**Comments on a Comprehensive Approach to Responsible Beverage Server (RBS) Training in California**

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1. **Introduction**
	1. **Purpose**

The Responsible Beverage Service (RBS) Training Program Act of 2017 requires that “(a) On or before January 1, 2020, the department shall develop, implement, and administer a curriculum for an RBS training program that will make RBS training courses available, both in person and online, to all persons required to obtain an alcohol server certification pursuant to this article.”

In an effort to assist the CA Department of Alcoholic Beverage Control in the development of an RBS training curriculum, Health Communications, Inc. (HCI), an internationally recognized expert in the field of alcohol server training, offers an established, evidenced-based training program and curriculum for servers and sellers of alcohol and managers of alcohol throughout the state of California.

The following objectives have been established for this document:

* Define the roles and responsibilities of the CA Department of Alcoholic Beverage Control and the Reputable Training Provider.
* Explain how the challenges of a hybrid-model, separating the administration of the course content and the exam between the Reputable Training Provider and a separate entity, place undue strain on both parties, delay the state’s ability to meet their training needs and goals, and compromise the integrity of the training program.
* Demonstrate the effort, time, and expertise needed to create and implement an effective RBS training program.
* Provide an instructional analysis of the development approach for implementing training for servers of alcohol.
* Provide instructional methods and a detailed training curriculum for online and classroom or instructor-led training as well as the train-the-trainer model.
* Outline a compliance tracking and reporting system to ensure licensees’ compliance with the law.
* Propose quality control measures to ensure efficient, consistent, and secure training.
	1. **Scope**

The applicability of this approach is predicated on a Reputable Training Provider with an existing, successful training program as well as a secure reporting and record keeping infrastructure. This document will not include course content, training materials or supplements, or exam questions.

1. **Roles and Responsibilities**

This section describes the optimal roles and responsibilities of the CA Department of Alcoholic Beverage Control and the Reputable Training Provider in the implementation of an RBS training program.

* 1. **CA Department of Alcoholic Beverage Control**

The CA Department of Alcoholic Beverage Control will provide:

* Sole accreditation authority to approve third-party RBS training providers.
* Oversight to make sure approved training providers follow the rules and regulations outlined in the legislation by applying a consistent set of standards.
* Periodic auditing of training providers approved to provide RBS training as a service to ensure quality and compliance.
* Information about state laws and regulations to be incorporated into course content.
	1. **Reputable Training Provider**

In order to provide effective training, the Reputable Training Provider will:

* Offer both a classroom and online training option including the administration of the certification exam.
* Maintain at least 100 certified trainers within the state.
* Present the curriculum in an interactive manner.
* Engage and employ experts in the fields of alcohol, training, hospitality, and psychology.
* Offer adequate customer service and technical support to customers.
* Maintain and provide upon request by the CA Department of Alcoholic Beverage Control all records necessary for compliance tracking.
* Maintain strict security protocols.
1. **Challenges of a Decentralized Training Delivery Approach**

A common approach for mandating state-wide RBS training is to have a Reputable Training Provider administer the training course and certification exam and provide necessary records to state liquor authorities. Another, less common approach, entails the Reputable Training Provider administering the course content while the state liquor authorities or other entity administer the certification exam. The former approach has been demonstrated to provide a cohesive, seamless high quality learning experience. The latter, decentralized approach creates problems for all parties and reduces the quality of the learning experience. Given the quality assurance, accuracy, and security required properly implementing and maintaining an RBS training and certification program, the Reputable Training Provider should administer both the course and the exam and report scores to the state liquor authorities. Disassociating these services (course and exam) impairs the Reputable Training Provider’s ability to effectively implement the training program.

* 1. **Learning/User Experience**

In order to provide the most effective training experience, the Reputable Training Provider should be allowed to offer participants a seamless learning experience. Requiring participants to navigate multiple websites, learning platforms, and registrations can be frustrating, confusing and hinders learning. Unnecessary complexity can create a negative user experience. It is beneficial to the training participant to move directly to the exam after the course is completed, when the content is still fresh in their minds. Separating training and testing disrupts the normal flow and is harmful to the overall learning and assessment process.

* 1. **Trainer Experience**

In order to be most effective, classroom trainers need readily available and direct access to the entire training process by email, phone, or online. Delays in receiving feedback or trainer assessments if exam data is managed and held by a separate entity can hinder trainers’ ability to provide adequate training. Training participants engage with and rely on trainers who can also navigate them through the certification steps, from registration to certification completion. If the process is not fluid, clear and centrally staffed, bottlenecks can develop that will negatively impact the trainer experience and the learning experience for the participants.

* 1. **Record Keeping**

Transferring record keeping from the Reputable Training Provider to a separate testing provider to assure that a participant is eligible to take the necessary certification exam can be problematic and error prone, causing frustration for the participant and unnecessary delays. The technical challenges of integrating separate learning platforms or applications could further cause errors and delays. These errors and delays not only create frustration for the participant, but place an undue strain on resources, both human and financial, for both the Reputable Training Provider and the separate testing provider.

There are many constituencies for the information collected through testing and assessment including employers, insurers and the courts. The Reputable Training Provider needs to maintain both a complete repository to standard archival principals (respect des fonds) that can withstand scrutiny from all parties. A central repository of training participant, course, and exam data allows for faster filing and retrieval of information and fewer misfile or data errors.

Training providers need to be able to make updates and adjustments to courses to better prepare students for the exam, and to assure that the content of the exam reflects the contents of the course. For online training, this maintenance process can be impeded if the training provider does not have direct access to information about participants’ performance on each question, including the time spent on each question. For classroom training, this maintenance process can be delayed if the Reputable Training Provider and trainers have to wait to receive exam data from a separate testing provider.

* 1. **Program Design**

Centralizing the management and administration of the training program and testing by the Reputable Training Provider ensures that updates to program content and exams based on changes in laws/regulations, new developments in the field, and information derived from testing analysis are made promptly and to all training materials to keep the material fresh and relevant to situations faced by participants. Updates to training content often require changes to exam questions and vice versa. Coordinating changes and updates between separate parties creates delays and frustration for trainers and training participants.

* 1. **Customer Service**

Decentralizing the course and exam administration creates customer service challenges for all parties. Confused trainers and participants will contact the Reputable Training Provider for testing assistance that cannot be provided and the separate entity for inquiries about the course content. It burdens the Reputable Training Provider to develop and maintain service level agreements for customer response resolution with a significant part of the training process outside of its control.

* 1. **Consistency**

One of the most important qualities of a successful training program is consistency. Consistency, especially in the user experience, helps improve the quality of the training program. Consistency builds credibility. A high quality training program will be professionally made with a lot of expertise. This makes it more reliable and trustworthy in the eyes of the participants. They will be more willing to accept and absorb the content. Forcing participants to switch between the learning platforms of the Reputable Training Provider and a separate testing provider diminishes the credibility of both and negatively frames the entire learning experience.

1. **Training Strategy and Approach**
	1. **Training Approach**

The Reputable Training Provider will provide a curriculum based on best practices and proven methods for adult instruction and learning, and validated by third-party studies. The Reputable Training Provider will provide training access to hospitality workers who prefer flexible, self-paced learning. Offering both classroom and online training helps licensees and employers for whom it can be difficult to pull employees off the floor for in-person training, and so rely on online courses to provide workers with quality training. The Reputable Training Provider will, at a minimum, offer the training courses and exams in English and Spanish.

* 1. **Needs and Skills Analysis**
		1. **Audience**

The Reputable Training Provider will demonstrate an understanding of its audience’s needs and offer training to provide the knowledge and skills to meet those needs.

Servers establish brief but important relationships with the people they serve. To the guest, the personality of the server conveys an immediate impression of the establishment. Within the broader limits set by management, the server helps set the code of behavior.

People who serve alcohol occupy a unique position:

* They provide a desired service to the public.
* They are the “gatekeepers” for monitoring drinking behavior within a social setting.
* They create an environment conducive to responsible drinking behavior.
* They are the logical starting place for mounting a program or campaign to change the behavioral patterns of those they serve.

Servers and sellers of alcohol can be instrumental in reducing the incidence of over intoxication. With the knowledge and confidence gained through appropriate training, servers and sellers can use their own people skills to relate appropriately to guests and customers and positively influence their drinking behavior.

* + 1. **Unique Environments**

The Reputable Training Provider will take into account the unique environments in which alcohol is sold, served and consumed and offer tailored training to address issues specific to different environments.

* *On Premise* – for restaurants, bars, hotels, in-store tastings, or other establishments where alcohol is consumed on the premises. This program focuses on strategies that ensure responsible alcohol service, promote professionalism, and enhance customer service skills.
* *Off Premise* – for grocery stores, liquor stores, convenience stores and package stores. This program focuses on strategies for preventing illegal alcohol sales to underage and/or intoxicated patrons.
* *Gaming* – for casinos, riverboats and gambling halls. This program focuses on the issues presented by guests receiving complimentary cocktails while gambling, as well as guests staying on property.
* *Concessions* – for stadiums, arenas, theaters, concert halls, fairs, amusement parks and festivals. This program focuses on assessing patrons in a short period of time to prevent illegal alcohol sales.
1. **Instructional Methods**
	1. **Train-the-Trainer Workshop Curriculum**
		1. **Train-the-Trainer Model**

Qualified trainers are the foundation of a classroom training program. Master Trainers, highly skilled and experienced individuals, are required to train and on board the trainers who will provide training on the participant or student level. The train-the-trainer model allows the Reputable Training Provider to build a team of qualified trainers so that training can be delivered faster and reach more participants. At the same time, Master Trainers are concerned not only with what to teach, but how to teach. Master Trainers help trainers learn to lead discussions, listen effectively, make accurate observations and help participants link the training material back to their jobs.

The train-the-trainer model provides trainers skilled modeling of adult learning principles and delivery techniques, discussion and facilitation techniques, training set-up and management, and handling difficult participant situations as well as the opportunity to receive feedback from both facilitator and peers. The benefits include effective trainers, higher learner retention and greater transfer of new skills and knowledge back to the job.

* + 1. **Train-the-Trainer Workshop Methodology**
			1. **Trainers as Facilitators or Discussion Leaders**

Rather than lecturers, trainers are encourage to think of themselves as facilitators or discussion leaders who create a relaxed, attentive cooperative environment that encourage participants to learn and try new skills. Trainers encourage participation by asking questions rather than lecturing.

* + - 1. **Observation**

Professionally produced videos help with the emphasis on learning by observation. The visual presentation serves as a springboard for discussion. The visuals are supported by the Master Trainer and by the printed Trainer Guide. Learning to observe behavioral cues associated with alcohol consumption, trainers can identify problem situations and intervene before they get out of control.

* + - 1. **Practice**

Practice allows the trainers to use and refine the skills they observed and discussed during the training. Active involvement helps trainers transfer the new skills they learn to the training sessions they will lead with participants.

* + - 1. **Feedback**

Feedback allows the other workshop attendees and Master Trainer to provide positive feedback in the form of a comment or critique used as a learning aid. As trainers practice their skills in handling different situations, they receive positive criticism and new ideas from other workshop attendees and the Master Trainer.

* + - 1. **Teaching Demonstration**

Trainers will train the entire program, following the same schedule as a regular participant session with individual and team presentations and feedback provided by the Master Trainer and other attendees.

* + 1. **Workshop Delivery**

All workshops are conducted by specially trained individuals referred to as Master Trainers.

* + 1. **Program time**

A minimum of 14 hours is required over two days.

* + 1. **Format/Content Outline**

The Train-the-Trainer Workshop curriculum includes classroom training content in addition to teaching/instruction principles and best practices.

Information: The Information Section uses a video presentation followed by discussion to cover basic information about alcohol, its effects on people and effective intervention strategies.

This section is designed to present a full range of information necessary for a server to effectively prevent alcohol-related problems at the establishment. The topics cover a wide variety of information, from physiological effects to intervention techniques to legal responsibilities. Trainers also learn ideas on effective ways to stimulate group discussion and pose questions to encourage participation. The emphasis is on facilitating discussion rather than giving a lecture.

Skills Training: This section is presented in two parts: Evaluating Cues and Evaluating Responses. In each part trainers are asked to view a short video scene, rate the scene according to a predetermined rating chart, and then explain what they saw in the scene and why they rated it the way they did. The purpose of this section is to develop trainers’ abilities to assess behavior and intoxication levels in their guests, and then determine appropriate responses to handle the situation.

Trainers will help participants foster their abilities to recognize behavioral cues associated with alcohol consumption. Trainers learn techniques for staying on track and encourage a sense of confidence within the participants as they demonstrate how much they already understand about guest/customer behavior.

Practice/Rehearsal: Through role-playing exercises, trainers demonstrate their ability to effectively intervene in difficult alcohol-related situations, using the guidelines and strategies they have learned in the program. Trainers receive feedback from both the Master Trainer and the other workshop attendees on the intervention techniques they use in the situation.

Trainers learn to encourage participants to have confidence in their ability to intervene as they return to their establishments and work with management.

Teaching Demonstration: Trainers will train the entire program, following the same schedule as a regular server session with individual and team presentations. Trainers learn and demonstrate leadership techniques:

* Observing verbal and nonverbal behavior
* Remaining in control
* Encouraging participation
* Keeping participants aware of the process
* Reminding participants that they are the experts.

Certification Exam: Trainers must pass an exam to test their knowledge and understanding of the information presented during the workshop. It is a closed book exam proctored by the Master Trainer.

* 1. **Classroom Training Curriculum**
		1. **Classroom Training**

An effective RBS program is designed to teach participants to prevent intoxication, drunk driving and underage drinking, and confidently intervene in alcohol-related situations to create safe, comfortable environments for guests and customers. All training sessions are taught by certified trainers, using video and printed materials to facilitate discussion of the course content.

* + 1. **Classroom Training Methodology**
			1. **Servers/Participants as Experts**

Trainers acknowledge that participants already possess a great deal of practical knowledge and expertise. They are the experts.

* + - 1. **Observation**

Professionally produced videos help with the emphasis on learning by observation. The visual presentation serves as a springboard for discussion. The visuals are supported by the trainer and by the printed Participant Manual. Learning to observe behavioral cues associated with alcohol consumption, participants can identify problem situations and intervene before they get out of control.

* + - 1. **Practice**

This is the most important part of the program. Practice allows the participants use and refine the skills they observed and discussed during the training.

* + - 1. **Feedback**

Feedback allows the trainer and other participants to provide positive feedback in the form of a comment or critique used as a learning aid. As participants practice their skills in handling different situations, they receive positive criticism and new ideas from other participants and the trainer.

* + 1. **Classroom Training Delivery**

All training sessions are conducted by certified trainers.

* + 1. **Program Time**

Program time ranges from four to five hours.

* + 1. **Format/Content Outline**

Information: The Information Section uses a video presentation followed by discussion to cover basic information about alcohol, its effects on people and effective intervention strategies. Some of the topics include:

* Behavioral Cues (visible, progressive signs of intoxication)
* Blood Alcohol Content (BAC, the level of alcohol in a person’s bloodstream)
* Intoxication Rate Factors (items that affect the rate at which alcohol is absorbed into the body)
* Effective Responses (intervention strategies for servers to use with their guests)
* Checking IDs (proper formats and information to look for on an ID)
* Jurisdiction-Specific Information (laws that relate to serving alcohol)
* Understanding Liability (explanations about how servers can be held responsible for alcohol-related problems)
* Documentation (the importance of keeping an incident report log for alcohol-related situations)
* Review (question and answer exercise to test understanding of information).

This section is designed to present a full range of information necessary for a server to effectively prevent alcohol-related problems at the establishment. The topics cover a wide variety of information, from physiological effects to intervention techniques to legal responsibilities. This program tailors the information to the specific needs and concerns of on-premise establishments. More than an alcohol awareness program, this program gives participants the information and skills necessary to intervene to prevent alcohol-related problems.

Skills Training: This section is presented in two parts: Evaluating Cues and Evaluating Responses. In each part participants are asked to view a short video scene, rate the scene according to a predetermined rating chart, and then explain what they saw in the scene and why they rated it the way they did. The purpose of this section is to develop participants’ abilities to assess behavior and intoxication levels in their guests, and then determine appropriate responses to handle the situation.

Part 1: Participants watch a series of short video scenes depicting guests consuming alcohol in different establishments under different circumstances. Using the information from the previous section, they rate the behavior of the guests in the video according to how intoxicated the person is or whether or not alcohol is being used responsibly. The group then discusses the ratings given for the scene to identify what participants saw in the video to cause them to give a particular rating.

Part 2: Participants watch a second series of short video scenes, but this time they focus on how the server in the scene handles the situation. Using the Intervention Guidelines and another rating scale, participants assign a score to the scene according to how effectively the server responds to the guests in question. Again, the group discusses their ratings to identify what participants saw that caused them to give a particular rating.

In each part, participants watch the first set of videos and discuss them as a group. They then rate an additional set of videos as a Self-Test and compare their ratings to the ones given by the program.The emphasis in this section is not necessarily for everyone to get the same rating, but to be able to justify the rating they chose based on what they saw in the video.

Practice/Rehearsal: This is the most important section of the program. Participants take the information and skills they have learned in the course so far and put them to use. Through role-playing exercises, participants demonstrate their ability to effectively intervene in difficult alcohol-related situations, using the guidelines and strategies they have learned in the program. Participants are encouraged to use past experiences for the exercise, or to choose a sample situation from the list provided in their manuals. Participants receive feedback from both the certified trainer and the other participants on the intervention techniques they use in the situation. The Practice/Rehearsal section allows participants to discover and develop their own skills and confidence to intervene with their guests.

Certification Exam: Participants must pass an exam to test their knowledge and understanding of the information presented during the training. It is a closed book exam proctored by the trainer.

* 1. **Online Training Curriculum**
		1. **Online Training**

Online training provides a self-paced, innovative approach to alcohol server training. The course allows participants to obtain the training anywhere, anytime. Self-paced online courses allow participants to learn at their own pace.

* + 1. **Online Training Methodology**
			1. **Observation**

Professionally produced videos help with the emphasis on learning by observation. The visual presentation serves to highlight the information presented in the course and provide real-life based examples of alcohol-related situations. The visuals are supported course content and activities. Learning to observe behavioral cues associated with alcohol consumption, participants can identify problem situations and intervene before they get out of control.

* + - 1. **Engaging Content and Interactive Exercises**

The Reputable Training Provider will create an online training course with engaging content and interactive elements such as case scenarios, branching, storytelling, and assessments. Moreover, the content should have the capacity to connect with the user on an emotional level and deliver the right amount of complexity. The content should be valuable and relevant. The use of video, images, and interactive exercises help participants acquire knowledge more quickly.

* + - 1. **Job Aids**

Downloadable job aids are included in the online course to help participants retain information and recall it at the right time. These tools serve as a complementary resource to the training and reinforce important concepts taught in the course such as the steps to properly check identification and intervention strategies.

* + - 1. **Assessment**

Assessments in online training allow the Reputable Trainer Provider to ascertain the effectiveness of the training program, whether knowledge transfer has occurred, whether the knowledge transferred is in keeping with the learning objectives of the course and the amount of knowledge transfer that has taken place. The online course will include formative and summative assessments.

*Formative Assessments (Knowledge Review Questions, Self-Check Quizzes)*

Formative assessments are provided at the end of every section/module of the course. Each section/module in the course concerns itself with a set of learning objectives, so learners are presented a formative assessment that must be attempted before moving on to the next section. Feedback is provided for wrong answers to let the participants know why the answer was wrong, while feedback for correct answers provides encouragement and positive reinforcement.

*Summative Assessment (Final Exam/Certification Exam)*

A summative assessment is provided at the end of the course to measure the learning achieved after taking the course. It indicates the participants’ final achievement in the course and to what extent they reached the goals of the course, so the questions are aligned with the learning objectives set forth in the course.

* + 1. **Online Training Delivery**

TheReputable Training Provider delivers the coursesecurely online through a web browser. The Reputable Training Provider will account for mobile device access and design the course to be taken not only on desktops and laptop computers but also on most mobile devices (i.e., tablets and smartphones).

* + 1. **Program Time**

The self-paced course can typically be completed within 2-4 hours.

* + 1. **Format/Content Outline**

Topics covered include:

* *Legal Information*

Presents the legal responsibilities for servers of alcohol, explains the types of illegal sales, and provides extensive information about checking IDs and documenting incidents.

* *Assess Your Guest – Legal*

Allows the user to apply the legal information to real-life scenarios through practical application exercises using short video scenes.

* *Alcohol Information*

Describes how alcohol affects people, signs of intoxication to look for, and relevant information about alcohol that the server can use to serve more responsibly.

* *Assess Your Guest – Alcohol*

Allows the user to apply the alcohol information to real-life scenarios through practical application exercises using short video scenes.

* *Intervention Information*

Gives the user numerous guidelines for providing customer-friendly, responsible alcohol service. Frames the server's role in a three-step, easy-to-follow model.

* *Decide & Implement*

Allows the user to apply the intervention information to real-life scenarios through practical application exercises using short video scenes.

* *Certification Exam*

Allows the user to earn training certification by successfully completing the online certification exam.

* 1. **Exam**

Exam Validation: The certification examination is a criteria-referenced test with the independent measure being performance-based criteria.

Exam Rotation: All exams are periodically reviewed for updated information, rotated or replaced.

Closed**-**Book: The exams are administered without the use of notes, course content or other reference materials.

* 1. **Certification**

Master Trainers: Master Trainers are certified for one year provided they conduct a Train-the-Trainer Workshop at least once every three months. At the end of one year, they are required to complete a recertification process.

Trainers: Classroom trainers are tested for recertification at the end of every year. These conditions apply only if the trainer has trained at least one session in their certification year.

Servers/Participants: Servers and participants are retrained and tested for recertification every three years.

* 1. **Expected Outcomes**

Both the classroom and online training courses offered by the Reputable Training Provider should prevent the misuse of alcohol by enhancing the fundamental “people skills” of alcohol servers and consumers. The training program should help individuals understand the difference between people enjoying themselves and those who are getting into trouble with alcohol. Servers, sellers and managers who complete the training programs are able to:

* Recognize and respond to signs of intoxication.
* Effectively intervene to prevent potential problem situations.
* Handle refusal situations with greater confidence.
* Spot underage drinkers and prevent sales to minors.
* Provide better customer service.

Establishments and licensees will benefit from RBS training by reducing risk to create a safer, more responsible work environment. Establishments and licensees in CA will be able to better:

* Prevent binge drinking.
* Promote responsible alcohol consumption.
* Reduce exposure to alcohol liability lawsuits.
* Reduce penalties for alcohol violations.
* Ensure compliance with the local laws and regulations that govern the sale, service, and consumption of alcohol.
* Improve customer service and satisfaction.

Communities seeking to reduce alcohol-related harm also benefit from effective RBS training. The Reputable Training Provider will provide communities a training program to:

* Prevent drunk driving.
* Reduce over-service and intoxication.
* Prevent sales to minors.
* Promote responsible alcohol consumption.
* Provide a collaborative approach to preventing the misuse of alcohol.
	1. **Evaluation**

The program will be evaluated at all levels. Surveys are given for the Train-the-Trainer Workshop, classroom and online training. These surveys are given to gauge the effectiveness of the program and participant satisfaction. Exam passing rates are also monitored as an evaluation measure of the program’s ability to transfer program knowledge and information.

1. **Processes & Procedures**
	1. **Master Trainer Qualifications**

Master Trainer status is available to individuals who successfully complete the application process which includes, but is not limited to, the following requirements:

Procedure: All Master Trainer candidates must successfully complete the two-day Train-the-Trainer Workshop. Candidates must co-train with a Master Trainer at least twice and no more than five times within a four-month period, unless stated otherwise. Also, Master Trainer candidates must train 100 servers within one year.

Length of Certification: Upon successfully completing all requirements, Master Trainers are certified for one year to train trainers in two-day Train-the-Trainer Workshops.

Frequency of Training: Master Trainers are required to conduct at least one Train-the-Trainer Workshop every three months to maintain certification.

Annual Recertification: Master Trainers are required to recertify annually. Recertification requires each Master Trainer to be observed and evaluated conducting a Train-the-Trainer Workshop.

* 1. **Trainer Qualifications**

Independent Exam Evaluation: All trainer exams are forwarded to the Reputable Training Provider for independent evaluation and processing. All exams have been scientifically validated and are designed to determine knowledge gained through the training program.

Minimum Passing Grade: A passing grade of 80% on all trainer exams is required for certification.

Demonstration of Ability to Present Program: All trainer candidates are required to demonstrate their ability to grasp the knowledge and properly present the techniques taught in the program.

Evaluation by Master Trainer: Trainer candidates are evaluated by a Master Trainer at the end of the two-day Train-the-Trainer Workshop. The Master Trainer assesses each candidate’s knowledge of the material, training ability and overall attitude regarding the program.

Annual Recertification: To recertify annually, each trainer is required to take a recertification exam and/or attend a two-day Train-the-Trainer Workshop.

Participant Evaluation: Each participant is able to complete an anonymous online evaluation of the trainer. These evaluations provide a continual update on the trainers’ performance.

* 1. **Server/Participant Qualifications**

Independent Exam Evaluation: All server/participant exams are forwarded to the Reputable Training Provider for independent evaluation and processing. All exams have been scientifically validated and are designed to determine knowledge gained through the training program.

Minimum Passing Grade: A passing grade of 70% on all server/participant exams is required for certification.

Recertification: To maintain certification, all servers and participants are required to retake the Server/Participant training session every three years.

* 1. **Denial or Revocation of Certification**

Master Trainers: Certification will be denied to any individual who, after being observed and critiqued, has not been able to demonstrate the ability to grasp the subject matter and present the program. Certification will be revoked from any Master Trainer whose behavior is deemed inappropriate and unprofessional.

Trainers: The Reputable Training Provider will deny or revoke certification from any trainer whose behavior is not aligned with the principles and ideals of the training program, and who fails to achieve the required minimum grade of 80% on the certification examination.

Servers/Participants: The Reputable Training Provider will deny or revoke certification from any server/participant who demonstrates behavior not aligned with the principles and ideals of the training program, and who fails to achieve the required minimum grade of 70% on the certification examination.

* 1. **Checks and Balances**

Session Registers: All trainers must complete a form outlining the details of the session. A description of the principles of the program and the criteria for implementation is printed on the reverse side of the Session Register. Trainers must also sign their names indicating that the programs they conducted meet these criteria. No workshop or session will be processed without this statement of verification.

Spot Checks: An individual designated by the Reputable Training Provider will randomly attend training sessions to ensure that the program is being presented and represented as it is intended.

Copies of Examinations: The Reputable Training Provider maintains copies of all examinations and certifications processed, as well as documents prepared during the certification process.

Liaison with State Liquor Authorities:The Reputable Training Provider should include personnel who are in frequent contact with the state liquor authorities to ensure that the jurisdiction-specific law information provided to training participants is up-to-date and accurate.

Investigations: The Reputable Training Provider will investigate any and all accusations of misconduct among certified servers and trainers in their programs.

1. **Compliance Record Keeping and Reporting**

Both the state and the licensed establishments should be able to easily track training compliance. A Reputable Training Provider should:

* Keep permanent records of certifications and all training related documentation, to include: class records; rosters; certificates prepared; all related student and instructor records; and all online training records related to class participation.
* Require an exam to become certified in the program.
* Provide evidence that can be reported back to the student, establishment, California state agencies and other interested parties.
* Provide an audit trail for training conducted on request from state authorities.
* Provide access to records online, via periodic or on-demand data transfers and in reports as required by the state.
1. **Quality Control**
	1. **Security**
		1. Security – Classroom Training
* Participants are not allowed to keep exam questions.
* Trainers do not grade exams.
* Trainers are present during the entire exam.
	+ 1. Security – Online Training

Any course or program that is provided via the online elearning format should adhere to the following in order to protect the privacy of the training participant and the integrity of the course:

* The system(s) used to register a student, to pay for a registration (when applicable) and to provide access to the course should be SSL encrypted using a TLS 1.2 or more recent certificate from a reputable provider. The course itself should be similarly encrypted if personal information is embedded within it.
* Payment systems should be PCI compliant.
* The information collected should never be stored on servers that are directly accessible to the Internet. Instead, those servers should be behind one or more firewalls and only be accessible via restricted, secured and authenticated mechanisms.
* When stored, payment and sensitive personal information should be encrypted in the database. Access to this information should be restricted.
* All usage of all systems should be logged in real-time in an anonymized fashion to permit detection of intrusion or misuse, without compromising personal information.
* The Reputable Training Provider should not share personal information with any parties without consent other than regulators and the organization that pays for training.
* The Reputable Training Provider, their websites and online services should be GDPR compliant, as well as adhere to the California Consumer Privacy Act of 2018. The participant should be able to retrieve their records electronically at any time.
* Participants should be able to access information regarding their course, including the personal information they provided to register for the course, as well as results including facsimiles of completion documents. They should be able to update and extract that information directly.
* Participants should not be provided the questions and answers of exams taken in order to protect the integrity of the exam and to prevent cheating. A summary of exam results be provided to participants for their review that does not include specific questions and answers.
* Exam questions should be presented in a randomized order to prevent cheating.
* A Knowledge-Based Authentication mechanism should be employed to assure that the identity of the course taker matches that of the individual who registered for the course. This mechanism should eject students from the course if they cannot answer the questions after a few attempts, and prevent re-entry until they are validated by an individual employed by the Reputable Training Provider.
	1. **Customer Service and Technical Support**

The Reputable Training Provider should provide customer service andtechnical support available by email and phone, as well as chat, at least eight hours daily, seven days week (exclusive of Federal holidays), with individuals located in the United States who are trained in the handling of sensitive and personal information.

*Customer Service*

* Procedural Support - Customer service personnel help potential and existing RBS trainers and participants with questions and concerns, and provide information about products and services as well as training processes and procedures.
* Content Support – Customer service personal are able to help trainers and participants with questions and concerns about the course content and training materials, including real-time support for trainers during sessions.

*Technical Support*

Technical Support personnel help trainers and participants troubleshoot technical issues by walking through the recommended steps to solve their problems as well as monitoring technical support request and resolutions.

*Additional Support*

The Reputable Training provider will provide additional support such as Spanish-speaking support personnel.

1. **Conclusion**

To meet the mandatory training requirements outlined in the Responsible Beverage Service (RBS) Training Program Act of 2017, the CA Department of Alcoholic Beverage Control should consider the following RBS curriculum requirements:

* + Comprehensive, engaging and interactive classroom and online responsible beverage service training programs available in both English and Spanish.
		- Demonstrated understanding of the intended audience and their learning needs.
		- Programs designed to address the issues unique to different environments where alcohol is served, sold and consumed.
		- Evidence-based and validated by third-parties.
		- Based on best practices in instructional design and adult learning principles.
	+ Established record keeping and reporting processes.
	+ Customer service and technical support.

Separating the administration of the course content and certification exam between two separate parties creates problems and reduces the quality of the learning experience. Given the quality assurance, accuracy, and security required to properly implement and maintain an RBS training and certification program, the Reputable Training Provider should administer both the course and the exam and report scores to the state liquor authorities. Disassociating those services impairs the Reputable Training Provider’s ability to effectively implement the training program and creates problems in the following areas:

* Learning/user experience
* Trainer experience
* Record keeping
* Program design
* Customer service
* Consistency.

Under the new legislation, licensees will be required to have an RBS-trained staff or face fines or other penalties, so they should not be burdened with the challenges that arise from a decentralized training delivery approach.

A rigorous trainer and participant certification process based on quality assurance standards ensures that the Reputable Training Provider offers high quality training while meeting the requirements put forth by the state. Reputable Training Providers should be carefully vetted and be proven to have implemented an effective, successful RBS training program. Any RBS training curriculum should be offered by a Reputable Training Provider with the capacity to offer appropriate customer service and technical support. The amount and type of support needed by licensees and training participants should not be underestimated.

Health Communications, Inc. offers these comments in an effort to assist the CA Department of Alcoholic Beverage Control in the development of an RBS training curriculum that will provide licensees, servers, sellers and managers with effective training to not only meet the requirements put forth by the 2017 legislation, but also help prevent underage drinking and drunk driving and reduce alcohol-related tragedies in the state of California.

**Appendix A**

**Overview of HCI and TIPS**

**About HCI**

Health Communications, Inc. (HCI) was founded in 1982 by the Health Education Foundation and Dr. Morris Chafetz, founding director of the National Institute on Alcohol Abuse and Alcoholism. HCI is an internationally recognized expert in the field of alcohol server training. Its flagship program, **TIPS (Training for Intervention ProcedureS)**, was the first of its kind and continues to set industry standards for responsible alcohol server training. Over 5 million people worldwide have been certified in the program. HCI’s mission is to educate and train all facets of society in the responsible sale, service and consumption of alcohol.

For the last three decades, HCI has worked to develop expertise in training, alcohol issues, record-keeping, certification, and customer service. Numerous public officials and government agencies have recognized and endorsed TIPS training as life-saving and critical to the progress made in reducing alcohol-related injuries and deaths. The staff at HCI is dedicated to providing the best quality training in multiple mediums to meet the needs of the different entities dedicated to ensuring the responsible use of alcohol.

**About TIPS**

Proven effective by third-party studies, TIPS is a skills-based training program designed to prevent intoxication, underage drinking, and drunk driving. TIPS training is conducted in all fifty states, the District of Columbia, Puerto Rico, Guam, and in more than 50 different countries including Mexico.

Originally, the TIPS program was designed for establishments where alcohol is served on the premises. Over the years, the program has expanded to address the needs of people in a variety of social settings. The following is a brief summary of each of the TIPS program types currently available.

*Commercial Programs*

* **TIPS for On Premise** is a five-hour session for restaurants, hotels, resorts, bars, and nightclubs.
* **TIPS for Off Premise** is a two-and-a-half-hour session for grocery, convenience, and liquor stores.
* **TIPS for Concessions** is a two-and-a-half-hour session for sports stadiums, civic centers, arenas, festivals, and community fund-raiser events.
* **TIPS for Gaming** is a five-hour session for casinos, gambling halls, and riverboats.

*Consumer Programs*

* **TIPS for the University** is a two-and-a-half-hour session for students and other university groups, such as athletes, Greek organizations, and campus residents.
* **TIPS for Seniors** is a two-hour session aimed at senior citizens’ alcohol use in connection with civic groups or within senior residential communities.

**Appendix B**

**TIPS Train-the-Trainer Workshop Agenda**

**Sample**

**DAY 1**

**Introduction (9:00-9:45)**

During the introduction, the following tasks should be completed:

1. Registration
2. TIPS Program presentation
3. Agenda
4. Instructor Guide and participant manuals

**Information (9:45-11:00)**

The Information Section uses a video presentation followed by discussion to cover basic information about alcohol, its effects on people and effective intervention strategies. Some of the topics include:

• Behavioral Cues (visible, progressive signs of intoxication)

• Blood Alcohol Content (BAC, the level of alcohol in a person’s bloodstream)

• Intoxication Rate Factors (items that affect the absorption of alcohol)

• Effective Responses (intervention strategies for servers to use with their guests)

• Checking IDs (proper formats and things to look for on an ID)

• State-Specific Information (laws that relate to serving alcohol)

• Documentation (the importance of keeping an incident record log for alcohol-related situations)

• Review (question and answer exercise to test understanding of information).

This section is designed to present a full range of information necessary for a server to effectively prevent alcohol-related problems at the establishment. The topics cover a wide variety of information, from physiological effects to intervention techniques to legal responsibilities. This program tailors the information to the specific needs and concerns of establishments. More than an alcohol awareness program, TIPS gives participants information and skills necessary to intervene to prevent alcohol-related problems.

**Break (11:00-11:15)**

**Skills Training Part 1 (11:15-12:00)**

This section is presented in two parts: Evaluating Cues and Evaluating Responses. In each part, participants are asked to view a short video scene, rate the scene according to a predetermined rating chart, and then explain what they saw in the scene and why they rated it the way they did. The purpose of this section is to develop participants’ abilities to assess behavior and intoxication levels in their guests, and then determine appropriate responses to handle the situation.

**Part 1**: Participants watch a series of vignettes (short video scenes) depicting guests consuming alcohol in different establishments. Using the information from the previous section, they rate the behavior of the guests in the video according to how intoxicated the person is or whether or not alcohol is being used responsibly. The group then discusses the ratings given for the vignette to identify what participants saw in the vignette to cause them to give a particular rating.

**Lunch (12:00-1:00)**

**Skills Training Part 2 (1:00-1:45)**

**Part 2**: Participants watch a second series of vignettes, but this time they focus on how the server in the scene handles the situation. Using the TIPS Server/Guest Guidelines and another rating scale, participants assign a score to the scene according to how effectively the server responds to the guests in question. Again, the group discusses their ratings to identify what participants saw that caused them to give a particular rating.

**Break (1:45-2:00)**

**Practice/Rehearsal (2:00-4:30)**

This is the most important section of the program. Participants take the information and skills they have learned in the course so far and put them to use right away. Through role-playing exercises, participants demonstrate their ability to effectively intervene in difficult alcohol-related situations, using the guidelines and strategies they have learned in the program. Participants are encouraged to use past experiences for the exercise, or to choose a sample situation from the list provided in their manuals. Participants receive feedback from both the certified trainer and the other participants on the intervention technique they use in the situation. The Practice/Rehearsal section allows participants to discover and develop their own skills and confidence to intervene with their guests.

**Wrap-Up (4:30-5:00)**

* Review

**DAY 2**

**Introduction & Preparation Time – (9:00-10:30)**

The purpose of the second day is to give the participants as much practice as possible training the program.

1. Review information
2. Review Trainer Guide and participant manuals
3. Review The Certification Process
4. Explain what participants will be doing
5. Each person will be assigned a section of the program to train to the rest of the class
6. Some people will be co-training if it’s a larger class
7. Participants will be given time to prepare their sections
8. Giving group feedback

**Break (10:30-10:45)**

**Practice Teaching (10:45-12:00)**

Participants will train the entire program, following the same schedule as a regular server session.

1. Individual and team presentations
2. Feedback

**Lunch (12:00-1:00)**

**Practice Teaching – continued (1:00-3:00)**

**Wrap-Up (3:00-4:00)**

1. Final Review
* Certification Exam

**Appendix C**

**TIPS for On Premise Program Agenda**

The TIPS for On Premise program is a four to five-hour program designed to teach participants to prevent intoxication, drunk driving and underage drinking among their guests. This program addresses concerns specific to restaurants, hotels, bars, nightclubs, airlines and all on-premise liquor license holders. All sessions are taught by certified TIPS trainers, using video and printed materials to facilitate discussion of the course content.

The topics covered in the TIPS for On Premise program include:

**Program Introduction (25 minutes)**

**Information Sections (75 minutes)**

***How Alcohol Affects Your Guests***

Explains how alcohol works, signs of intoxication and factors that affect the intoxication rate.

***Effective Server Responses***

Discusses the responsibilities of servers of alcohol and types of illegal sales. Introduces strategies for responding to alcohol-related situations effectively.

**Skills Training Sections (110 minutes)**

***Evaluating Cues***

Participants apply information learned previously to determine intoxication levels for guests portrayed on video.

***Evaluating Responses***

Participants apply information learned previously to determine the effectiveness with which a server responds to an alcohol-related situation with a guest as portrayed on video.

**Practice/Rehearsal Section (60 minutes)**

Participants demonstrate their ability to use the information and skills learned in the program by creating realistic alcohol-related situations for their peers to handle. They receive immediate feedback on their effectiveness from the trainer and other participants.

**Wrap-Up and Certification Exam (30 minutes)**

As the final step in obtaining their TIPS certification, participants complete a certification exam to show their comprehension of the information and skills presented during the program.

**Appendix D**

 **Efficacy of TIPS Training**

An independent, federally-funded study by the Department of Psychology at Virginia Polytechnic Institute and State University noted that the TIPS program was proven effective at preventing intoxication. Half the servers in two establishments were TIPS trained. None of the researchers served by TIPS-trained servers became intoxicated. The study concluded that TIPS training can reduce intoxication.

* Russ, N. W., & Geller, E. S. (1987). **Training bar personnel to prevent drunken driving: a field evaluation**. American Journal of Public Health, 77(8), 952-954. doi:10.2105/ajph.77.8.952

A study on the impact of TIPS training conducted by the Heller School for Social Policy and Management, Brandeis University for the Iowa Alcoholic Beverages Division found that TIPS training had a significant effect upon the knowledge and perceived skills of attendees.

* Krevor, B., PhD. (2004). **Report to Iowa Alcoholic Beverages Division on Iowa City, IA TIPS Training.** Schneider Institute for Health Policy, Heller Graduate School, Brandeis University, Waltham, MA.

A study to evaluate the potential effectiveness of the TIPS program in reducing high-risk drinking behavior included 3,406 members of a national college fraternity as subjects. Within 6-months of implementing TIPS, the study showed that fraternity members’ frequency of drinking, heavy drinking, and number of episodes a member drank to intoxication had all significantly declined.

* Caudill, B. D., Luckey, B., Crosse, S. B., Blane, H. T., Ginexi, E. M., & Campbell, B. (2007). **Alcohol Risk-Reduction Skills Training in a National Fraternity: A Randomized Intervention Trial With Longitudinal Intent-to-Treat Analysis.** Journal of Studies on Alcohol and Drugs, 68(3), 399-409. doi:10.15288/jsad.2007.68.399

A private university in Decatur, IL, credits TIPS training for a 55% reduction in alcohol violations from 2000-2005. As a result, the school now mandates that all freshmen complete TIPS training as part of their orientation.

* Prange, R. (2006). **Comprehensive Alcohol Education Program and T.I.P.S. Implementation 2006 Report and Supporting Documents (Rep.).** Decatur, IL: Millikin University.

West Des Moines Police Department credits TIPS training for a signification reduction in underage alcohol sales. Violations declined from a high of 43 in 2006 to 31 in 2007, 23 in 2008 and 12 in 2009. At the time of the findings, the city had 74 businesses with 668 servers that had attended TIPS training.

* **West Des Moines has drop in underage alcohol sales.** (2010, January 29). The Des Moines Register.

The National Registry of Evidence-based Programs and Practices (NREPP), a project of the Substance Abuse and Mental Health Services Administration (SAMHSA), has given the TIPS training program high marks for both quality and effectiveness. Not only does TIPS meet NREPP’s requirements, the program received high ratings for both quality and effectiveness.

* The National Registry of Evidence-based Programs and Practices (NREPP), a project of the Substance Abuse and Mental Health Services Administration (SAMHSA). (2011, April 11). Rockville, MD. **Intervention Summary: Training for Intervention ProcedureS (TIPS) for the University**.