

STANDARDS COMMITTEE REPORT

- ❖ *An Introduction*
- ❖ *A User's Manual for Evaluating Programs*
 - *Curriculum Standards*
 - *Provider Qualifications*
 - *Instructor Qualifications*
- ❖ *History*
- ❖ *Appendix A — Curriculum Assessment Form*
- ❖ *Appendix B — Project Summary Charts*



**CALIFORNIA COORDINATING COUNCIL ON RESPONSIBLE BEVERAGE SERVICE (CCC/RBS)
RESPONSIBLE HOSPITALITY NETWORK (RHN)**

CCC/RBS Membership

Executive Committee

James O. Abrams
California Hotel & Motel Association
(916) 444-5780

Alberta Hultman
California Restaurant Association
(213) 384-1200

Barbara Graves
North Bay Health Resources Center
(707) 762-4591

Tom Colthurst
University of California - Extension
(619) 534-6331

General Membership

Bill Packer
Association of California Insurance
Companies
(916) 442-4581

Roger Hanney
California Beer & Wine Wholesalers
Association
(916) 441-5402

James Kooler, Dr. P.H.
Paul Brower
Ellen Hiuga
California Department of Alcohol and
Drug Programs
(916) 327-4742

Manuel Espinoza
Lauren Tyson
California Department of Alcoholic
Beverage Control
(916) 263-6900

Francine Proctor
California Grocers Association
(916) 448-3545

Pamela Boyd Williams
California Grocers Association
(916) 448-3545

Lt. Manny Padilla
California Highway Patrol
(916) 657-7222

Arnold Trotter
California Office of Traffic Safety
(916) 445-9734

Judy Ashley
California Retail Wine & Spirits
Association
(916) 444-9800

Karl Neuburger
Hotel Employees & Restaurant Employees
International
(916) 441-0600

Friedner Wittman
Institute for the Study of Social Change
(510) 540-4717

Tom Satterly
MADD
(408) 453-0900

Meg Winchester
National Association of Catering
Executives
(619) 488-1725

Chip Pope
Orange County Health
Department - ADEPT
(714) 568-4187

Cynthia Emmets
Responsible Beverage Service Council
(310) 826-9600

Chris von Christierson
Responsible Hospitality Council of
Monterey County
(408) 649-2514

Stewart Kiner
Stanford University - Cowell Student
Health
(415) 725-1386

Pamela Rahn
California Council on Alcohol Policy
(619) 543-1346

Dan Salisbury
United States Bartenders Guild
(714) 871-4030

Vincent LaRocca
Viva Enterprises
(408) 373-4430

RHN Membership

General Membership

Theresa Richmond
Business Resource & Training Company
(707) 257-8287

Marsha Burgess
City of Irvine
(714) 724-6640

Maxine Heiliger
Department of Alcohol & Drug Programs
(510) 268-2525

Paul Gratz
Health Services - Alcohol & Drug
Division-Santa Cruz
(408) 454-4217

Carlos Rico
La Flor Del Valle Market
(408) 722-1189

Diana Askew
Lake County Department of Public Health
(707) 263-8174

Michael Mawer
Napa County Substance Abuse Program
(707) 253-4073

George Wiley
Pasadena Police Department
(818) 405-4590

Liz Maker
Responsible Alcohol Service Coalition of
Alameda County
(510) 268-2518

Chris von Christierson
Responsible Hospitality Council of
Monterey County
(408) 649-2514

Judy Gerard
Responsible Hospitality Project of Marin
County
(415) 455-9901

Vernon James
Responsible Hospitality Project of
Mendocino County
(707) 485-8263

George Vasquez
Dan Weinberg
Responsible Hospitality Project of
Sonoma County
(707) 762-4591

Flash Tarbell
Santa Clara County Bureau of Alcohol
and Drug Programs
(408) 378-6805

Elise Lenox
Stanford University-Cowell Student
Health
(415) 723-3429

Larry Marquez
Tiny's Restaurant
(408) 685-8216

Robert Lanier
Town & Country Hotel- Atlas Hotels
(619) 291-7131

Staff to the Project

Project Manager

Victor Colman

RHI Staff

Jenny Anderson
Ann Creely
Famy Diener
Jesusita Garza
Marina Leight
Diane Mandeville
Kerry McMullen
Marian Omer
James E Peters
Vanessa Quinn

Project Consultants

H.A. Divine
University of Denver

William Cross
Oregon Restaurant Association

William Cheeseman
San Diego Community College District

Kristin Sprague
Texas Alcoholic Beverage Commission

Darlene Myer
Oregon Liquor Control Commission

Vicki Ronald
Addiction Research Foundation,
Ontario, Canada

TABLE OF CONTENTS

AN INTRODUCTION	1
<hr/>	
A USER'S MANUAL FOR EVALUATING PROGRAMS	3
<hr/>	
Establishing Guidelines	3
<hr/>	
CURRICULUM STANDARDS	4
<hr/>	
Introduction	4
Educational Objectives	4
Level One:	5
Level Two:	5
Level Three:	6
Curriculum: Seven Topic Areas	6
Seven Topic Areas	7
1. Laws, policies, rules, regulations	7
2. Technical Information: Health and Safety	8
3. Service	8
4. Hospitality	9
5. Policies	9
6. Supervision	9
7. Managing Market Changes	10
<hr/>	
PROVIDER QUALIFICATIONS	11
<hr/>	
Overview	11
Program	11
Testing	11
Integrity/Ethics	12
Funding Stability	12
Marketing	13
Record-keeping	13
References	13
On-site Review	14

INSTRUCTOR QUALIFICATIONS **15**

Overview	15
Education	15
Experience	15
References	16
Knowledge	16

HISTORY **17**

Process Begins in 1984	17
Planning for the 1991 California Symposium on Responsible Beverage Service	17
The 1991 California Symposium on Responsible Beverage Service	18
CCC/RBS Statewide Project	18

APPENDIX A — CURRICULUM ASSESSMENT FORM**APPENDIX B — PROJECT SUMMARY CHARTS**

This publication was prepared by the Responsible Hospitality Institute (RHI) for the California Coordinating Council on Responsible Beverage Service (CCC/RBS). Support for this project has been given by the State of California, Health and Welfare Agency, Department of Alcohol and Drug Programs; the Office of Traffic Safety, State of California; and the National Highway Traffic Safety Administration. The opinions, findings, and conclusions expressed in this publication are those of the authors and not necessarily those of the other cooperating parties.

For information about obtaining additional copies of this report, contact the Responsible Hospitality Institute:

4113 Scotts Valley Drive, Suite E
Scotts Valley, CA 95066
(408) 438-1404

AN INTRODUCTION

Responding to and building on interest in the field of responsible beverage service, the California Coordinating Council on Responsible Beverage Service (CCC/RBS) was created in 1992. Founded as a three-year statewide project, the CCC/RBS is funded by the California Office of Traffic Safety through the California Department of Alcohol and Drug Programs, and is administered by the Responsible Hospitality Institute. Comprised of diverse representation from traffic safety, law enforcement and public health, the hospitality and retail beverage industry and community groups, the project seeks to develop program standards for responsible beverage service training. The creation of a Standards Committee to develop draft standards was among the first actions taken by the newly formed group.

The Standards Committee wanted first to determine if there existed relevant models of program standardization that may be duplicated in California. After developing a national survey and reviewing the data garnered from over forty-nine states and jurisdictions, committee members invited consultants experienced in RBS program development to attend a three-day meeting to begin the process of defining and developing the framework for standards.

That December, 1992 meeting articulated four significant concepts which provided a foundation for standards development:

1. Improve public health and safety
2. Enhance professionalism of those in hospitality service occupations
3. Improve the business viability of responsible licensed establishments
4. Establish community norms for responsible beverage service practices

With regard to curricula, three levels of training were identified as necessary. These levels would correspond to the type of beverage service provided by the trainee, and are defined as:

1. Non-professional servers/volunteers
2. Professional servers
3. Managers

Management training is seen as an area that represents the most important and potentially most significant focus for RBS training. Meeting participants were of the opinion that all levels of training must also be made available in languages other than English, and should be presented in a manner that is culturally sensitive.

Included in the standards development are qualifications for instructors and RBS program providers. The value of an instructor's experience versus education was acknowledged, as was the importance of a provider's general fiscal viability and program integrity.

These initial standards were subsequently reviewed by the full Standards Committee, which agreed that some method of evaluation must be developed in order for the consumer to assess the relative worth of a potential RBS training program. Draft assessment forms for curriculum, instructors and providers were then developed as a means for the consumer — retailer, certification body, government, etc. — to generally gauge the overall program quality and make an informed decision.

A USER'S MANUAL FOR EVALUATING PROGRAMS

Establishing Guidelines

There exist few formal guidelines for evaluating the quality or appropriateness of a responsible beverage service training program. These standards are being prepared to provide "consumers" — whether licensees, liquor licensing officials, local government, community coalitions — responsible for developing, evaluating or contracting with a particular program, with the necessary tools to assess the relevance and value of RBS training programs.

Three separate areas of assessment are defined. They include:

1. Curriculum assessment
2. Instructor assessment
3. Provider assessment

The first area, curriculum assessment, aids the consumer in evaluating a program with regard to topic areas. Appendix A of this report is a "Curriculum Assessment" form, designed to assist the consumer in determining which curriculum level is appropriate: volunteer, server, or manager training.

The second area is instructor assessment. The consumer must be able to evaluate the education and experience of the applicant. Additionally, reference information will be made available. Finally, it is proposed that a knowledge test be used to assess the general knowledge of the candidate in the health, hospitality and teaching fields. A personal interview with the candidate is highly recommended.

In each of these areas, the development of a rating system to quantify the standards is recommended to help guide the consumer in assessing the relative value of the applicant instructor.

The third area, provider assessment, includes specific criteria to be used as guideposts for the consumer. Again, a broad-based rating system is recommended to assist the consumer in the assessment effort.

Level One:

The first class is composed of those individuals, generally non-professional volunteers, involved in the direct service of alcoholic beverages for temporary or special occasion events such as fairs, festivals and other situations where a one-day or temporary license is issued. Meeting the following educational objectives, an individual completing this level of training will ultimately:

- Understand relevant state laws and regulations in administrative, criminal and civil liability.
- Understand how these laws pertain to the server.
- Recognize the potential risks of irresponsible alcoholic beverage service practices.
- Demonstrate knowledge of the signs for assessing age and implementing age identification procedures.
- Demonstrate knowledge of the signs of intoxication.
- Identify specific behaviors that would prompt an individual to intervene and refuse continued service of alcoholic beverages.
- Define and implement policies related to proper age identification and intervention with an intoxicated or underage customer.

Level Two:

The second class is composed of those individuals involved in the direct service or sales of alcoholic beverages to the public within a licensed establishment, either for off-premise or on-premise consumption. The employment status of these individuals may be part-time, temporary or permanent.

In addition to the educational objectives defined for Level One, the following objectives will be achieved in Level Two training. A person completing level two training will ultimately:

- Demonstrate an ability to recognize a false or altered identification
- Be better able to promote food and alternatives to alcohol
- Understand the basic principles of proper food safety and handling
- Be able to articulate their personal role in prevention efforts
- Be able to list the procedures for preparing for intervention
- Demonstrate knowledge of alcohol physiology
- Be able to list the stages of intoxication relative to the number of drinks consumed
- Understand the basic elements of being assertive
- Demonstrate an attitude that customers will endorse responsible beverage service policies and identify the benefits to the guest, the server and the business
- Recognize the role of gender and cultural differences in shaping individual drinking behavior and perceptions about alcohol.

Seven Topic Areas

1. Laws, policies, rules, regulations

The curriculum will cover various areas of legal liability, and will help the trainee assess how well company policy performs in these areas.

Administrative Liability: The curriculum will describe the role of the California Department of Alcoholic Beverage Control, its duties and responsibilities and the rules and regulations applicable to the licensee and the licensee's employees. The primary areas to be covered are:

- Types of license: on/off/special event
- Hours of service
- Age of server
- Age identification, acceptable identification
- Intoxication
- Other regulations

For Level One, the curriculum will provide the information necessary for the participant to understand the specific responsibilities for the type of service provided.

For Levels Two and Three, the curriculum will provide more specific information about the process of enforcing the rules and regulations, and the potential fines and penalties against the licensee for violations.

Criminal Liability: The curriculum will define the criminal penalties against the server and against the drinker for violation of rules and regulations. These would include:

- Server: penalties for serving minors, intoxicated persons, serving after hours, etc.
- Underage Drinker: penalties for underage purchase, consumption, possession, attempt to purchase and driving while under the influence.
- Adult Drinker or Supplying to a Minor: penalties for providing to an underage person, public intoxication, driving while intoxicated.

For Level One, the curriculum will provide basic information on the laws, penalties and personal responsibilities.

For Levels Two and Three, the curriculum will provide more specific information about the relationships between criminal liability and other related liability issues, such as liquor liability and ABC licensing implications.

Civil Liability: The curriculum will define the rights of injured parties to seek compensation from the server and the licensee for injuries caused by the server or licensee's negligence, either by statute or by common law.

For Level One specific liability will be defined.

For Level Two specific examples will be provided as discussion topics for evaluating liability.

For Level Three more detailed information will be provided defining areas of risk and ways to manage risk.

For Level One, only the very basics of responsible beverage service will be taught. No role-playing will be utilized.

For Level Two, this module provides the core of the service component of the curriculum, with an emphasis on building skills through information and role-playing.

For Level Three, a focus on creating and maintaining policies and procedures that support consistent service techniques among servers will be highlighted.

4. Hospitality

This module will provide information on improving the quality of service to the customer, defining hospitality and examining the role of the hospitality industry in the community. The program will cover the history of alcohol use, trends in alcohol availability, regulations and consumption patterns. Participants will discuss changes in attitudes about alcohol service and consumption, the rights of those individuals who choose not to consume alcohol and suggestive selling techniques to increase sales of alternative beverages, including non-alcoholic and low-alcoholic beverages.

For Level One, this module will not be utilized.

For Level Two, a broader picture of alcohol service will be presented, with a focus on understanding alcohol consumption patterns and providing consistent service.

For Level Three, understanding the grand picture will directly impact the philosophy and tone of the establishment and encourage marketing to a broader customer range which will then help to define alcohol service policy.

5. Policies

This module will provide expanded information about policies, their importance, and how to use policies to create safer, more comfortable environments. Specific alcohol service policies will be discussed and examined in detail.

For Levels One and Two, this module will not be utilized.

For Level Three, understanding the importance of policy development and implementation is a central component of management training.

6. Supervision

This section will provide information about strategies for implementing policies, supervising service staff and monitoring service staff performance. Criteria for judging how effectively employees are complying with procedures will be covered, including age identification, promotion of alternatives and prevention of intoxication. More detailed information about crisis intervention, conflict resolution and handling violent and potentially dangerous situations, including communication with staff, security and law enforcement will also be provided. A model incident log will be presented, with a discussion of the ways the information can be used for identifying recurring problem situations, and the development of prevention strategies. The program will cover the role of the supervisor, and ways to motivate and create incentives for improved performance and compliance with beverage service policies.

For Level One and Two, this module will not be utilized.

For Level Three, understanding the role of supervision is a vital component of management training.

PROVIDER QUALIFICATIONS

Overview

Participation in a responsible beverage service program may be used as evidence in a lawsuit, to demonstrate a good faith effort or compliance with laws, ordinances, or regulations, to obtain reduced insurance rates and/or to enhance the professionalism of management and staff. The ability of the organization providing training to substantiate participation and successful completion of the program by individuals may require certifiable evidence. This evidence could be requested years following the actual training. Records of participation must be available and accessible for at least five years.

Qualifying a provider of responsible beverage service programs involves an examination of the organization's ability to provide consistent, quality training programs. Two tiers of criteria must be examined. The primary level includes three factors, listed in order of importance: program quality, testing, and integrity/ethics. The secondary level includes five factors, all relatively equal in importance: funding stability, marketing, record-keeping, references and on-site review. The following standards are provided for assessment of the qualifications of a program provider.

Program

Does the curriculum adequately cover the topic areas defined in Level One, Level Two or Level Three? Are the key sub-topic areas accounted for? Are the teaching methodologies discussed? Are the learning objectives clearly stated?

Further, are there specialized curricula for catering, off-premise, special event, and college/university stadium events? Are there programs available in languages other than English? Are there programs for special populations or communities? Is the provider an equal opportunity employer?

Testing

The provider organization must have a process for testing the trainees' knowledge and assuring that the testing is conducted in a manner to assure honesty. The following standards are to be used to judge the testing procedures.

- Test questions comply with the criteria established by the CCC/RBS
- Test questions are rotated on a regular basis
- Tests are graded by someone other than the instructor
- The instructor administers the test in a consistent manner and monitors the completion of the test by training participants
- All trainees take and pass a test for certification
- All answer sheets are filed with trainee registration forms

Marketing

The provider must have the ability to market the program effectively and the marketing message must be consistent with the capacity of the program to deliver what is promised. The following standards will be used to judge the organization's marketing capacity:

- The provider must submit a marketing plan for its training program(s), including copies of brochures, advertisements and other media-related materials used to market the program
- The claims made in marketing materials must be consistent with the program delivered, i.e. length of program, instructor qualifications, program content, certification records, cost and follow-up

Record-keeping

The provider organization must be able to maintain and readily access training participation records and test scores. Storage and backup of database files are required on a periodic basis. The following standards are to be used to judge the record keeping capacity of the establishment:

- The organization maintains a storage area, files and/or database of records of participation for all training seminars. These records are well organized and retrieval is efficient and not problematic. Records can be accessed according to date of training, name of trainee, location of training and training instructor
- Records of training are kept for at least five years
- Coded certificates are issued to trainees to prevent fraudulent duplication. Such coding techniques would include an identifiable signature, seal, number, paper, photo or lamination
- A process for separating responsibilities for training, grading tests and issuing certificates to prevent fraudulent issuance of certification is in place

References

The provider must submit references to substantiate ability to consistently deliver the program, and references to demonstrate ability to remain fiscally viable. The following standards are to be used to assess references:

- References from past training program participants are submitted and are generally positive and verify program quality
- Credit references verify fiscal stability of organization to carry out functions of an approved provider
- At least two references which verify that an individual instructor is capable of delivering the program as described

INSTRUCTOR QUALIFICATIONS

Overview

Developing standards for certifying instructors is an integral part of the delivery of a worthwhile responsible beverage service training program. The CCC/RBS has developed an instructor review and approval process to assure quality instructor assessment and certification. There are four phases in the assessment and certification process:

1. Educational background
2. Experience
3. Reference check
4. Knowledge testing (experience can be substituted for some lack of education; education can substitute for some lack of experience)

Education

The first criteria, education, involves four primary focus areas: hospitality, management, public health and public safety, and general education. Hospitality management would rank as the preferred educational background, followed by either training in management or public health and safety. The last criteria is general education. The ideal applicant would have a well-rounded education reflecting all of the four areas, but would be considered a strong candidate if he/she met a minimum of two areas defined under educational criteria.

Experience

The second criteria used to determine an applicant's qualifications is experience. The CCC/RBS has determined that there is no single path or formula in this category to guarantee adequate skills, abilities and confidence of a potential instructor. A potential instructor's experience should be judged on an overall basis and may be determined more subjectively on the part of the review panel (or certifying body). If a candidate will be conducting Level Three training, experience working in any type of a managerial position for a minimum of one to two years is considered preferable. Experience in hospitality management is optimal.

If the candidate will be conducting trainings for servers only (Levels One and Two), some hospitality experience with the service and sale of alcohol, not necessarily managerial, is important. Some background and understanding of hospitality and related health and safety issues including alcohol use and misuse, is also an important consideration. Experience working as a law enforcement official, health educator or as an alcohol counselor is considered favorable.

Finally, experience conducting training courses, preferably for adult age students, is important. One full year of experience in teaching/training, including on the job training of subordinate personnel within a hospitality setting, is recommended for candidates applying to instruct servers (Levels One and Two); two years is recommended for those applying to instruct at the management level (Level Three).

HISTORY

Process Began in 1984

The process of establishing standards for responsible beverage service (RBS) training began in January of 1984 at the First Northeast Conference on Alcohol Server Liability in Boston. Various organizations representing early RBS program developers met the following April in Detroit to continue formulating the basic elements of server, management and instructor training curricula.

In June of 1988, key participants from that First Northeast Conference met and officially formed the international Responsible Beverage Service Council (RBS Council). The RBS Council Standards Committee was created to develop recommended guidelines on training curricula for three levels of programs: awareness, server and management. For one year following, the diversified 11 member RBS Council Standards Committee reviewed and ranked proposed curricula. Additionally, instructor qualifications were deliberated, although no formal guidelines were created. There was no discussion of provider agency/qualifications. A draft report was presented at the 1989 RBS Leaders Forum in Monterey, California to gather feedback and recommendations.

A formal report was issued in 1990 and copies were disseminated to traffic safety and public health professionals, retail beverage industry representatives and liquor licensing authorities across the United States, Canada, New Zealand and Australia. These curricula standards have formed the basis of RBS policy planning, program development and program review and evaluation, both within and outside of the United States.

In 1992, the RBS Council up-dated the curriculum standards to recognize the role and utility of interactive video and multimedia technology in training.

Planning for the 1991 California Symposium on Responsible Beverage Service

In the late 1980s, interest in the field of responsible beverage service gained momentum. Several responsible beverage service community based projects originated in Northern California. These projects were characterized by the gathering and formation of representatives of traditionally diverse and opposing perspectives, including the hospitality industry, government, health agencies, law enforcement and community groups. The success of these projects led to the formation of an ad hoc statewide committee to plan the 1991 California Symposium on Responsible Beverage Service, funded by the California Department of Alcohol and Drug Programs.

Four general issues were identified by the symposium planning committee:

1. The need to establish clear standards on responsible beverage service training curricula
2. The need to formulate a systematic process for initiating, sustaining and evaluating programs, instructors and provider agencies and organizations
3. The need to improve interagency communication at the state and local levels
4. The need to examine, define, develop and promote economic incentives for responsible beverage service training



❖ *Appendix A - Curriculum Assessment Form*

STANDARDS COMMITTEE REPORT

CURRICULUM ASSESSMENT

LEVELS KEY

- Circle filled in — *Mandatory* (primary) component of Curriculum Level
- ◐ Circle half full — *Optional* component of Curriculum Level
- Circle empty — *Unessential* component of Curriculum Level

	Topic	Levels			Assessment	
		1	2	3	Satisfactory	Not Satisfactory
Laws, Policies, Rules and Regulations	- civil liability	●	●	●		
	- administrative liability	●	●	●		
	- criminal liability	●	●	●		
	- state ABC laws and regulations	●	●	●		
	- drinking driver laws	●	●	●		
	- hours of operation	●	●	●		
Technical Information: Health and Safety	- alcohol-impaired driving	◐	●	●		
	- signs and stages of intoxication	●	●	●		
	- interaction of alcohol and drugs	○	●	●		
	- physiology and blood alcohol content	○	●	●		
	- insurance	○	◐	●		
	- food promotion	○	◐	●		

CURRICULUM ASSESSMENT

		Topic	Levels			Assessment	
			1	2	3	Satisfactory	Not Satisfactory
Service	- prevention	●	●	●			
	- intervention	●	●	●			
	- age identification	●	●	●			
	- signs of immaturity	○	●	●			
	- types of drinkers	○	●	●			
	- assuring guest safety	○	●	●			
	- drink size and limits	○	●	●			
	- listening	○	●	●			
	- suggestive selling techniques	○	●	●			
	- role playing	○	●	●			
Hospitality	- history of alcohol use	○	◐	●			
	- alcohol availability regulation	○	◐	●			
	- alcoholism and alcohol problems	○	●	●			
	- economics of quality service	○	●	●			
	- profits	○	●	●			
	- alternative beverages	○	●	●			
	- tips	○	●	●			
	- assertiveness	○	●	●			
	- service practices	○	●	●			
	- importance of policies	○	●	●			
	- communication to co-workers	◐	●	●			



❖ *Appendix B — Project Summary Charts*

**STANDARDS
COMMITTEE
REPORT**

California
Coordinating
Council
on
Responsible
Beverage
Service

T H E C H A R G E

1991 CALIFORNIA SYMPOSIUM ON RESPONSIBLE BEVERAGE SERVICE

FINAL RECOMMENDATIONS

At the 1991 California Symposium on Responsible Beverage Service, participants heard reports of small-group sessions, then discussed key issues and formulated recommendations. Following are the four full-group recommendations, forming the basis of the proposal to establish the California Coordinating Council on Responsible Beverage Service.

1

A CONSENSUS WAS REACHED ON THE FOLLOWING STATEMENT:

An advisory group to the Governor's Policy Council on Drug and Alcohol Abuse should be created to establish standards for responsible beverage service training, to certify and review programs, and to develop incentives for voluntary participation. Originating members of this group would be drawn from the symposium planning committee and participants. Members of the advisory group would be responsible for communicating to their constituencies the work of the advisory group.

2

A MAJORITY OPINION WAS REACHED ON THE FOLLOWING STATEMENT:

Participation in responsible beverage service training programs should be voluntary; policies should be established allowing sanctions for liquor law violators to be mitigated through participation in RBS training programs.

3

WIDESPREAD SUPPORT WAS RECEIVED FOR THE FOLLOWING STATEMENT:

The formation of broad-based community coalitions throughout California promoting responsible beverage service should be encouraged by the advisory group recommended in the consensus statement. Such coalitions would provide impetus for programs to reduce risks associated with the irresponsible sale and service of alcoholic beverages.

4

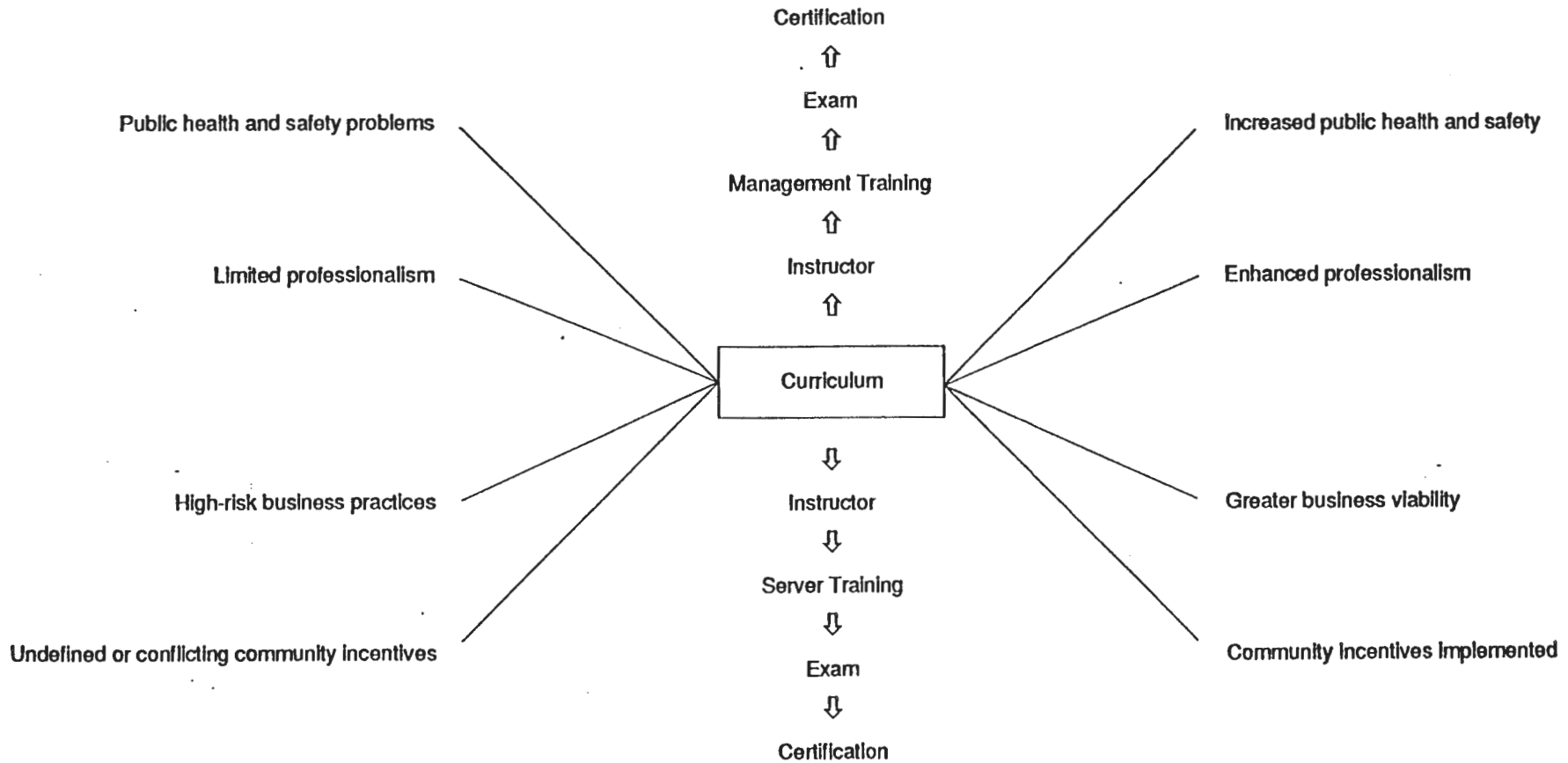
WIDESPREAD SUPPORT WAS RECEIVED FOR THE FOLLOWING STATEMENT:

The suggested advisory group should consider the role of the California Department of Alcoholic Beverage Control in responsible beverage service training and develop recommendations on the subject.

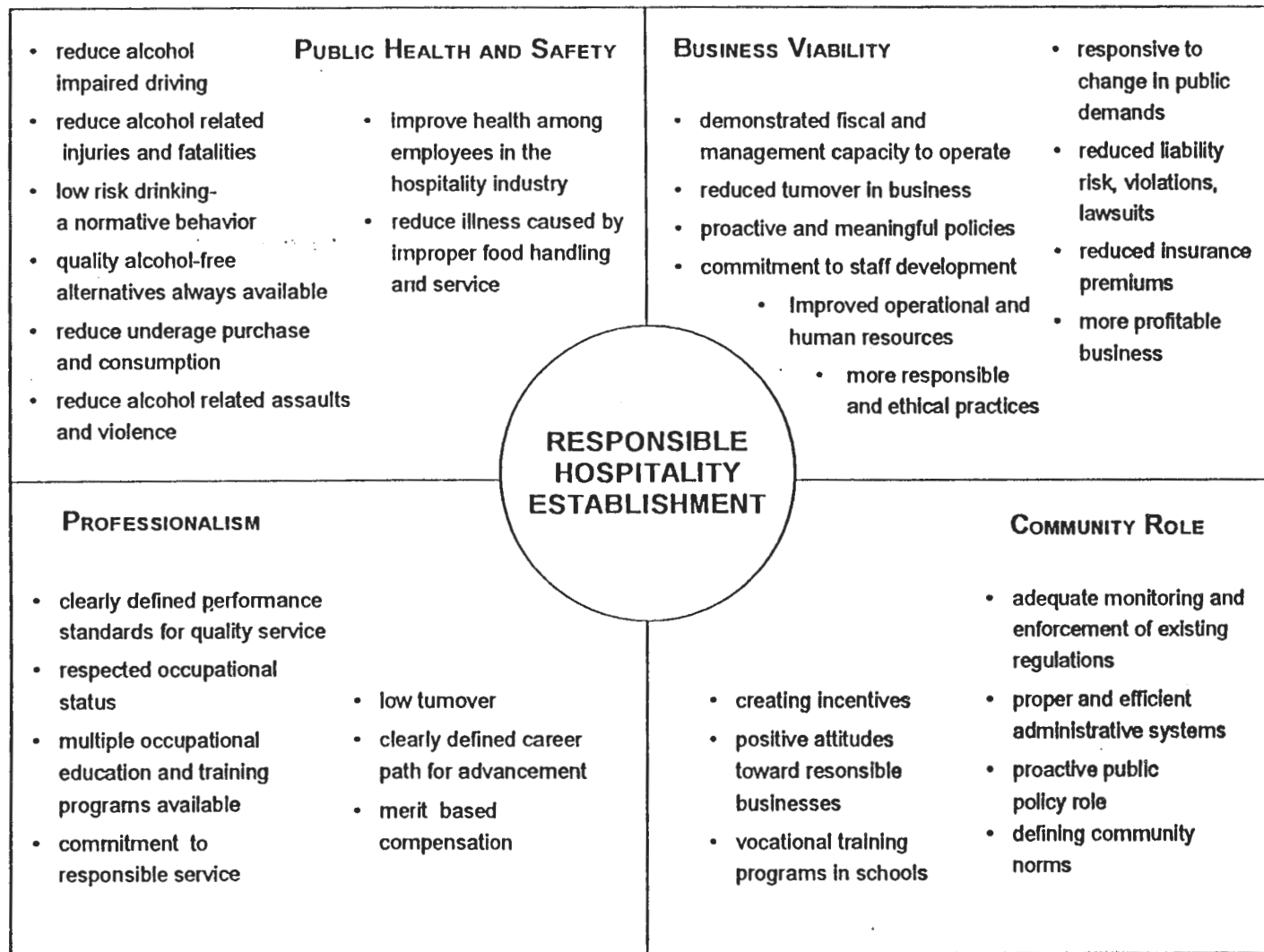
California
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Service

THE PROBLEM

THE IDEAL



THE IDEAL

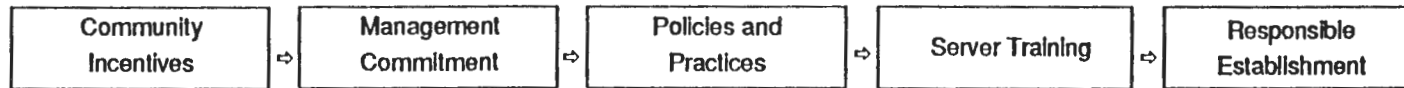


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Service

THE PROCESS

Government
• regulations
• enforcement

**Community
Council**
• market forces
• recognition
• defining norms



⇒ **The Ideal**
• public health and safety
• professionalism
• business viability
• community incentives

CURRICULUM OVERVIEW

