,270	HS diploma
11-9081	Lodging Managers	1,551	21.0%	\$47,362	HS diploma
35-1011	Chefs and Head Cooks	2,914	34.8%	\$54,579	Postsecondary (non-degree)
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	21,654	27.1%	\$39,686	HS diploma

<b>Standard Occupational Classification (SOC)* code</b>	<b>Occupational title</b>	<b>Total job openings</b>	<b>Percent change</b>	<b>2022 median annual wage</b>	<b>Entry-level education</b>
35-2011	Cooks, Fast Food	3,479	4.4%	\$32,302	Less than HS diploma
35-2012	Cooks, Institution and Cafeteria	9,442	18.8%	\$37,856	Less than HS diploma
35-2014	Cooks, Restaurant	34,683	36.5%	\$34,278	Less than HS diploma
35-2015	Cooks, Short Order	2,996	18.6%	\$31,013	Less than HS diploma
35-3021	Food Preparation Workers	20,294	12.8%	\$33,238	Less than HS diploma
35-3011	Bartenders	15,712	36.1%	\$31,138	Less than HS diploma
35-3023	Fast Food and Counter Workers	148,007	33.0%	\$30,930	Less than HS diploma
35-3031	Waiters and Waitresses	52,542	27.8%	\$30,805	Less than HS diploma
35-3041	Food Servers, Nonrestaurant	6,858	21.5%	\$32,469	Less than HS diploma
35-9011	Dining Room, Cafeteria Attendants, and Bartender Helpers	10,600	32.1%	\$30,826	Less than HS diploma
35-9021	Dishwashers	10,783	24.5%	\$30,659	Less than HS diploma
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	9,449	31.6%	\$30,451	Less than HS diploma
35-9099	Food Preparation and Serving Related Workers, All Other	2,097	34.1%	\$32,510	Less than HS diploma
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	2,795	26.9%	\$40,602	HS diploma
37-2012	Maids and Housekeeping Cleaners	25,569	23.7%	\$32,115	Less than HS diploma
39-3031	Ushers, Lobby Attendants, Ticket Takers	1,550	34.4%	\$31,705	Less than HS diploma
39-3091	Amusement and Recreation Attendants	5,507	35.4%	\$31,491	Less than HS diploma

<b>Standard Occupational Classification (SOC)* code</b>	<b>Occupational title</b>	<b>Total job openings</b>	<b>Percent change</b>	<b>2022 median annual wage</b>	<b>Entry-level education</b>
39-7010	Tour and Travel Guides	1,096	39.1%	\$30,160	HS diploma
39-9032	Recreation Workers	6,651	18.5%	\$33,176	HS diploma
43-4081	Hotel, Motel, and Resort Desk Clerks	6,645	30.6%	\$30,368	HS diploma
43-4181	Reservation, Transportation Ticket Agent, and Travel Clerks	1,338	28.2%	\$39,000	HS diploma

Note: Adapted from [\*State of Oregon Employment Department: High-Wage, High-Demand, and High-Skill Occupations \(Projections 2021-2031\)\*](#)

\*SOC code = Standard Occupational Classification used to classify workers into job categories.

Among occupations that are considered high-wage and high-demand,<sup>1</sup> the largest occupational growth in Oregon is projected for chefs and head cooks, with opportunities expected to increase by nearly 35 percent between 2021 and 2031. This will lead to 2,914 projected job openings, including new and replacement workers. Relatively large job openings are anticipated in other high-wage and high-demand occupations that are associated with programs of study commonly found in Oregon high schools and community colleges. These include food service managers with 5,065 projected openings and lodging managers with 1,551 projected openings.

Jobs in the Hospitality, Tourism, and Recreation field typically pay modest wages. Median annual wages in 2022 for the two highest paying jobs were \$54,579 for chefs and head cooks and \$52,270 for food service managers. Wages in other non-managerial jobs pay significantly less. For example, wages for fast food and counter workers, which are projected to have 148,007 openings by 2031, are just \$30,930 annually. While some careers require a certificate for entry-level workers, a high school diploma or less than a high school diploma is sufficient in many areas.

Although wages and entry-level educational levels are low for many hospitality jobs, workers who progress to managerial and supervisory positions can earn relatively high compensation. Career advancement may require both on-the-job training and experience, along with additional educational credentials and/or degrees. For this reason, participation in a CTE Program of Study in the Hospitality, Tourism, and Recreation Career Cluster may offer students important insights into the types of careers that exist and the education and training necessary to advance in their career.

<sup>1</sup> High-wage occupations are those paying more than the all-industry median wage for a particular area. High-demand occupations are those having more than the statewide median number of total openings (growth plus replacement) for a particular area.

# Statewide Program of Study Framework

Programs of study in the Hospitality, Tourism, and Recreation Career Cluster prepare students for entry-level employment in a range of careers central to Oregon's economic base and/or to pursue advanced postsecondary educational studies. When proposing programming, secondary and postsecondary CTE providers collaborate to offer coursework leading to an industry-recognized certificate and/or an associate or baccalaureate degree. High school students also may be offered the opportunity to earn college credit that may be applied towards their certificate or degree objective.

In winter 2023, the Oregon Department of Education launched a statewide effort to update and revalidate the skills and indicators used to define the Hospitality, Tourism, and Recreation Career Cluster. An advisory group composed of 18 Oregon employers and professional association representatives was seated to identify the skills desired of entry-level workers. Members reviewed and provided feedback on existing state skills and those used in other states. Based on their work, an updated set of skills and indicators was developed. A statewide survey was then conducted to solicit feedback from employers throughout Oregon. A total of 87 employers responded. Skills sets and indicators were updated to incorporate the feedback that was received.

To gather input from educators, a second advisory group was formed. This included seven representatives of Oregon district and community colleges offering related CTE programming. Members offered feedback on the skill sets and indicators identified by employers, as well as how they related to their current instruction. Following updates to the list, a statewide survey of district CTE Program of Study leaders and community college faculty was conducted. Individuals were asked to rate the importance of the employer-vetted Knowledge and Skill Statements and Suggested Performance Indicators. A total of 23 high school instructors and five community college faculty responded.

Community college faculty were asked to provide feedback on each Knowledge and Skill Statement and rate the importance of Suggested Performance Indicators using the following scale:

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would not be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

High school CTE instructors were asked to rate the importance of high school graduates in related CTE Programs of Study mastering these skills upon completing their secondary CTE studies.



Feedback from survey respondents was analyzed to produce a core set of Knowledge and Skill Statements and Suggested Performance Indicators that secondary educators should consider when designing CTE programs and formulating their CTE program approval applications.

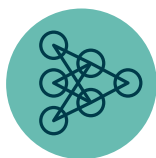
## Knowledge and Skill Statements

Knowledge and Skill Statements describe the learning expectations of students in CTE programs. Ideally, skills marked as Foundational will be taught during a student’s high school CTE Program of Study experience, with educators determining how and when instruction occurs. The CTE Statewide Framework for Hospitality, Tourism, and Recreation is organized around three levels of skills



### **Employability Knowledge and Skills – *Applicable to all Career Clusters—Foundational***

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



### **Career Cluster Knowledge and Skills – *Applicable to all careers in the Hospitality, Tourism, and Recreation Cluster***

All workers in the hospitality, tourism, and recreation industry are expected to have a broad understanding of the field. These cross-cutting skills prepare workers to succeed in a range of jobs in the cluster. High school students mastering these skills are prepared to enter community college or the workforce with an understanding of their career options and training needs.



### **Focus Area Knowledge and Skills – *Applicable to a specific career***

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- **Foundational Skills** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a post-secondary partner if it is not feasible within high school).

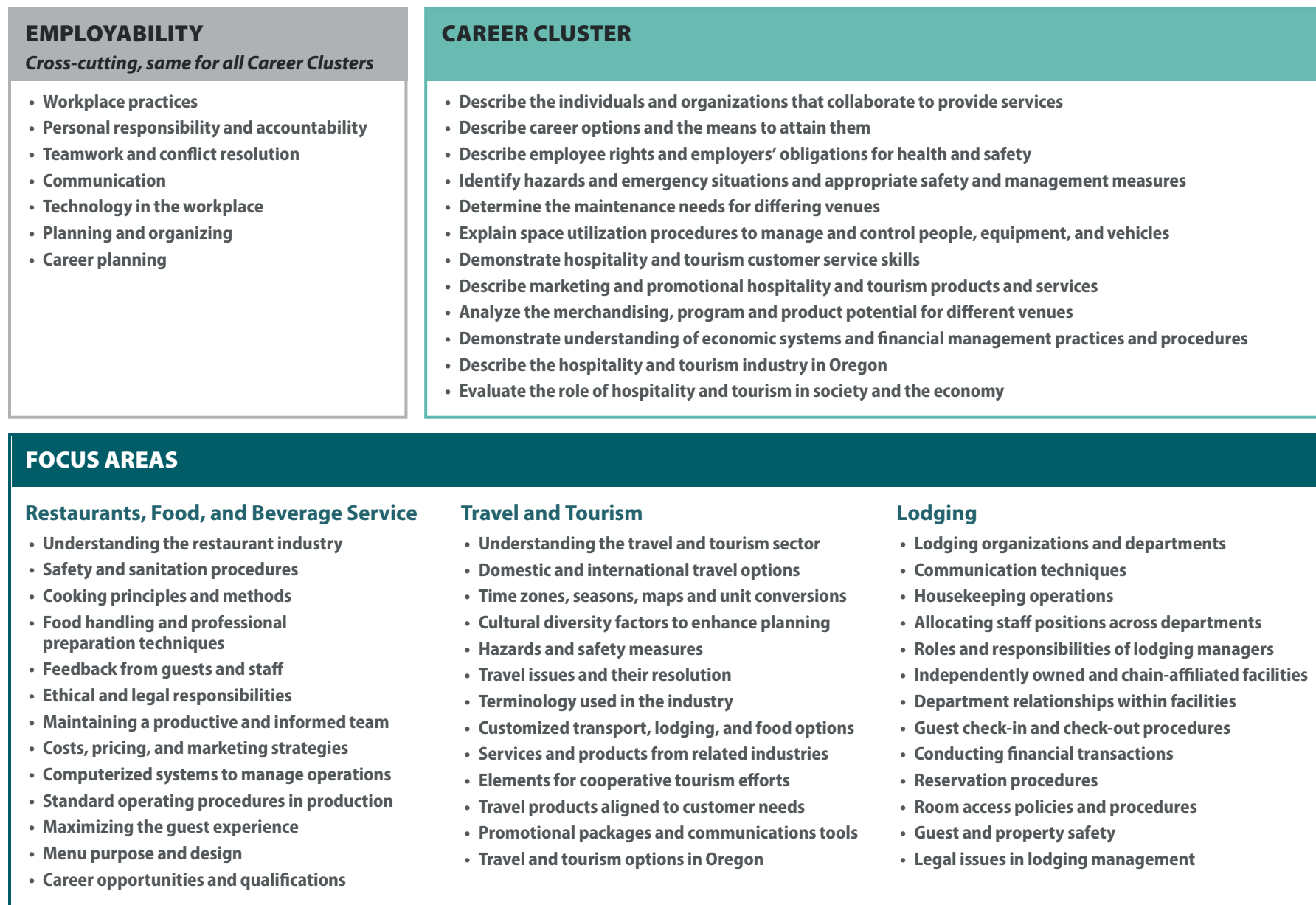
- **Intermediate Skills** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.
- ▲ **Advanced Skills** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

Overarching descriptions of the Knowledge and Skill statements for new Statewide Frameworks in (1) Restaurants, Food and Beverage Service, (2) Travel and Tourism, and (3) Lodging are listed in Figure 1.

Each Knowledge and Skill Statement includes a list of Suggested Performance Indicators that illustrate how students might demonstrate their understanding or abilities relating to each statement (see Appendix A). These examples are intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. These skills also have been classified based on their level of difficulty, ranging from foundational to intermediate to advanced.

Suggested Performance Indicators are offered as an optional, industry-suggested, community college faculty-vetted way to demonstrate the Knowledge and Skill Statements. They are **not** required. Educators may choose to select from these indicators and/or design other means for students to show skill mastery in their CTE Program of Study. It is anticipated that secondary and postsecondary educators will collaborate in selecting the number, type, and technical specificity of Suggested Performance Indicators, as well as the educational level at which they will be taught.

**Figure 1. Knowledge and Skill Statements for the Statewide Framework for Hospitality, Tourism, and Recreation Cluster**



## Program of Study Design Options

Educators have two options in designing a Program of Study using a Statewide Framework. They can pursue a Career Cluster-level Program of Study or a Focus Area-level Program of Study. The distinction between a Cluster and Focus Area Program of Study relates to the scope of Knowledge and Skill Statements covered in the Program of Study and level of secondary to postsecondary alignment.

There are two primary distinctions between the two options:

1. Educators choosing to offer a **Career Cluster Programs of Study** are encouraged to cover all the employability skills and Cluster-level skills identified and draw on the foundational skills included in one or more Focus Areas.
2. **Focus Area Programs of Study** are more occupationally specific with a higher level of content standardization. Educators are encouraged to cover all the employability skills, Cluster-level skills, and foundational skills identified within a Focus Area. Intermediate and advanced skills also may be addressed, either at the high school level or in collaboration with a postsecondary partner.

### Career Cluster Program of Study Option

A Career Cluster-level Program of Study provides high school students with a broad overview of the Hospitality, Tourism, and Recreation field to prepare them to specialize in an area of their choosing at the postsecondary level. With this option, educators may choose to offer a broad range of courses that address different aspects of the field, drawing on skills included in each of the identified Focus Areas.

To qualify as a concentrator at the Career Cluster-level, high school students must earn at least two credits in a state-approved Program of Study sequence, with one of these credits awarded as part of the second or third course in a sequence. High school graduates concentrating their studies in the Hospitality, Tourism, and Recreation Career Cluster would have the option of continuing their studies at an affiliated community college, where they could pursue related training that culminates in the award of a credential, certificate, or associate degree.

## Focus Area Program of Study Option

Focus Area-level Programs of Study are intended to align with specific certificate and associate degree options offered at the postsecondary level. Where appropriate, districts and colleges can negotiate dual credit agreements so that high school students can earn college credit that may be applied toward a postsecondary certificate or degree, expediting the time it takes to complete.

The new statewide Program of Study option requires:

- Offering a minimum of three credits at the secondary level and 36 credits at the postsecondary level
- Covering all the employability, Career Cluster, and foundational Focus Area skills as part of the high school component of a CTE Program of Study or in collaboration with a postsecondary partner
- Concentrators to earn two credits in the Program of Study, including at least one credit awarded as part of the second or third course in a sequence
- Providing a sequenced, progressive set of courses, including an introductory or survey course, and two courses offering more technically advanced skills
- Exhibiting secondary-postsecondary standards alignment that is clearly defined and communicated to all stakeholders
- Offering or potentially offering dual credit opportunities
- Integrating career-related learning experiences, career-connected learning, and work-based learning in meaningful ways

High school graduates concentrating their studies in the Hospitality, Tourism, and Recreation field would have the option of continuing their studies at an affiliated community college, where they could seek advanced training in the Focus Area or pursue training in a related field that culminates in the award of a credential, certificate, or associate degree.

Statewide Framework Programs of Study align course standards to industry-validated skills so that students throughout the state have access to consistent, high-quality CTE with opportunities to gain college credit and skills in in-demand occupations.



## Course Scope and Sequence

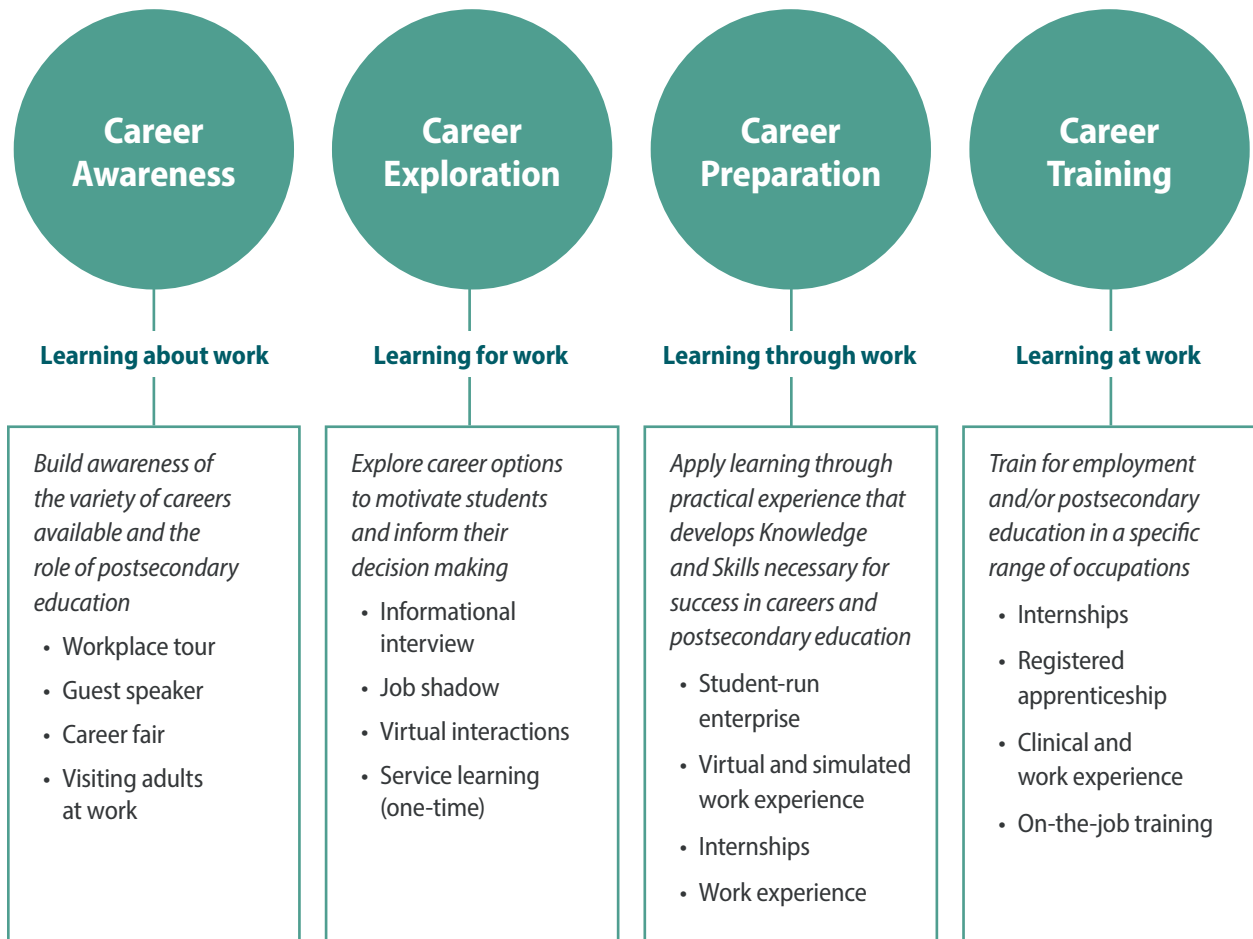
It is anticipated that CTE students will begin their course sequence with an introductory/survey course that opens a range of more technically advanced course options. An example of how a Program of Study might be configured for each Focus Area is provided in Table 2. *Note that course sequences and titles are provided for illustrative purposes only—it is up to secondary and postsecondary partners to determine course titles and sequences; course content, curriculum, and assessments, including when and how Knowledge and Skill Statements are addressed; and whether dual credit or industry certifications may be awarded.*

**Table 2. Sample Scope and Sequence for Cluster-level and Focus Area-level Program of Study**

Course level	Grade	Course
Course 1	Grades 9 or 10	<b>Cluster Level.</b> Introduction to Hospitality Management
		<b>Focus Area Level.</b> Introduction to Hospitality Management or Introduction to Business (survey course)
Course 2	Grades 10 or 11	<b>Cluster Level.</b> Lodging and Resort Management
		<b>Focus Area Level.</b> Culinary 1; Travel and Tourism 1; Lodging 1
Course 3	Grades 11 or 12	<b>Cluster Level.</b> Restaurant Management
		<b>Focus Area Level.</b> Culinary 2; Travel and Tourism 2; Lodging 2
Capstone	Grades 12	<b>Cluster Level.</b> Tourism Management or work-based learning experience
		<b>Focus Area Level.</b> Culinary 3 or work-based learning experience; Travel and Tourism 3 or work-based learning experience; Lodging 3 or work-based learning experience

Additionally, all Programs of Study are expected to integrate a full range of **Career Connected Learning Experiences** that advance progressively, as indicated in Figure 2.

**Figure 2. Career Connected Learning Experiences**



# Developing a CTE Program of Study for State Approval

To meet Oregon’s definition of a High-Quality Program of Study, a CTE Program of Study must be built around five core elements. These elements and supporting components, which align to the Association for Career and Technical Education’s (ACTE’s) High-Quality CTE Program of Study Framework, are detailed in Table 3.

**Table 3. Elements and Supporting Components of a High-Quality CTE Program of Study**

Element	Components
Standards and Content	<b>Rigorous Integrated Content:</b> Appropriately licensed secondary teachers and postsecondary instructors integrate rigorous technical and academic content.
	<b>Engaged Learning:</b> Students are engaged through instructional strategies that are relevant and authentic, and meet the needs and interests of all students.
	<b>Coherent Curriculum:</b> Aligned to industry-identified standards and sequenced to prepare students for their next steps.
Alignment and Articulation	<b>Partnerships:</b> Actively engages employer and educator partners to develop, enhance and support the CTE program in a manner that is sustainable.
	<b>Credentials:</b> Links instruction to meaningful college credit or industry credentials that can lead to high-wage, high-skill, and in-demand occupations.
	<b>Facilities and Equipment:</b> Provides students with safe access to facilities and equipment appropriate to the type of instruction and reflective of workforce needs.
Accountability and Evaluation	<b>Continuous Improvement:</b> Revisions to the Program of Study are based on student performance, economic demand, and employer requirements.
Student Support Services	<b>Equity and Access:</b> Provides all students and their families with appropriate knowledge and experiences to help make informed education and career decisions.
	<b>Career Connected Learning:</b> Provides quality, accurate and timely information and support that will help students identify, pursue, transition to, and complete pathways to future careers. Career Connected Learning should include activities and opportunities within the four domains of Awareness, Exploration, Preparation and Training.
Professional Development	<b>Professional Development:</b> Promotes instructional long-term growth that aligns with long-term program goals.

Educators are encouraged to consult the [High Quality CTE Program of Study Rubric](#) and accompanying [Quick Guide to Using the High Quality CTE Program of Study Rubric](#) to assess their existing CTE Programs of Study and create goals for continuous improvement.

# CTE Licensure Requirements.

## Hospitality, Tourism, and Recreation

Educators seeking to teach in the Hospitality, Tourism, and Recreation Career Cluster must possess a valid Oregon CTE endorsement. See [CTE Licensure in Oregon](#) for an overview of licensing requirements and the steps to be taken to receive an endorsement. Contact Margaret Mahoney ([Margaret.Mahoney@ode.oregon.gov](mailto:Margaret.Mahoney@ode.oregon.gov)) for more information.

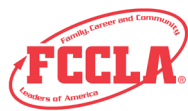
# Student Leadership

Learning is enhanced when students can apply academic, technical, and employability skills in an authentic setting. Career and Technical Student Organizations (CTSOs) are extracurricular groups that offer youth the ability to practice and enhance their classroom learning, while developing personal skills and leadership abilities, through participation in activities, events, and competitions.

In the Hospitality, Tourism, and Recreation field, there are three active CTSOs in Oregon:



**Oregon DECA (<https://oregondeca.org/>)** prepares leaders and entrepreneurs for careers in marketing, finance, hospitality, and management.



**Oregon Family, Career and Community Leaders of America (<https://oregonfcla.org/>)** prepares leaders and entrepreneurs for careers in marketing, finance, hospitality, and management.



**SkillsUSA (<https://www.skillsusaoregon.org/>)** prepares preparing student leaders for careers in trade, technical, and skilled service occupations.



# Appendix A. Hospitality, Tourism, and Recreation Career Cluster Knowledge and Skill Statements and Suggested Performance Indicators

## Overview

This document details the Knowledge and Skill Statements comprising the Programs of Study for the: (1) Restaurants Food, and Beverage Service, (2) Travel and Tourism, and (3) Lodging Focus Areas. These statements, developed with input by employers, define the career readiness expectations of entry-level workers.

Community college faculty were asked to provide feedback on each Knowledge and Skill Statement and rate the importance of each Suggested Performance Indicator using the following scale:

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would NOT be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

To gather district perspectives, high school CTE instructors with approved programs were asked to rate the importance of high school graduates in related CTE programs of study mastering these skills upon completing their secondary CTE studies.

Feedback from survey respondents was analyzed to produce a core set of Knowledge and Skill Statements and Suggested Performance Indicators that secondary educators should consider when designing CTE programs and formulating their CTE program approval applications.

These Knowledge and Skill Statements and Suggested Performance Indicators are intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. *Performance indicators are offered as suggestions, not requirements, for addressing the Knowledge and Skill Statements comprising a Program of Study.*

## How to Use This Document

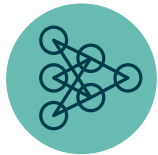
Educators offering a CTE Program of Study in the Hospitality, Tourism, and Recreation Career Cluster should review the Knowledge and Skill statements and Suggested Performance Indicators in this document. Ideally, skills marked as Foundational will be taught during a student's high school CTE Program of Study experience, with educators determining how and when instruction occurs.

Three types of skills and indicators are provided:



### **Employability Knowledge and Skills – *Applicable to all Career Clusters***

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



### **Career Cluster Knowledge and Skills – *Applicable to all careers in the Hospitality, Tourism, and Recreation Cluster***

All workers in the hospitality, tourism, and recreation industry are expected to have a broad understanding of the field. These cross-cutting skills prepare workers to succeed in a range of jobs in the cluster. High school students mastering these skills are prepared to enter community college or the workforce with an understanding of their career options and training needs.



### **Focus Area Knowledge and Skills – *Applicable to a specific career***

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- **Foundational Skills** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a postsecondary partner if it is not feasible within high school).
- **Intermediate Skills** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.
- ▲ **Advanced Skills** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

# Hospitality, Tourism, and Recreation Career Cluster Knowledge and Skill Statements

## ***Employability Knowledge and Skills***

These Knowledge and Skill statements apply to all Career Clusters in Oregon.

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>E-01</b>	Adhere to workplace practices
<b>E-02</b>	Exhibit personal responsibility and accountability
<b>E-03</b>	Practice cultural competence
<b>E-04</b>	Demonstrate teamwork and conflict resolution
<b>E-05</b>	Communicate clearly and effectively
<b>E-06</b>	Employ critical thinking to solve problems
<b>E-07</b>	Demonstrate creativity and innovative thinking
<b>E-08</b>	Demonstrate fluency in workplace technologies
<b>E-09</b>	Plan, organize, and manage work
<b>E-10</b>	Make informed career decisions

## ***Career Cluster-Level Knowledge and Skills***

These Knowledge and Skill statements apply to all Hospitality, Tourism, and Recreation Programs of Study in Oregon.

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>CC-HTR01</b>	Describe the individuals and organizations that collaborate to provide services in the hospitality, tourism, and recreation industries
<b>CC-HTR02</b>	Describe career options and the means to attain these options
<b>CC-HTR03</b>	Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety
<b>CC-HTR04</b>	Identify potential real and perceived hazards and emergency situations and determine the appropriate safety and management measures
<b>CC-HTR05</b>	Determine the maintenance needs for differing hospitality, tourism, and recreation venues

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>CC-HTR06</b>	Explain space utilization procedures used to manage and control people, equipment, and vehicles in diverse industry settings
<b>CC-HTR07</b>	Demonstrate hospitality and tourism customer service skills that meet customers' need
<b>CC-HTR08</b>	Describe the key components of marketing and promoting hospitality and tourism products and services
<b>CC-HTR09</b>	Analyze the merchandising, program and product potential for different hospitality, tourism, and recreation venues
<b>CC-HTR10</b>	Demonstrate an understanding of basic economic systems and financial management practices and procedures
<b>CC-HTR11</b>	Describe the hospitality and tourism industry in Oregon
<b>CC-HTR12</b>	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy

### Focus Area Level Knowledge and Skills

These are updated Knowledge and Skill Statements for the three Focus Area Programs of Study in the Hospitality, Tourism, and Recreation Career Cluster.

### LODGING

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>FA-L01</b>	Describe the types of lodging organizations and departments within facilities that collaborate to offer services
<b>FA-L02</b>	Use various communication technologies to accomplish work tasks in lodging facilities
<b>FA-L03</b>	Explain the role and importance of housekeeping operations to lodging facilities
<b>FA-L04</b>	Allocate staff positions to meet the needs of various lodging departments
<b>FA-L05</b>	Describe the role and responsibilities of lodging managers
<b>FA-L06</b>	Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities
<b>FA-L07</b>	Analyze the departmental interrelationships of a lodging facility
<b>FA-L08</b>	Explain various check-in and check-out procedures used in the lodging industry
<b>FA-L09</b>	Describe how financial transactions are conducted with guests
<b>FA-L10</b>	Understand reservation procedures used in the lodging industry

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>FA-L11</b>	Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility
<b>FA-L12</b>	Explain how cash control procedures are used in the lodging industry
<b>FA-L13</b>	Explain how guests and property are protected to minimize losses or liabilities in the lodging facility
<b>FA-L14</b>	Explain the basic legal issues in lodging management

## **RESTAURANTS AND BEVERAGE SERVICE**

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>FA-RBS01</b>	Demonstrate a basic understanding of the different aspects of the restaurant industry
<b>FA-RBS02</b>	Demonstrate safety procedures in food and beverage service facilities
<b>FA-RBS03</b>	Demonstrate sanitation procedures in food and beverage service facilities
<b>FA-RBS04</b>	Demonstrate knowledge of essential cooking principles and methods
<b>FA-RBS05</b>	Demonstrate skills in preparing food using safe handling and professional preparation techniques
<b>FA-RBS06</b>	Describe strategies to elicit feedback to maximize guest and staff satisfaction
<b>FA-RBS07</b>	Describe ethical and legal responsibilities in food and beverage service facilities
<b>FA-RBS08</b>	Describe strategies to maintain a productive and informed team
<b>FA-RBS09</b>	Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities
<b>FA-RBS10</b>	Explain the benefits of the use of computerized systems to manage food service operations and guest service
<b>FA-RBS11</b>	Implement standard operating procedures related to food and beverage production
<b>FA-RBS12</b>	Explain how food service experience can be designed to maximize the guest experience
<b>FA-RBS13</b>	Explain the purpose of a menu and design considerations
<b>FA-RBS14</b>	Describe career opportunities and qualifications in the restaurant and food service industry



## TRAVEL AND TOURISM

<b>Code number</b>	<b>Knowledge and Skill Statement</b>
<b>FA-TT01</b>	Demonstrate a basic understanding of the travel and tourism sector
<b>FA-TT02</b>	Describe and contrast the different types of transportation used in domestic and international travel
<b>FA-TT03</b>	Apply information about time zones, seasons, and domestic and international maps to create or enhance travel
<b>FA-TT04</b>	Apply unit and time conversion skills to develop travel schedules and compute cost, distance, and time (including travel time) factors
<b>FA-TT05</b>	Analyze cultural diversity factors to enhance travel planning and promote inclusivity
<b>FA-TT06</b>	Assess potential real and perceived hazards related to multiple environments, and recommend appropriate safety, health, and security measures for travelers
<b>FA-TT07</b>	Demonstrate an understanding of issues that may arise during travel and how individuals may address them
<b>FA-TT08</b>	Use common travel and tourism terminology used to communicate within the industry
<b>FA-TT09</b>	Customize travel with diverse transportation, lodging, cruise, and food options
<b>FA-TT10</b>	Compare and contrast services and products from related industries
<b>FA-TT11</b>	Identify the elements necessary to maintain cooperative tourism development efforts
<b>FA-TT12</b>	Develop a travel product that matches customer needs, wants and expectations
<b>FA-TT13</b>	Design promotional packages to effectively market travel and tourism
<b>FA-TT14</b>	Select the most effective communication technique and media venue to convey travel marketing information to a target audience
<b>FA-TT15</b>	Describe travel and tourism options unique to Oregon

## Employability Knowledge and Skill Statements with Suggested Performance Indicators

● **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
<b>E-01</b> <i>Adhere to workplace practices</i>	<ul style="list-style-type: none"> <li>A. Explain and follow workplace standards, rules, and regulations</li> <li>B. Show up on time and prepared to work</li> <li>C. Demonstrate the ability to take direction, be proactive, and work independently</li> </ul>	●
<b>E-02</b> <i>Exhibit personal responsibility and accountability</i>	<ul style="list-style-type: none"> <li>A. Apply professional and ethical standards of the industry to personal conduct</li> <li>B. Maintain integrity and promote personal and professional integrity in co-workers</li> <li>C. Take responsibility and carry out work assignments</li> </ul>	●
<b>E-03</b> <i>Practice cultural competence</i>	<ul style="list-style-type: none"> <li>A. Demonstrate awareness of issues related to diversity, equity, and inclusion</li> <li>B. Work effectively with colleagues of differing abilities, cultures, and backgrounds</li> <li>C. Describe issues relating to workplace harassment</li> <li>D. Model behaviors that are respectful and sensitive of others</li> </ul>	●
<b>E-04</b> <i>Demonstrate teamwork and conflict resolution</i>	<ul style="list-style-type: none"> <li>A. Demonstrate the ability to collaborate and contribute to the work of a diverse team</li> <li>B. Explain when it is appropriate to lead and when to follow another's lead</li> <li>C. Demonstrate strategies for resolving issues with coworkers</li> </ul>	●
<b>E-05</b> <i>Communicate clearly and effectively</i>	<ul style="list-style-type: none"> <li>A. Listen attentively, and speak and write clearly to convey information correctly</li> <li>B. Interpret information and instructions presented in verbal and written form</li> <li>C. Demonstrate effective communication with colleagues, supervisors, customers, and suppliers</li> <li>D. Demonstrate the ability to communicate verbally, in writing, and using electronic communication tools</li> </ul>	●

<b>Code and Knowledge and Skill Statement</b>	<b>Suggested Performance Indicators</b>	<b>Foundational</b>
<b>E-06</b> <i>Employ critical thinking to solve problems</i>	A. Recognize problems in the workplace and diagnose their root causes B. Develop well-reasoned plans to solve identified challenges C. Apply and follow through on plans to ensure that problems are resolved	●
<b>E-07</b> <i>Demonstrate creativity and innovative thinking</i>	A. Develop ideas to solve problems in new and different ways B. Investigate one's own and others' ideas to find those with greatest applicability C. Develop and deploy plans to implement new ideas in the workplace	●
<b>E-08</b> <i>Demonstrate fluency in workplace technologies</i>	A. Demonstrate knowledge and application of general technology skills, including hardware and software commonly used in the industry B. Use online communication, networking tools and social networks to access, manage, evaluate, and create information to successfully function in a knowledge economy C. Describe and demonstrate a fundamental understanding of the ethical, legal, and security issues surrounding access to and use of information technologies	●
<b>E-09</b> <i>Plan, organize, and manage work</i>	A. Identify an intended project outcome including available inputs, materials, labor, timeline for producing work, and job-site obligations B. Effectively plan, monitor, and complete projects on time and within budget using available resources and materials C. Demonstrate ability to write coherent reports and project summaries to communicate the progress of project work and its adherence to schedule	●
<b>E-10</b> <i>Make informed career decisions</i>	A. Identify job and entrepreneurial opportunities in the industry and the required education and credentials to obtain employment B. Set short- and long-term career goals based on personal interests and aptitudes C. Maintain a project portfolio D. Develop a professional resume E. Explain and demonstrate how to cultivate and maintain a professional presence in an online environment, including the appropriate use of social media and networking platforms	●

## Hospitality, Tourism, and Recreation Career Cluster Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that **may be taught** within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>CC-HTR01</b> <i>Describe the individuals and organizations that collaborate to provide services in the hospitality, tourism, and recreation industries</i>	A. Identify the key sectors of hospitality, tourism, and recreation and differentiate the goods and services produced in each B. Identify the roles and responsibilities of employees in the hospitality, tourism, and recreation industries (e.g., travel agents, hotel workers, restaurant staff, amusement, and stadium staff) C. Describe how individuals from different disciplines collaborate to deliver services D. Identify the types of organizations that support clients in planning and booking activities and meeting customer needs	A. ● B. ● C. ●	D. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>CC-HTR02</b> <i>Describe career options and the means to attain these options</i></p>	<p>A. Research career opportunities in the hospitality, tourism, and recreation cluster, statewide and tailored to regional contexts, and identify those aligned with personal interests, aptitudes, financial, and career goals</p> <p>B. Describe a career pathway for transitioning from entry-level to skilled and supervisory positions within the cluster</p> <p>C. Identify educational training and credentialing requirements for entry-level careers in the cluster, including those aligned with students' personal interests</p> <p>D. Describe the types of work experience opportunities that exist in the field (e.g., internships, apprenticeships, on-the-job training) and how one might access these opportunities</p> <p>E. Exhibit the behaviors of early employment that will lead to career opportunities such as appearance, attendance, listening skills, communication, teamwork, enthusiasm, guest experience, and quality of product/work</p> <p>F. Summarize the educational skills, certifications, and/or degrees needed to advance within a given career</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p> <p>F. ●</p>		
<p><b>CC-HTR03</b> <i>Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety</i></p>	<p>A. Describe and demonstrate adherence to health, safety, and sanitation regulations; practices and procedures applicable to the workplace; and the ramifications of not following them (e.g., low health scores, loss of guest amenities for failed inspections)</p> <p>B. Identify and demonstrate adherence to ethical issues and concerns applicable to the workplace and the ramification of not following them (e.g., low employee morale, loss of guests)</p> <p>C. Describe and demonstrate adherence to legal policies relating to hiring, harassment, and safety in the workplace</p> <p>D. State the rationale for rules and laws designed to promote safety and health in the workplace</p> <p>E. Identify key rights of employees related to occupational safety and health and employers and responsibilities in meeting these needs</p> <p>F. Explain the role of federal and state governmental agencies (e.g., OSHA regulations) in ensuring employees a safe workplace</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p>	<p>D. ■</p> <p>E. ■</p> <p>F. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>CC-HTR04</b> <i>Identify potential real and perceived hazards and emergency situations and determine the appropriate safety and management measures</i>	<p>A. Identify the steps that should be taken and resources commonly available to address accidents or emergency health situations for self, co-workers, and guests/customers</p> <p>B. Identify and list resources (e.g., company work protocols) that are available to prevent, evaluate, and address environmental concerns, crime, human trafficking, and terrorist situations</p> <p>C. Describe common safety and security issues for individuals and groups, explain how to manage guests/customers facing a threat, and identify solutions to minimize these risks</p> <p>D. Create communication and response plans to cope with hazards and emergency situations applicable to the hospitality and tourism industries (e.g., fires, health crises, missing child alerts, active shooters)</p>	<p>A. ●</p>	<p>B. ■</p> <p>C. ■</p> <p>D. ■</p>	
<b>CC-HTR05</b> <i>Determine the maintenance needs for differing hospitality, tourism, and recreation venues</i>	<p>A. Describe the types of maintenance issues that apply to differing venues and how to determine if special training of personnel is required</p> <p>B. List maintenance issues unique to tourist and recreational facilities</p> <p>C. Create a plan to address the maintenance needs of a given facility</p> <p>D. Evaluate methods for equipment maintenance and repair to minimize down time and guest displacement (e.g., creating work orders for fixing equipment, rooms, etc.)</p>		<p>A. ■</p> <p>B. ■</p> <p>C. ■</p>	<p>D. ▲</p>

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>CC-HTR06</b> <i>Explain space utilization procedures used to manage and control people, equipment, and vehicles in diverse industry settings</i></p>	<p>A. Describe the dangers that may arise when people or vehicles (e.g., cars, cyclists, e-bikes/e-scooters, boats, skis/snowboards, snowmobiles etc.) congregate and steps that can be taken to mitigate disasters</p> <p>B. Understand guidelines for access control to determine guest and group admission procedures, and the use of tickets and membership for selective entry</p> <p>C. Describe how traffic control procedures can be used to facilitate movement of people and vehicles (e.g., bollards, lines, parking attendants)</p> <p>D. Identify a situation where the number of guests would need to be controlled, and list how this would be accomplished</p> <p>E. Compare different ticket sales options, including methods for selling tickets, the types and structure of admission ticket distribution channels, and factors to consider when setting ticket prices</p> <p>F. Create a plan to monitor traffic (e.g., vehicular, pedestrian, crowd) control issues to manage congestion and describe how the plan might be tested to ensure its functionality and improved to be more effective</p>		<p>A. ■</p> <p>B. ■</p> <p>C. ■</p> <p>D. ■</p> <p>E. ■</p> <p>F. ■</p>	
<p><b>CC-HTR07</b> <i>Demonstrate hospitality and tourism customer service skills that meet customers' needs</i></p>	<p>A. Define the qualities and characteristics of an effective service professional (e.g., ability to stay calm, listen, communicate effectively), and explain how customer service affects a company's bottom line</p> <p>B. Define customer service and demonstrate terminology, concepts, and principles associated with exceptional guest service</p> <p>C. Discuss ways to evaluate customer satisfaction and use feedback to manage and enhance the guest experience, including procedures to resolve guest complaints</p> <p>D. Identify retention and service strategies and proactive versus reactive techniques in relation to guest experiences</p> <p>E. Recognize the personal needs of all guests, including those needing special accommodations (e.g., language, health, Americans with Disabilities Act requirements) and create a plan of action to meet the needs of these individuals</p> <p>F. Describe what Customer Relationship Management (CRM) applications are designed to do and demonstrate how they can be used</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p> <p>F. ●</p>		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>CC-HTR08</b>  <i>Describe the key components of marketing and promoting hospitality and tourism products and services</i></p>	<p>A. Demonstrate knowledge of marketing techniques commonly used in the hospitality and tourism industry to sell a product or service (e.g., conducting market research, developing products and pricing strategies, advertising and distribution strategies, public relations, sales, and customer relations)</p> <p>B. Identify how the economy affects customer decisions and how products and services can be tailored to address differing conditions of supply and demand</p> <p>C. Describe destination marketing and how seasonality and loyalty programs influence customer choices</p> <p>D. Describe the types of environmental and sustainability issues that apply in the Hospitality &amp; Tourism Career Cluster and strategies for addressing them</p> <p>E. Compare/contrast different marketing approaches (e.g., packets, e-commerce) and strategies for making a sale</p> <p>F. Identify the elements of marketing (i.e., the four P's: product, price, place, and promotion) and how resources can be targeted toward different audiences (e.g., addressing issues of diversity)</p> <p>G. Describe market segmentation and the variables that affect service costs</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p>	<p>E. ■</p> <p>F. ■</p> <p>G. ■</p>	
<p><b>CC-HTR09</b>  <i>Analyze the merchandising, program and product potential for different hospitality, tourism, and recreation venues</i></p>	<p>A. Describe how a point-of-sale system is used to manage market sales and inventory for ordering</p> <p>B. Research ideas needed to develop programs and/or products unique to each venue</p> <p>C. Summarize merchandising and retail outlet opportunities (e.g., trade shows, networking events, guest rooms, theme parks) and describe retail opportunities and branding strategies possible at each venue</p> <p>D. Explain the role history might play in developing programs/exhibits/events</p> <p>E. Explain how a theme might determine the types of products/services/ events available</p>	<p>A. ●</p>	<p>B. ■</p> <p>C. ■</p>	<p>D. ▲</p> <p>E. ▲</p>



Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>CC-HTR10</b> <i>Demonstrate an understanding of basic economic systems and financial management practices and procedures</i></p>	<p>A. Define industry management terms including yield, yield management, no-show, discount, inventory control, overbooking, and spoilage</p> <p>B. Describe what key performance indicators (KPIs) are, how they are used in different industries, and how they are tracked (e.g., daily, weekly, monthly, annually)</p> <p>C. Describe purchasing activities to obtain business supplies, equipment, and services (e.g., sourcing and procurement)</p> <p>D. Explain the concept of cost-profit relationships (e.g., Cost of Goods Sold [COGS]), competition, and economic indicators</p> <p>E. Explain the purpose of a budget, and differentiate between revenues, expenses, profit, and loss</p> <p>F. Describe basic economic principles, including supply and demand, goods and services, state/city/county taxes, international business, and economic resources</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p>	<p>E. ■</p> <p>F. ■</p>	
<p><b>CC-HTR11</b> <i>Describe the hospitality and tourism industry in Oregon</i></p>	<p>A. Describe the key hospitality and tourism draws in Oregon (e.g., outdoor/urban recreation, food and beverage, college/amateur/professional athletic events)</p> <p>B. Discuss seasonality in Oregon at the local, regional, and statewide levels, and how different factors affect consumer motivation to travel to the state</p> <p>C. Identify transportation options and their implications for travelers</p> <p>D. Identify national and state parks, regional convention centers, popular zoos, museums, professional and collegiate sporting facilities, and theaters and other cultural landmarks</p> <p>E. List the different special events offered throughout the state (e.g., ski resorts, wine tasting, Pendleton rodeo, Shakespeare festival, etc.) and their implications for the sector</p> <p>F. Identify key destination marketing organizations in Oregon that support the hospitality and tourism industry (e.g., Travel Oregon, Oregon Restaurant and Lodging Association, Oregon Destination Association, Oregon Coast Visitors Association)</p>		<p>A. ■</p> <p>B. ■</p> <p>C. ■</p> <p>D. ■</p> <p>E. ■</p> <p>F. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>CC-HTR12</b>  <i>Evaluate the nature and scope of the Hospitality &amp; Tourism Career Cluster and the role of hospitality and tourism in society and the economy</i></p>	<p>A. Describe the economic, social, cultural, and environmental contributions and impacts of the hospitality, tourism, and recreation industries</p> <p>B. Discuss the current trends in society (e.g., sustainability and eco-friendly tourism) and how they affect hospitality and tourism in Oregon</p> <p>C. Compare/contrast management of different organizational structures including independently owned, chain-affiliated, and corporations in the industry</p> <p>D. Describe the strategies, policies, and regulations that the state government has implemented (e.g., tax incentives, tourism promotion) to promote the hospitality and tourism industry in Oregon</p> <p>E. Trace the development of the hospitality and tourism industry in Oregon to understand the overall structure</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p>	<p>D. ■</p> <p>E. ■</p>	

## Travel and Tourism Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that *should be taught* within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills *encouraged to be taught* within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that *may be taught* within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-TT01</b> <i>Demonstrate a basic understanding of the travel and tourism sector</i>	A. Identify the types of destination marketing organizations that support clients in planning and booking travel and tourism activities B. Identify current issues and trends in travel and tourism, (e.g., ecotourism, family history tourism, medical tourism, historical tourism) C. Describe the types of documentation utilized in international travel D. Identify the roles and responsibilities of employees in the travel and tourism industry (e.g., travel agents, tour guides) E. Analyze economic, sociologic, and cultural diversity factors to consider in travel planning F. Research ways that technology and climate change impacts travel and tourism	A. ● B. ●	C. ■ D. ■ E. ■ F. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-TT02</b></p> <p><i>Describe and contrast the different types of transportation used in domestic and international travel</i></p>	<p>A. Describe ground transportation options (e.g., bus, rail, rental cars) and the benefits and drawbacks of each</p> <p>B. Describe the importance of aviation to the travel and tourism industry and how the hub-and-spoke system works</p> <p>C. Demonstrate knowledge of the cruise industry and define key terminology relating to ship layouts and trip options</p> <p>D. Describe how to book air and ground travel and the policies/laws that protect businesses and consumers (e.g., cancelled flights/reservations)</p> <p>E. Summarize airline boarding procedures and security methods used for traveler safety</p> <p>F. Compare and contrast ground transportation and rail service in the United States with that of other countries</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p>	<p>E. ■</p> <p>F. ■</p>	
<p><b>FA-TT03</b></p> <p><i>Apply information about time zones, seasons, and domestic and international maps to create or enhance travel</i></p>	<p>A. Demonstrate how historical sites of interest, recreational, and cultural information can be gathered on domestic and international destinations using tools such as the Internet, travel brochures, and maps</p> <p>B. Describe how time zones, date lines, climate, and seasons effect travel and recreational options</p> <p>C. Write detailed directions for travel in a variety of domestic and international locations</p> <p>D. Compile, analyze, and format for dissemination travel-related information from a variety of domestic and international sources</p> <p>E. Identify icons and units of measure and explain or identify road and travel destinations depicted on a map</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p>	<p>D. ■</p> <p>E. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-TT04</b>  <i>Apply unit and time conversion skills to develop travel schedules and compute cost, distance, and time (including travel time) factors</i></p>	<p>A. Describe domestic and international systems of measurement and demonstrate unit conversion skills (e.g., miles to kilometers, gallons to liters)</p> <p>B. Describe systems of measuring time and temperature and demonstrate unit conversion skills (i.e., 12-hr to 24-hr, Fahrenheit to Celsius)</p> <p>C. Interpret World Time Zones to provide travel information about other countries</p> <p>D. Compute currency conversions between dollars and that used in other nations, and among other nations</p> <p>E. Describe domestic and international currency designations and different approaches for exchanging currency (e.g., banks, kiosks, credit cards)</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p>	<p>E. ■</p>	
<p><b>FA-TT05</b>  <i>Analyze cultural diversity factors to enhance travel planning and promote inclusivity</i></p>	<p>A. Describe how body language and personal space differ among cultures and identify hand gestures and body language commonly used and unacceptable in another culture</p> <p>B. Summarize the significance of body language and personal space in different cultures</p> <p>C. Identify travel-related words commonly used by other English-speaking countries for difference in pronunciation, spelling, and meaning</p> <p>D. Research cultural expectations of other areas, regions, and countries to help avoid social improprieties (e.g., eye contact, eating with left hand, not showing bottom of feet)</p> <p>E. Research behaviors and dress in other areas, regions, and countries to appreciate lifestyle preferences</p> <p>F. Compare idioms and regional USA terms (slang) from various areas or regions related to the travel and tourism product and experience</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p>	<p>F. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-TT06</b>  <i>Assess potential real and perceived hazards related to multiple environments, and recommend appropriate safety, health, and security measures for travelers</i></p>	<ul style="list-style-type: none"> <li>A. Recognize potential, real, and perceived weather, social, or terrorism emergency situations and describe how to respond appropriately</li> <li>B. List safety, health, weather, and security issues for individuals and groups traveling to multiple environments to minimize risk</li> <li>C. Describe resources maintained by the federal government and other agencies to gauge political and social climate of a domestic or international region</li> <li>D. Observe guests and surroundings to identify potentially dangerous situations</li> <li>E. Identify sources of assistance to utilize in emergency situations for self, co-workers, and customers/guests</li> <li>F. Describe natural and human-made environment hazards and societal factors (e.g., weather related flight cancellations, crime, active shooter) that may affect travelers</li> <li>G. Develop a safety plan or procedures to address emergency situations that may arise for travelers and staff</li> </ul>	<ul style="list-style-type: none"> <li>A. ●</li> <li>B. ●</li> </ul>	<ul style="list-style-type: none"> <li>C. ■</li> <li>D. ■</li> <li>E. ■</li> <li>F. ■</li> <li>G. ■</li> </ul>	
<p><b>FA-TT07</b>  <i>Demonstrate an understanding of issues that may arise during travel and how individuals may address them</i></p>	<ul style="list-style-type: none"> <li>A. Identify special considerations that travelers should address to ensure they are prepared for their trip (e.g., traveling with pets and children, packing medications, plan for special diets/allergies, create a back-up plan should conditions change)</li> <li>B. Describe the types of medical emergencies that may arise during travel and how healthcare services may be accessed outside the United States</li> <li>C. Describe how internet and cellular services may be accessed while traveling and the potential charges and considerations that should be addressed prior to departure</li> <li>D. Describe the purposes of travel insurance and the options that exist</li> <li>E. Describe the types of additional charges that individuals may face when traveling and how to avoid unexpected expenses (e.g., extra bag charges, resort fees, cruise beverage charges, hotel room refreshments)</li> </ul>	<ul style="list-style-type: none"> <li>A. ●</li> <li>B. ●</li> <li>C. ●</li> <li>D. ●</li> </ul>	<ul style="list-style-type: none"> <li>E. ■</li> </ul>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-TT08</b> <i>Use common travel and tourism terminology used to communicate within the industry</i></p>	<ul style="list-style-type: none"> <li>A. Define acronyms and abbreviations used in travel and tourism activities to enhance guest/customer services</li> <li>B. Utilize travel and tourism terms appropriately to guide customizing services for guests</li> <li>C. Describe the resources used by travel agents or companies (e.g., web portals) to schedule travel and tourism experiences</li> <li>D. Explain differences between FIT and group travel</li> <li>E. Explain differences between meal plan options</li> <li>F. Distinguish differences between tour guides and escorts and group leaders</li> <li>G. Summarize room night, inside cabin, berth, vacation, itinerary, day trip, etc. in different segments (cruises, tour planning, meeting planner, and others)</li> </ul>	<ul style="list-style-type: none"> <li>A. ●</li> <li>B. ●</li> <li>C. ●</li> </ul>	<ul style="list-style-type: none"> <li>D. ■</li> <li>E. ■</li> <li>F. ■</li> <li>G. ■</li> </ul>	
<p><b>FA-TT09</b> <i>Customize travel with diverse transportation, lodging, cruise, and food options</i></p>	<ul style="list-style-type: none"> <li>A. Compare and contrast diverse transportation options to increase customer choices</li> <li>B. Identify the different types of lodging facilities that exist (e.g., hotel, motel, AirBnB) and state the advantages and disadvantages of different types of lodging facilities</li> <li>C. Detail characteristics of expected food service quality, atmosphere, expected cuisine, and expected speed of service</li> <li>D. Integrate various and diverse elements of the travel and tourism industry to create a creative, personalized travel itinerary for a customer inclusive of transportation, lodging, and meals, including addressing special dietary needs (e.g., gluten-free, food allergies)</li> <li>E. Plan an individual or a group tour including research, itinerary planning, costing, operations, escorting, and satisfaction survey</li> <li>F. Identify methods of travel relating to a given destination (e.g., air, rail, cruise ship, bus) and describe the benefits and drawbacks of each</li> <li>G. Examine elements of a dining experience expected to satisfy guests at varied facilities such as a boardwalk vendor, cruise ship, chain restaurant, and five-star dining facility</li> </ul>	<ul style="list-style-type: none"> <li>A. ●</li> <li>B. ●</li> <li>C. ●</li> <li>D. ●</li> <li>E. ●</li> </ul>	<ul style="list-style-type: none"> <li>F. ■</li> <li>G. ■</li> </ul>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-TT10</b> <i>Compare and contrast services and products from related industries</i>	<ul style="list-style-type: none"> <li>A. Describe the role and responsibilities of different service providers to ensure customer satisfaction</li> <li>B. Outline methods of trouble-shooting issues for a dissatisfied customer</li> <li>C. Outline the service provider’s role in forming strategic partnerships with other vendors, suppliers, or non-profit community organizations</li> <li>D. Identify and integrate the different vendors, suppliers, and properties to create the guest experience</li> <li>E. Collaborate with related industries to provide an inclusive product to the customer</li> <li>F. Cite an example of seamless service in cooperation with another industry such as agriculture, religion, or transportation to create the guest experience</li> </ul>	<ul style="list-style-type: none"> <li>A. ●</li> <li>B. ●</li> <li>C. ●</li> </ul>	<ul style="list-style-type: none"> <li>D. ■</li> <li>E. ■</li> <li>F. ■</li> </ul>	
<b>FA-TT11</b> <i>Identify the elements necessary to maintain cooperative tourism development efforts</i>	<ul style="list-style-type: none"> <li>A. Name historical sites and area events within Oregon whose support and development are dependent on more than one business or organization</li> <li>B. Identify local and regional tourism activities that involve more than one business or organization to develop a resource base</li> <li>C. Identify the primary resources or core competencies of tourism-related organizations or businesses to best utilize available resources</li> <li>D. Identify local and regional tourism issues to determine the impact of each issue on related businesses/organizations</li> <li>E. Name a transportation or infrastructure issue related to tourism, and list business or organizations that would be affected by it</li> <li>F. Discuss the difference between tourism for economic benefit versus tourism for community sustainability</li> </ul>	<ul style="list-style-type: none"> <li>A. ●</li> <li>B. ●</li> </ul>	<ul style="list-style-type: none"> <li>C. ■</li> <li>D. ■</li> <li>E. ■</li> <li>F. ■</li> </ul>	



Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-TT12</b> <i>Develop a travel product that matches customer needs, wants and expectations</i>	A. Plan a cost-effective trip or itinerary to meet customer needs subject to different expenditure levels B. Plan a trip itinerary that provides for differing lengths of stay (e.g., two days, one week, two weeks) C. Identify customer preferences and limitations to create the best package for the vendor and the customer D. Identify the type of options that can be employed to sell up to a greater experience for the guest and/or revenue for the vendor E. Research and summarize economic, social, health and safety, physical/mental, and discretionary factors that influence travel decisions	A. ● B. ● C. ●	D. ■ E. ■	
<b>FA-TT13</b> <i>Design promotional packages to effectively market travel and tourism</i>	A. Create a short, guided tour of a tourism site for a set of visitors B. Design an experience with one tourism asset for each of the sub-sectors C. Modify products for your audience using key information elements D. Create promotional messages that appeal to various market sub-sector members E. Name sub-sector determinants related to demographics and psychographics	A. ● B. ●	C. ■ D. ■ E. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-TT14</b>  <i>Select the most effective communication technique and media venue to convey travel marketing information to a target audience</i></p>	<p>A. Plan a presentation to communicate details and points of attraction that will motivate travelers to select a tour or trip</p> <p>B. Utilize alternate communication services to assist customers with specialized needs (e.g., disabled travelers, non-English speaking guests)</p> <p>C. Utilize phrasing and other methods for communication that dispel misunderstandings and diffuse difficult situations</p> <p>D. Identify the benefits and disadvantages of broadcast, print, electronic, and outdoor media to communicate messages to current and prospective customers, and how future technology advances will affect communications (e.g., artificial intelligence)</p> <p>E. Describe strategies for giving clear and effective directions to guests under different circumstances (e.g., an individual who is stressed, rushed, upset)</p> <p>F. Utilize alternate media options (e.g., paid vs. earned media, micro and macro influencers, contracting with marketing vendors) to promote the product or service to the customer/guest</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p>	<p>D. ■</p> <p>E. ■</p> <p>F. ■</p>	
<p><b>FA-TT15</b>  <i>Describe travel and tourism options unique to Oregon</i></p>	<p>A. List historical, cultural, and professional association offerings available to tourists in Oregon, where they are located, and challenges/opportunities in guest access and stay (e.g., museums, historical sites, convention centers, Tribal museums)</p> <p>B. List the type of agritourism options available to tourists, where they are located, and challenges/opportunities related to their use (e.g., fishing, hunting, birdwatching, hiking, camping, etc.)</p> <p>C. List recreational facilities offered in Oregon, where they are located, and challenges/opportunities in guest access and stay (e.g., skiing, golf, professional sports, casinos, national and state parks)</p> <p>D. List festivals and fairs offered in Oregon, where and when they are offered, and challenges/opportunities in guest access and stay</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p>	<p>D. ■</p>	

## Lodging Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that **may be taught** within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-L01</b> <i>Describe the types of lodging organizations and departments within facilities that collaborate to offer services</i>	A. Differentiate among the types of lodging accommodations in Oregon and the advantages and drawbacks of each (e.g., resorts, hotels, motels, bed-and-breakfasts, RV and tent campgrounds, vacation rentals)  B. Explain the functions and relationships of the various lodging departments and the roles and responsibilities of lodging staff and management  C. Describe the role of franchising, independently operated companies, and management companies  D. Describe the advantages and disadvantages of traditional lodging facilities and privately owned vacation rental operations (e.g., AirBnB, Vacasa)	A. ● B. ● C. ● D. ●		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-L02</b>  <i>Use various communication technologies to accomplish work tasks in lodging facilities</i></p>	<p>A. Detail the types of incoming calls and how they may be routed to different departments within the lodging facility and to national call centers, as appropriate</p> <p>B. Outline procedures for processing messages, faxes, and packages for guests</p> <p>C. Explain how emerging technology for telecommunications services enhances the guest experience</p> <p>D. Demonstrate the proper use of telecommunications equipment (e.g., cellular, texting, emails, telephone, radios, facsimile) to manage calls and communicate information among guests and staff members</p> <p>E. Describe the functions of a call accounting system and automatic call dispensing and automatic call detection features</p> <p>F. Explain how internet services are configured, operate, the types of charges that may be incurred, and how guest connection and security issues are addressed</p> <p>G. Describe how wake-up calls, voice mail, and TDD systems operate and how messages are delivered through the telecommunication system</p>		<p>A. <input checked="" type="checkbox"/></p> <p>B. <input checked="" type="checkbox"/></p> <p>C. <input checked="" type="checkbox"/></p> <p>D. <input checked="" type="checkbox"/></p> <p>E. <input checked="" type="checkbox"/></p> <p>F. <input checked="" type="checkbox"/></p> <p>G. <input checked="" type="checkbox"/></p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-L03</b> <i>Explain the role and importance of housekeeping operations to lodging facilities</i></p>	<p>A. Discuss the responsibilities of room cleaning, public areas, laundry, and other areas of the housekeeping department</p> <p>B. Describe safety protocols to protect employees and guests from bloodborne pathogens, chemicals, bed bugs, etc.</p> <p>C. Identify the standards, cleaning responsibilities, and procedures for guiding the daily tasks of housekeeping personnel in relation to guestrooms, public areas, back-of-house, and other facilities</p> <p>D. Explain the use of productivity and frequency standards to guide cleaning personnel in time-based housekeeping tasks and how they are determined</p> <p>E. Describe the use of the room status report in the housekeeping department</p> <p>F. Describe how room inventory management systems are used by housekeeping departments to maintain hotel operations and manage labor</p> <p>G. Distinguish between recycled and non-recycled inventories, order points for non-recycled inventory based on minimum and maximum quantities, the use of radio frequency identification (RFID) to track inventory, and how a physical inventory is conducted</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p> <p>F. ●</p>	<p>G. ■</p>	
<p><b>FA-L04</b> <i>Allocate staff positions to meet the needs of various lodging departments</i></p>	<p>A. Determine labor hours, the number of employees to schedule, and estimated labor expenses across departments at each level of occupancy</p> <p>B. Determine number of employees to schedule at each level of occupancy</p> <p>C. Distinguish between fixed and variable staff positions and how they apply to lodging departments (e.g., front desk, housekeeping, maintenance, etc.)</p> <p>D. Set staffing schedules for fixed and variable staff based on required labor hours and occupancy levels to balance labor costs and occupancy</p>	<p>A. ●</p> <p>B. ●</p>	<p>C. ■</p> <p>D. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-L05</b> <i>Describe the role and responsibilities of lodging managers</i></p>	<p>A. Research the major duties and qualifications for managerial positions common to lodging back-of-the-house operations</p> <p>B. Describe the responsibilities of lodging supervisory positions and personnel, chief engineers, food and beverage managers, controllers, and information technology managers</p> <p>C. Describe the responsibilities of general, catering, human resource, marketing, sales, and resident managers</p> <p>D. Contrast entry-level, skilled level, and managerial positions in the lodging industry to distinguish qualifications and characteristics needed for each type of position</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p>		
<p><b>FA-L06</b> <i>Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities</i></p>	<p>A. Describe how independently owned and chain-affiliated lodging facilities are operated</p> <p>B. List the advantages and disadvantages of an independently owned and chain-affiliated facility</p> <p>C. Understand the impacts of vacation rentals (e.g., AirBnB, VRBO) and other owner/independently driven lodging options on traditional brick-and-mortar lodging facilities</p> <p>D. Explain the use of referrals among independently owned and chain-affiliated facilities</p> <p>E. Explain the relationship of owners to management companies</p>		<p>A. ■</p> <p>B. ■</p> <p>C. ■</p> <p>D. ■</p> <p>E. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-L07</b> <i>Analyze the departmental interrelationships of a lodging facility</i>	A. Identify the essential departments of the lodging business, and describe the functions/responsibilities/activities of each B. Describe how the essential departments of a lodging operation work cooperatively to meet guest service standards C. Identify the general classifications of the lodging businesses and describe their distinctive features (i.e., airport, resort, bed and breakfast, conference, casino, etc.) D. Explain the lodging product, its primary components, and the role services and physical facilities play in creating it E. Describe the role of hotel management contracts	A. ● B. ● C. ● D. ● E. ●		
<b>FA-L08</b> <i>Explain various check-in and check-out procedures used in the lodging industry</i>	A. Explain how a property's website and computer system is used to create guest accounts and the different types of accounts that may be created B. Describe the necessary information during the registration process to correctly register guests (e.g., establish length of stay, verify method of payment, determine registration information is complete) C. Describe guest relations strategies at check in and check out to make guests feel welcome (e.g., proper greeting, prompt service, use of guest name, asking for additional help) D. Describe strategies for using texting, email, and mobile phones for pre-arrival, check-in, and post-stay marketing E. Describe the types of room accommodations, how room rates are established and assigned, and how to "upsell" arriving guests (e.g., room upgrades, meals, club membership opportunities) F. Describe rates that include meal plans, bar/restaurant access, Wi-Fi, and other accommodations G. Explain how availability, room status, and other operating guidelines affect the assignment of guestrooms H. Explain and demonstrate how to issue keys or electronic keycards to registering guests and how to use property maps to direct guests to their room locations		A. ■ B. ■ C. ■ D. ■ E. ■ F. ■ G. ■ H. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-L09</b>  <i>Describe how financial transactions are conducted with guests</i></p>	<p>A. Explain how account entries are made and posted through front desk and remote point-of-sale terminals</p> <p>B. Describe issues related to safeguarding guest financial information and protecting confidentiality</p> <p>C. Describe common payment methods for arriving guests and how these methods of payment are processed and verified (i.e., cash, check, credit card, direct billing, and other payment forms)</p> <p>D. Describe the types of discounts that may be given to guests (e.g., membership organizations, to address guest complaints)</p> <p>E. Describe the types of charges that may be added to a guest account and how these are communicated (e.g., parking, resort fees, exercise room access, in-room food service)</p> <p>F. Explain the importance of check-out procedures for in-person and virtual checkouts, such as verifying settlement of accounts, collecting electronic keycards, inquiring about recent charges, presenting receipts, and verifying account information to ensure guest satisfaction</p>		<p>A. ■</p> <p>B. ■</p>	<p>C. ▲</p> <p>D. ▲</p> <p>E. ▲</p> <p>F. ▲</p>



Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-L10</b> <i>Understand reservation procedures used in the lodging industry</i>	<p>A. Identify the different types of reservations used to meet different guest needs (e.g., guaranteed/non-guaranteed; advanced deposits/prepaid; credit card holds/travel agents or corporation)</p> <p>B. Distinguish a central reservation system from a global distribution system and the ways guests use them to place reservations</p> <p>C. Explain how guests make reservations online and how computing systems are used to determine availability, process, or change reservations</p> <p>D. Describe how guest reservation information may be used, such as providing confirmation 7 days in advance, text confirmations, welcoming messages, verification of charges during stay, check out surveys) as well as for future marketing campaigns</p> <p>E. Explain how forecasting is used to maximize occupancy levels and the types of information needed to forecast availability, and create a ten-day forecast using guest data</p> <p>F. Explain the types of stays that guests may generate and use data to calculate no-show, walk-in, overstay, and under-stay percentages</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p> <p>F. ●</p>		
<b>FA-L11</b> <i>Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility</i>	<p>A. Explain the types and functions of keys to control levels of access</p> <p>B. Explain how key control measures are used to protect guests and describe procedures for issuing electronic keys and resolving issues associated with their use</p> <p>C. Describe how access to all areas is controlled</p> <p>D. Describe how locking systems protect guests</p> <p>E. List three types or levels of keys used for entry and compare/contrast the use of each</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p>	<p>E. ■</p>	
<b>FA-L12</b> <i>Explain how cash control procedures are used in the lodging industry</i>	<p>A. Describe the role of a cashier in facilitating cash control</p> <p>B. Demonstrate use of cash sheets to record cash collected and paid out</p> <p>C. Explain how cash banks are issued to and turned in by cashiers</p> <p>D. Explain how cash banks and cashier cash deposits are reconciled</p>	<p>A. ●</p>	<p>B. ■</p> <p>C. ■</p> <p>D. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-L13</b>  <i>Explain how guests and property are protected to minimize losses or liabilities in the lodging facility</i></p>	<p>A. Explain procedures for maintaining safe deposit boxes and controlling and logging guest access to them to minimize losses</p> <p>B. Describe how guest’s identity is checked for access</p> <p>C. Describe procedures for controlling lost and found items (e.g., logging items, securing items, contacting guests to retrieve a lost item)</p> <p>D. Identify access control procedures to enhance guest safety (e.g., locking security doors, surveillance cameras, late-night access to lobby areas)</p> <p>E. Recognize and report dangerous situations, and unauthorized and suspicious persons</p>		<p>A. <input checked="" type="checkbox"/></p> <p>B. <input checked="" type="checkbox"/></p> <p>C. <input checked="" type="checkbox"/></p> <p>D. <input checked="" type="checkbox"/></p> <p>E. <input checked="" type="checkbox"/></p>	
<p><b>FA-L14</b>  <i>Explain the basic legal issues in lodging management</i></p>	<p>A. Describe a property’s duty to receive guests and the circumstances under which it can refuse to accommodate potential guests or evict guests (e.g., tenant laws relating to extended stays)</p> <p>B. Explain how the American with Disabilities Act (ADA), Title III affects lodging establishments</p> <p>C. Describe the rules regarding the rights and liabilities of innkeepers under the common law system</p>		<p>A. <input checked="" type="checkbox"/></p> <p>B. <input checked="" type="checkbox"/></p> <p>C. <input checked="" type="checkbox"/></p>	

## Restaurants and Beverage Service Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that *should be taught* within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills *encouraged to be taught* within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that *may be taught* within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-RBS01</b> <i>Demonstrate a basic understanding of the different aspects of the restaurant industry</i>	A. Explain front- and back-of-the-house operations and positions B. Demonstrate understanding of terminology relating to the eating and dining markets C. Compare and contrast classifications of food services operations (e.g., restaurants, bars, nightclubs, catering/banquet facilities) D. Discuss the equipment and supplies used in different types of food and beverage operations E. Describe specialty food service and beverage facilities unique to Oregon and the services they offer (e.g., wineries and tasting rooms, food trucks, special event facilities)	A. ● B. ● C. ●	D. ■ E. ■	
<b>FA-RBS02</b> <i>Demonstrate safety procedures in food and beverage service facilities</i>	A. Practice appropriate safety and health procedures (e.g., use of protective gloves and clothing) B. Demonstrate procedures necessary to maintain a safe work area (e.g., correct use of knives, fryers, stoves, mixers, and other kitchen equipment) C. Explain the requirements associated with earning a food handlers and liquor permit in Oregon and, if appropriate, apply for and earn this certification D. Demonstrate emergency and first-aid knowledge and procedures applicable to the workplace (e.g., treatment of injuries, choking, food allergies) E. Apply hazardous material practices and procedures for handling and disposing of chemicals	A. ● B. ●	C. ■ D. ■ E. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<b>FA-RBS03</b> <i>Demonstrate sanitation procedures in food and beverage service facilities</i>	A. Identify characteristics of major food-borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention B. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products C. Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements D. Demonstrate correct food handling, hygiene, and production techniques E. Describe compliance requirements of sanitation and health inspections and how corrective action may be taken to address identified issues	A. ● B. ● C. ● D. ● E. ●		
<b>FA-RBS04</b> <i>Demonstrate knowledge of essential cooking principles and methods</i>	A. Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods B. Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware C. Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques D. Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies E. Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor	A. ● B. ● C. ●	D. ■ E. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-RBS05</b> <i>Demonstrate skills in preparing food using safe handling and professional preparation techniques</i></p>	<ul style="list-style-type: none"> <li>A. Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products</li> <li>B. Prepare various stocks, soups, and sauces</li> <li>C. Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils</li> <li>D. Prepare breads, baked goods, and desserts</li> <li>E. Prepare various meats, seafood, and poultry</li> <li>F. Demonstrate professional plating, garnishing, and food presentation techniques</li> <li>G. Prepare sandwiches, canapés, and appetizers</li> </ul>	<p>A. ●</p>	<ul style="list-style-type: none"> <li>B. ■</li> <li>C. ■</li> <li>D. ■</li> <li>E. ■</li> <li>F. ■</li> <li>G. ■</li> </ul>	
<p><b>FA-RBS06</b> <i>Describe strategies to elicit feedback to maximize guest and staff satisfaction</i></p>	<ul style="list-style-type: none"> <li>A. Recognize and respond to guests' needs and nonverbal cues</li> <li>B. Describe how feedback can be solicited from guests and staff on a regular basis to assess their satisfaction with their dining experience and working conditions</li> <li>C. Explain how comments and suggestions from the customer service area can be formulated to drive improvements</li> <li>D. Summarize strategies that have been employed in the restaurant and beverage operations to achieve a high rate of positive comments and solve customer problems</li> <li>E. Utilize facts and statistics retrieved from ethnic and geographical studies in a service environment to ensure guests are respected (e.g., identify how dining habits and rules vary among countries and ethnicities)</li> </ul>	<ul style="list-style-type: none"> <li>A. ●</li> <li>B. ●</li> <li>C. ●</li> <li>D. ●</li> <li>E. ●</li> </ul>		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-RBS07</b> <i>Describe ethical and legal responsibilities in food and beverage service facilities</i></p>	<p>A. Explain how harassment and stereotyping can create an unhealthy work environment and the level and ethical responsibilities of employers to address them</p> <p>B. Identify ethical and legal issues and situations that may occur in the workplace and describe the appropriate responses to each situation</p> <p>C. Explain the purpose of worker’s compensation and interpret requirements and forms</p> <p>D. Describe federal and state laws regarding hiring, harassment, and safety issues</p> <p>E. Demonstrate understanding of legal interviewing processes</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p>	<p>D. ■</p> <p>E. ■</p>	
<p><b>FA-RBS08</b> <i>Describe strategies to maintain a productive and informed team</i></p>	<p>A. Model leadership and teamwork qualities to aid in employee retention</p> <p>B. Describe strategies for promoting effective working relationships with all levels of personnel and departments to provide effective services to guests</p> <p>C. Describe conflict management skills and strategies that can be used to build effective working relationship and facilitate problem solving and workplace solutions</p> <p>D. Formulate staff development plans to create an effective working team and minimize staff turnover</p> <p>E. Explain why orientation is necessary for new staff and detail the essential elements that should be addressed</p> <p>F. Explain the importance of conducting regular reviews, training, and coaching of staff to promote skill and career development</p> <p>G. Explain human relations policies and procedures</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p> <p>F. ●</p> <p>G. ●</p>		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-RBS09</b> <i>Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities</i></p>	<ul style="list-style-type: none"> <li>A. Describe how inventory control, menu pricing, and portion control can contribute to profitability and guest satisfaction</li> <li>B. Discuss sustainable practices and how it impacts profitability and customer demands (i.e., locally grown products, organics, recycled or recyclable products)</li> <li>C. Interpret calculations of food, labor, and pricing to ensure profitability</li> <li>D. Calculate food and labor costs and determine ways to meet goals</li> <li>E. Demonstrate awareness of operational needs, capabilities, and limitations</li> <li>F. Compare alternative ways of marketing to develop a promotional package and demonstrate methods for designing and marketing services</li> <li>G. Anticipate future needs using information about current trends that contribute to effectively price and market food and beverage offerings</li> </ul>	<ul style="list-style-type: none"> <li>A. ●</li> <li>B. ●</li> <li>C. ●</li> <li>D. ●</li> <li>E. ●</li> </ul>	<ul style="list-style-type: none"> <li>F. ■</li> <li>G. ■</li> </ul>	
<p><b>FA-RBS10</b> <i>Explain the benefits of the use of computerized systems to manage food service operations and guest service</i></p>	<ul style="list-style-type: none"> <li>A. Demonstrate how website information can be used for menu planning, recipes, and to research product information</li> <li>B. Demonstrate use of software for basic food and beverage service operations (e.g., inventory control, point of sale, profit-loss calculations, food production)</li> <li>C. Describe how online applications can be used to support ordering for takeout services (e.g., Grubhub, DoorDash, UberEats, Postmates, etc.) and the benefits and drawbacks of their use</li> <li>D. Identify potential uses of computers and software to manage food and guest services</li> </ul>	<ul style="list-style-type: none"> <li>A. ●</li> <li>B. ●</li> </ul>	<ul style="list-style-type: none"> <li>C. ■</li> <li>D. ■</li> </ul>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-RBS11</b> <i>Implement standard operating procedures related to food and beverage production</i></p>	<p>A. Read and comprehend recipes, operational manuals, inventory control sheets, menus, correspondence, training manuals, etc.</p> <p>B. Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods</p> <p>C. Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.)</p> <p>D. Practice inventory procedures including first in/first out concept, date marking, and specific record keeping</p> <p>E. Apply principles of purchasing, receiving, issuing, and storing in food service operations</p> <p>F. Demonstrate safe and environmentally responsible waste disposal and recycling methods</p> <p>G. Create inventory control sheets, recipes, menus, correspondence, employee evaluations, etc.</p> <p>H. Describe, evaluate, and demonstrate procedures for ensuring food is of high quality, consistently prepared, and properly plated and presented</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p> <p>F. ●</p>	<p>G. ■</p> <p>H. ■</p>	
<p><b>FA-RBS12</b> <i>Explain how food service experience can be designed to maximize the guest experience</i></p>	<p>A. Determine the appropriate type of food service and customer service table standards to provide quality customer service</p> <p>B. Discuss cultural and dietary needs of guests (e.g., prohibitions on pork, gluten-free, food allergies)</p> <p>C. Show proper set up procedures for dining room/counter and identify types of dining utensils, plates, and serving dishes and their proper uses</p> <p>D. Detail the process of upselling and other forms of marketing at tableside</p> <p>E. Detail characteristics of French, Russian, Bistro style, and other forms of service</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p>	<p>D. ■</p>	<p>E. ▲</p>



Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p><b>FA-RBS13</b> <i>Explain the purpose of a menu and design considerations</i></p>	<p>A. Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning</p> <p>B. Examine the applicability of convenience food items</p> <p>C. Describe the purpose of the menu, approaches to menu design (e.g., layout, font, illustrations) to communicate an image, and its role as a marketing and planning tool</p> <p>D. Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions</p> <p>E. Analyze nutritional data</p>	<p>A. ●</p> <p>B. ●</p>	<p>C. ■</p> <p>D. ■</p> <p>E. ■</p>	
<p><b>FA-RBS14</b> <i>Describe career opportunities and qualifications in the restaurant and food service industry</i></p>	<p>A. Outline a plan for an effective job search and demonstrate skills to achieve success (e.g., write a resume, job interview skills, job interview follow-up steps)</p> <p>B. Identify behaviors and personal habits needed to retain a job in the restaurant and food service industry</p> <p>C. Identify steps needed to obtain a job in the restaurant and food service industry</p> <p>D. Identify and give examples of positive work attitudes and characteristics of successful food service employees</p> <p>E. Develop a list of workplace rules and regulations</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p>		