Development of a Community Living Coffee Shop

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Development of a Community Living

Coffee Shop

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Abstract

Providing employment opportunities for individuals with a disability has multiple benefits for the employer and for the individual (Lindsay et al., 2018). In addition, occupational therapy within a community-based living setting could decrease the risks for social isolation and increase engagement in occupation for older adults (Domville, 2019). This capstone project focused on program development at Self-Help Alternative Living of Michigan (SHALOM). SHALOM is a community-based living program who was seeking to provide additional employment opportunity for their participants with intellectual and developmental disabilities. Limited research available made it difficult to develop a training manual for coaches, participants, and volunteers to work in a coffee shop; determining optimal modifications/adaptations; and an outcome measure assessment. SHALOM’s coffee shop demonstrated successful employment with the use of two training manuals, multiple modifications/adaptations implemented, and an outcome measure assessment. This capstone project could be used for other occupational therapists who are seeking to provide employment opportunities in a community-based living program.
Introduction to Capstone Project

Self-Help Alternative Living of Michigan (SHALOM) is a non-profit, independent Christian-based community-based living for adults and older-adults with disabilities. Majority of the participants at SHALOM had an intellectual and developmental disability (IDD). SHALOM is supported by volunteers and their surrounding community. SHALOM is comprised of seven homes; three homes are licensed Adult Foster Care (AFC), and four homes are self-determined and supported living homes. SHALOM offered their participants three job opportunities; these opportunities included working at the Connection Depot Thrift Store, SHALOM Woolery, and SHALOM Farm. SHALOM utilized material from the Farm (ex. sheep and alpaca wool, chicken eggs, gardened vegetables/fruits, and maple tree sap) to create crafts that could be sold at the Connection Depot Thrift Store and the Woolery. Examples of items that started as raw materials from the Farm included wool dryer balls, hand crafted rugs, cornhole, etc., these items were then sold at the Woolery. The capstone project concentration area was focused on program development related to the development of training manuals that was implemented in their developing coffee shop. This capstone project also included the development of an assessment that identified the participants level of performance for skills related to working in a coffee shop.

While completing this capstone project at SHALOM, I was supervised by Kelly Lewis who was a licensed occupational therapist (OT). Kelly taught coaches without a medical background how to provide assistance to participants, planned and organized events, and assisted participants at the Woolery with projects. While the coffee shop was being developed, she took on additional roles which included coffee shop manager and site mentor. Kelly obtained a food safety certification from ServSafe, which helped her fully understand the necessary guidelines,
precautions, and laws when opening a coffee shop. In addition, she consulted with a coffee shop and company out of Owosso, Michigan called Foster Coffee Company.

**Literature Review of Capstone Topic**

**Background**

The topics of community-based living programs and employment have individually been extensively researched, the topics in combination have not been extensively researched. To develop a successful community-based living program with integrated employment opportunities requires exploration of both topics in combination to determine the supports/barriers such as proper implementation for modifications to the environment, person, and occupation; appropriate assessments and prevocational activities to be used; the most efficient methods; etc. Currently, the lack of research on the combined topic of community-based living programs and employment has resulted in difficulties for a multitude of programs to provide opportunities that use a just just-right challenge approach for adults and older adults with intellectual and developmental disabilities (IDD). In addition, the lack of research on how to optimally assist employed individuals with a disability in a community-based living program would impact the development of a training manual for a coffee shop.

According to the American Association on Intellectual and Developmental Disabilities (AAIDD) (Community Living and Participation, n.d.) community-based living was defined as living where and with whom they choose; to work and earn money; to participate and engage in meaningful activities; to have relationships with family, friends, and significant others; maintaining the individual’s physical and emotional health; to engage in religious activities; to learn, grow, and make informed decisions; and being able to engage in citizenship responsibilities. The AAIDD stated that (Employment & Economic Wellbeing, n.d.) employment
for individuals with IDD could have the opportunity to be employed within the community while working alongside other individuals without a disability and still earn competitive job wages. An example of this is the community-based living program Self-Help Alternative Living Opportunities of Michigan (SHALOM) with the regard to providing adults and older adults with additional employment opportunities.

**Barriers**

According to the Centers for Disease Control and Prevention (CDC) (2020) a barrier was defined as a factor within an individual’s environment that may be absent or present that limits functioning and facilitates disability. Previous qualitative and quantitative research performed by DiGennaro Reed et al. (2014), Khayatzadeh-Mahani et al. (2020), and Voss et al. (2020), had identified multiple barriers adults and older adults’ with IDD and/or a disability frequently encounter that is beyond their environment. Adults and older adults with IDD and/or a disability frequently encountered environmental, physical, and social barriers for both community-based living and employment as stated by DiGennaro Reed et al. (2014), Khayatzadeh-Mahani et al. (2020), and Voss et al. (2020). According to DiGennaro Reed et al. (2014) and Voss et al. (2020) barriers related to community-based living included personal safety; assistance with household skills; assistance with medication; memory loss and/or disorientation; running or wandering away; aging attitude and lack of motivation; weather and lack of transportation to get out and about; lack of access to transportation; etc. Barriers related to employment according to Khayatzadeh-Mahani et al. (2020) indicated that employers’ knowledge, capacity, attitudes, and management practices; late start to the concept of work and workplace culture education; and stigma. The previously barriers listed does not represent a completed list of barriers that adults and older adults with IDD and/or a disability frequently encountered with community-based
living and employment. Research conducted on barriers has also identified supports for community-based living and employment for adults and older adults with IDD and/or a disability.

**Adaptations and Modifications**

Community-based living and employment for adults and older adults with IDD and/or a disability often require adaptations/modifications to their environment to be successful (Anand & Sevak, 2017; Boman et al., 2020; & Casson et al., 2021). According to qualitative research performed by Casson et al. (2021), the researchers categorized five themes under the topic of building and detail scales and two themes under the topic of community scale related to the housing design and modifications for individuals with IDD and complex behavioral needs. The five themes that were identified for building and detail scales were safety and durability, sensory experience and stimulation, homeliness, spatial organization, and placement breakdown; the two themes identified under the topic of community scale were building type and resettlement.

Although the design of a house may not be a concern for this literature review, an inference could be made that the type of environment an individual is employed in could impact their level of performance. According to Anand & Sevak (2017) and Boman et al. (2020), workplace accommodations have a significant impact on the employment of individuals with a disability. Workplace accommodations could include flexible work schedules, help with transportation, and the option for a personal care attendant and personal assistant (Anand & Sevak, 2017). Boman et al. (2020) stated that individuals with a psychological disability required support for adapted work pace, work time, and work tasks; individuals with a communicative disability required support of access/adapted aids, personal assistant, and adapted premises; individuals with a physical disability required the support of adapted aids, help with transportation to the
workplace, adapted work pace, and adapted work task; and individuals with a medical disability required the support of adapted work pace and adapted work tasks. It could be concluded that adaptations and modifications play a significant role for an individual’s ability to work successfully and demonstrate an optimal level of performance. Another important aspect when considering the appropriate types of modifications and adaptations, may be the appropriate assessments to use to help inform the individual employing those adaptations and modifications.

**Assessment**

The identification/use of assessments when developing a program that would be used to provide opportunities of employment for individuals with a disability is important for multiple reasons. According to Brown (2002) a needs analysis should be performed for four reasons (1) identifying problem areas within the organization, (2) gaining management support, (3) development of data for evaluation, and (4) determining the cost/benefits of training. Through the implementation of a needs assessment, Brown (2002) stated that it could help to identify the organization’s goals and the effectiveness for achieving the goals; gaps or inconsistencies for the employee skills and skills required for optimal job performance; problems that cannot be solved through training and correcting/modification of policies, practices, and procedures that are a concern for management; and the conditions that training/development would occur. The Assessment of Work Performance (AWP) is a performance-based assessment for work performance/skill, it assesses an individual’s skill when performing a meaningful/real work task; the areas that are evaluated include five motor skills, five processing skills, and four communication and interaction skills (McFadden et al., 2010). Fan et al. (2013) and Sargénius Landahl et al. (2019) provided supporting evidence that showed the AWP was reliable and valid when assessing an individual’s work performance. Sargénius Landahl et al. (2019) also stated
that the AWP provided valuable information for an individual’s ability to perform a work task that was attention demanding. Gal et al. (2015) stated that an individual with autism spectrum disorder (ASD) perception related to their quality of life (QoL) and well-being was enhanced when applying their acquired skills and being transferred into a meaningful job within a community. It could be assumed based on the research performed by Gal et al. (2015), that incorporating an outcome measure for pre- and post-assessment to monitor an individual’s QoL related to being employed within a community-based living program could provide important information regarding potential modifications/adaptations that may need to be included and help to identify the individual’s unique needs/strengths. According to Bertelli et al. (2022), the purpose when using a quality of life (QoL) as an outcome measure included individual planning, evaluating individual interventions, program planning and evaluation, and policy evaluation. The articles presented provided supporting evidence towards how appropriately identified/used assessments could provide valuable information regarding an individual’s level of performance and potentially identify the necessary accommodations that may need to be incorporated to promote successful employment.

Employment and Pre-Work Training

Individuals with a Disability

Once barriers, supports, and the appropriate assessments were identified, selected, and/or implemented; the program being developed should provide adequate training to staff, volunteers, and individuals with a disability to improve successful employment outcomes. Yildiz & Cavkaytar (2022) used a Pre-Employment Independent Life Education Program (PILEP); the PILEP consisted of four stages, (1) needs analysis to determine what to teach, (2) determination of aim and content, (3) teaching-learning process, and (4) assessment and evaluation. The PILEP
was used to improve the knowledge and skills of young adults with intellectual disability (ID) in areas of working life and independent living, supporting sustainable employment, and adapting to the learning characteristics of participants (Yildiz & Cavkaytar, 2022). According to Nevala et al. (2019), the employment of individuals with ID could be increased through the use of personally tailored services and measures. Tailored services like secondary or postsecondary education which included proper teaching methods and personal support services, using supported work, workplace accommodations, and support provided from the individual’s family and employer.

From these two research articles it could be assumed that employment of individuals with a disability should include pre-work training in a simulated and/or natural environment, creating and implementing training manuals that provide clear and concise instructions, and opportunities to practice work tasks to improve the individuals level of performance, sustain employment, and identify additional accommodations that may be required. The assumption was further supported by evidence provided by Dalki et al. (2020); Dalki et al. (2020) discovered that education and training skills programs (vocational rehabilitation and supported employment) could be effective interventions towards improving work participation in employment for individuals with a disability.

**Volunteers and Staff**

Training volunteers and/or staff on how to appropriately interact, provide support appropriately, identify when assistance should be provided, etc. was an important aspect to consider when working with individuals with a disability who are employed. Due to a lack of research related to how volunteers should optimally assist employed individuals with a disability in a community-based living program, it could result in difficulties when creating a training
manual for volunteers that would be used in a coffee shop setting. According to Pelleboer-Gunnink et al. (2019), care providers should receive training to improve their level of knowledge/skills and confront potential stigmatizations related to working with individuals with ID. Venema et al. (2018) found that volunteers should play an assisting role instead of taking the lead in initiating new activities for individuals with a ID. It was discovered that volunteers who were trained in coaching and accompanying individuals with ID in the community were able to provide support for the improvement of becoming socially integrated (Venema et al., 2018).

Research performed by Castagnino and Blaskowitz (2022) looked at direct support professionals (DSPs) assisting individuals with IDD and the knowledge gap between recruiting, training, and retaining DSPs to provide appropriate and effective person-centered support. DSPs are responsible for developing and implementing interventions, these included teaching new skills, assessing needs, connecting people to community resources, etc. According to Castagnino and Blaskowitz (2022), it was indicated that establishing an effective training model was the first step towards improving quality person-centered supports and increasing retention of DSPs who worked with individuals with IDD. With the use of an online training program, it was indicated to improve DSPs level of confidence and competency when implementing person-centered supports; areas of related to confidence that were improved included supporting individuals’ activities, planning and modifying activities, and identifying barriers and supports (Castagnino & Blaskowitz, 2022). Based on these studies, it could be inferred that staff, volunteers, and individuals with a disability who are employed in a community-based living program should implement a pre-work training program related to job tasks that employees may need to perform on the job. It could also be inferred that successful employment may be related to employees
receiving pre-work training to improve their competency, confidence, and the level of independence for individuals with a disability.

Conclusion

There was a multitude of factors that needed to be considered for the topics of community-based living programs and how to successfully integrate employment opportunities for individuals with a disability. Factors that needed to be considered were supports/barriers; proper implementation of modifications to the environment, person, and occupation; appropriate assessments and prevocational activities to be used; the most efficient methods; etc. Due to the lack of research on these topics, it would make it difficult to develop protocols for training manuals for staff, volunteers, and individuals with IDD. Identify, select, and implement appropriate assessments to be used for individuals with IDD. And implement the appropriate environmental modifications for successful employment. The existing evidence supports the development of a capstone project with the community-based living program SHALOM to develop a successful coffee shop and provide an additional employment opportunity for individuals with IDD.

Needs Assessment

After the completion of a literature review, a strength, weakness, opportunities, and threat (SWOT) analysis was performed to help determine the occupation-based need of SHALOM’s coffee shop. Through the SWOT analysis, it was determined that SHALOM would benefit from the development of training manuals, an assessment, a list of modifications/adaptations, and any additional documents that would improve sustainability. Through collaboration with my site mentor, it was concluded that a training manual for participants and a training manual for coaches and volunteers would increase the coffee shop’s ability for success. In addition, my site
mentor indicated that the developed assessment should be an outcome measures related to providing assistance for task that would be performed at the coffee shop.

**Objectives Achieved during the Capstone**

Through a literature review and SWOT analysis, my mentor and I came to an agreement on three objectives and sub-objectives for this 14-week DCE.

1. **Student will implement a training manual with at least 2-3 coaches/volunteers through simulated scenarios by the end of 14 weeks.**
   a. Student will determine the most appropriate writing/reading level to communicate instructions within 1 week.
   b. Student will create a rough draft of the training manual to be used with coaches/volunteers within 5 weeks.
   c. Student will trial the training manual with at least 2-3 coaches/volunteers through a simulated scenario and obtain feedback from coaches/volunteers to make the necessary modifications to the training manual within 7 weeks.
   d. Student will perform a secondary simulated scenario with the newly modified training manual with at least 2-3 volunteers and obtain feedback for modifications to the training manual within 10 weeks.

2. **Student will implement a training manual with at least 3-5 participants through a simulated scenario by the end of 14 weeks.**
   a. Student will determine the most appropriate writing/reading level to communicate instructions within 1 week.
   b. Student will create a rough draft of the training manual to be used with participants within 5 weeks.
c. Student will trial the training manual with at least 2-3 participant through a simulated scenario and obtain feedback from participant to make the necessary modifications to the training manual within 7 weeks.

d. Student will perform a secondary simulated scenario with the newly modified training manual with at least 3-4 participants and obtain feedback for modifications to the training manual within 8 weeks.

3. Student will identify/implement environmental modifications/adaptations into the coffee shop to improve participants level of performance and increase successful employment within 14 weeks.

   a. Student will review the participants assessment results and identify the necessary modifications/adaptations most appropriate to be implemented in the coffee shop within 6 weeks.

   b. Student will implement the identified modifications/adaptations when working at coffee shop with participants within 7 weeks.

   c. Student will evaluate how successful the implemented modifications/adaptations were for participants within weeks 10-14.

   d. Student will provide a list of recommended modifications/adaptations to site mentor within 10 weeks.

The timeframe for completion of all objectives and sub-objectives were slightly flexible. The reasoning why it was not completely flexible was due to the soft opening date being set prior to the start of the Doctoral Capstone Experience (DCE). The key parts of the DCE were the training manuals and modifications/adaptations for the coffee shop. There were additional parts
that played an integral part towards making these objectives successful and these additional integral parts are further explained below.

The first objective was the development of a training manual specifically used for the training coaches and volunteers. This training manual included sections related to rules and expectations, coping and interpersonal strategies, food safety and illness protocols, handwashing procedures, personal hygiene, and how to operate/sanitize equipment safely and properly (ex. espresso machine, coffee brewer, grinder, etc.). To achieve this objective, I first built rapport with the coaches and volunteers through interactions and assisting them with tasks. Through rapport, I was able to understand their level of reading and writing. From this understanding I was able to determine the type of language I could use within the training manual. At the same time, I reviewed all equipment manuals for the coffee shop and the ServSafe book. Once I built rapport, reviewed all equipment manuals, and reviewed the ServSafe book, I started the development of a rough draft of the training manual.

While I was completing the first objective, I was simultaneously completing the second objective. The second objective was the development of a training manual specifically used for the training of participants. The participants training manual included sections related to rules and expectations, strategies for controlling emotions and how to appropriately talk/interact, protocols for illnesses and handwashing, personal hygiene, and how to operate/sanitize equipment safely and properly. To determine the appropriate language to be used within the training manual, I first had to understand the participants level of reading and writing. I did this by building rapport with participants through interactions and coaching participants when they completed their barista task. The barista task that I assisted participants with required one participant to setup a coffee cart, serve hot drinks to their fellow participants, and clean up. This
task was performed in the morning and at lunch. I was still reviewing all equipment manuals and
the ServSafe book during this time. Once I built rapport, reviewed all equipment manuals, and
reviewed the ServSafe book I started to develop a rough draft of their training manual.

Building of rapport with coaches, participants, and volunteers; reviewing equipment
manuals; and reviewing the ServSafe book started during week one and continued throughout the
14-week DCE. In addition, to ensure I was developing training manuals that were
understandable, I determined the appropriate language to be sued by week one. The rough draft
of both training manuals were completed by the end week five of the DCE. By week six, my
mentor and I began the training process. We initially started training on-call coach and slowly
progressed to full-time coaches, one volunteer, and two participants. At the end of week six,
there was a total of five individuals trained (2 coaches, 2 participants, and 1 volunteer). During
week seven of the DCE more training occurred (2 coaches and 2 participants) and a simulated
soft opening occurred for the previous five trained individuals. The simulated soft opening
required the five trained individuals to serve drinks to participants, care providers, and volunteers
at community dinner. While training and the simulated soft opening took place, modifications
and editing to both training manuals occurred. These modifications and edits performed were to
improve understand ability and layout of procedures for operating/sanitizing equipment. Due to
my mentor’s busy schedule, we were not able to perform a secondary simulation. We instead
used visual observation during week 10 and 11’s soft opening to determine if the updated
training manuals were successful.

Objective three required the use of an assessment to help determine potential
modifications/adaptations to be implemented within the coffee shop to increase participants level
of success and independency. Although an assessment was not used to determine
modifications/adaptations, my mentor and I came to an agreement that it was fine due to unexpected external factors that occurred. Instead visual observations was used during training, simulated soft opening, and interactions to determine appropriate modifications/adaptations. The process of determining appropriate modifications/adaptations to be implemented started at week one and was carried on throughout the 14-week DCE. During the development of training manuals rough drafts, my mentor and I discussed the use of visual aids within the participants training manual. The reasoning for visual aids was to improve understanding and meet the needs of participants who do not have the ability to read. During week five, it was recommended by me that additional seating behind the coffee bar should be provided for individuals with low endurance. The modifications implemented in week six was providing participants with personalized shift reminder cards and a reward cards. The reward card required participants to bring their reminder card at each shift. If the participant brought in their reminder card 10 times consecutively, they were rewarded with a free drink. The reminder card and reward card was utilized to improve the responsibility of participants.

Throughout week seven-to-14, I was setting up and modifying the register to allow participants to use while working at the coffee shop. The register being used was from square and it used a tile-based system. Each tile could be customized to the users liking, which made it easier to configure the layout of the register. The main tiles on the display were categorized by the type of drink (ex. Cappuccino, Espresso, Frappuccino, etc.) and modified to include a picture of the drink. When selecting a specific tile, it would show the different options available for the drink. The drink options included the size (small or large), milk type (whole or skim), and the type of coffee (regular or decaf). The main drink tiles were organized in a way that kept all hot
drink options together and all cold drinks together. The drink options were all alphabetized to make finding a drink more efficient and easier for participants.

A modification that was implemented during week eight was a visual aid of coins. This visual aid was used to assist participants to identify the type of coin, how much the coin was worth, and improve their ability to provide change to customers. Prior to first soft opening during week 10, my mentor and I discussed the implementation of recipe cards. Each recipe card stated the ingredients and the required measurement of the ingredient, simplified directions on how to make the drink, and a list of optional toppings for the drink. Initially, the recipe cards were laminated, and a magnet attached with hot glue; the recipe cards were placed on the side panel of the espresso machine for employees to grab. We later determined the placement of the recipe cards were not placed in an optimal location. After this determination, we changed the location of the recipe cards to be stuck to a metal strip that was placed in an easily accessible area for all employees. Another adaptation that was implemented during week 10 was using a wax pen to write the correct weight measurement of coffee beans for small and large drip coffee brews.

During weeks 11 and 12, I created four different visual aids. The first visual aid stated how to properly setup of a 3-compartment sink. The second visual aid stated the types of dishes and the appropriate way they should be washed (hand washed, dishwasher, 3-compartment sink, etc.). The third visual aid was the procedure on how to properly wash their hands. Lastly, the fourth visual aid was a digital floorplan of the store that showed the placement of each equipment when setting up for opening and when being stored.

Additional key documents that were required prior to the soft opening at week 10 were a food safety log, a master cleaning log, and an opening/shift change/closing procedure. Another key document that was not required prior to week 10 was a master inventory log. The food safety
log required employees to check the temperature of two refrigerators twice a day, record their temperatures, and initial the log. The food safety log also required employees to check the expiration dates of all items within the fridge, inventorying the item, and initially the log. The master cleaning log provided employees with all the items that needed to be cleaned either daily, weekly, or monthly. The master cleaning log was separated into the area of the coffee shop (Kitchen, Office, and Sarah’s Porch) with each area stating what needed to be cleaned, the page number to find the proper sanitizing procedure, and an area to initial after the task was completed. The opening/shift change/closing procedure was mainly developed for coaches and volunteers to provide them with a checklist of tasks. This checklist of tasks was required to be performed prior to opening, during a shift change in the afternoon, and before going home. The last key document developed was a master inventory log, this log was used to keep track of all purchases (equipment, ingredients, supplies, etc.). The master inventory log provided the name of each item, the number purchased, the brand, the size (if applicable), where the item was purchased from, the price, and when it was delivered (if applicable). All additional documents were used to improve sustainability, level of performance, and level of success. All additional documents were continuously updated throughout the DCE.

Implications of Capstone

At the completion of the DCE, it has provided SHALOM with the necessary resources, documents, and an additional employment opportunity for coaches, participants, and volunteers. This DCE increased the level of success and performance for participants who were and may be interested in working at the coffee shop. In addition, it has improved the level of knowledge of coaches and volunteers on how to work alongside an individual with a disability properly and effectively. The knowledge that was provided allowed coaches and volunteers to understand how
to provide assistance through modification/adaptation of a task at a just-right challenge. The knowledge provided also taught coaches and volunteers how to analyze a task, break the task down into steps, and determine the area of difficulty for a participant.

This DCE provided the field of OT an additional resource to assist other community-based living setting who are seeking to provide additional employment opportunities to their participants. This DCE also has the potential to motivate other researchers to perform additional research related to the implementation of employment within a community-based living setting.

My site mentor’s plan for sustainability included:

1. Updating and modifying all documents provided (if necessary).
2. Continuing training of coaches, participants, and volunteers who are interested.
3. Purchasing ingredients from vendors at an affordable price and only what is needed.
4. Continued collaboration with foster coffee.
5. Implementing additional modifications/adaptations as needed.

With the resources and documents provided, it has improved SHALOM’s coffee shop sustainability. In addition, my mentor’s plan for sustainability ensures additional opportunity for employment remains a possibility in the future.

Conclusion

At the completion of this DCE, it was observed that separate training manuals for coaches and volunteers (see Appendix A) and participants (see Appendix B) had a major positive influence on SHALOM’s coffee shop to operate successfully. This allowed SHALOM’s coffee shop to have a successful soft and grand opening with minimal obstacles related to participants ability to work successfully. The training manual for coaches and volunteers has provided them with the appropriate knowledge on how to assist participants while providing a just-right
challenge. To decrease the amount of stress for recalling all the steps required for opening, at shift change, and closing. An opening/shift change/closing procedure (see Appendix C) was developed to allow coaches to concentrate more on providing assistance to participants and decrease the possibility for burnout. The master cleaning log (see Appendix D) and food safety log (see Appendix E) were additional documents that ensured coaches and volunteers were taking responsibility when working. This help coaches and volunteers to keep track of cleaning task, expiration dates, and provide documentations when being inspected. Lastly, a rough draft of an assessment (see Appendix F) was developed to provide my site mentor with an outcome measure that could be used to evaluate new participants and participants interested in working at the coffee shop.

Recommendations for future capstone projects at SHALOM would be to continue to work on the assessment developed for SHALOM. This would provide SHALOM with a completed assessment that would appropriately evaluate new participants and participants interested in working at the coffee shop.
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Appendix A

Coaches and Volunteers Training Manual

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Introduction

Mission of SHALOM Coffee Connection

- Grow in wholeness
- Serve our community
- Share the love of Jesus

SHALOM Coffee Connection Tentative Operating Hours

Sunday: Closed
Monday: Closed
Tuesday: Closed
Wednesday: Closed
Thursday: Closed

Friday: 8:00 am – 4:00 pm (Coaches) | 8:30 am – 12:00 pm / 12:00 pm – 3:30 pm (Volunteers)
Saturday: 8:00 am – 4:00 pm (Coaches) | 8:30 am – 12:00 pm / 12:00 pm – 3:30 pm (Volunteers)

SHALOM Coffee Connection Manager

- Kelly Lewis
  - Contact Information: (###)-###-####

SHALOM Coffee Connection Coaches

- Mo Dovey
  - Contact Information: (###)-###-####
- Reagan Drake
  - Contact Information: (###)-###-####

SHALOM Coffee Connection On-Call (PRN) Coaches

- Noah Kortz
  - Contact Information: (###)-###-####
- Sarita Sparks
  - Contact Information: (###)-###-####
Rules & Expectations of SHALOM Coffee Connection

Important Procedures
1. Proper handwashing
2. Personal hygiene
3. Report any type of illness
4. Work clothing/PPE
5. Cleaning/Sanitizing
6. Date marking Ready-to-Eat
7. Appropriate work behavior
8. Time/ Temperature control food/Food safety log
9. Arrive at SHALOM Coffee Connection at designated time
10. Talking to customers, coaches, & other participants respectfully
11. Appropriate social interaction with customers

Expected Communication
1. Ask questions if you do not understand
2. Call or Tell Coach if you will arrive late
3. Call or Tell Coach before 24 hours if you cannot come to work
4. Talking to customers, coaches, & other participants respectfully

Corrective Actions for Not Following Procedures (COACHES ONLY)
1. Reminder
2. Retraining
3. Increased supervision
4. Retraining and monitoring (Step repeated ONLY 3 more times)
   • After 3 retraining opportunities
     o If procedures are unable to be followed, a different task will be assigned
   • If a participant is UNWILLING to COMPLY or NOT receptive to instruction/correction
     o They will receive 1 reminder and THEN SENT HOME
   • If a participant continues to be UNWILLING to COMPLY at their following shift
     o They will be TAKEN OFF the schedule for a MONTH
     o They will be RESCHEDULED at the MANGER’S DISCRETION
Coping Strategies

When Frustrated
- Deep breaths
- Ask for a break
- Step back and reevaluate the situation

When Participants are Frustrated
- What are strategies do you as a coach use?

Interpersonal Communication Strategies

When Communicating with a Participant
- Be empathetic
- Listen to the participant without making assumptions or judgement
- Communicate in calm voice
- Discuss conflicts when the participant is not frustrated/angry
- Reaffirm the participants issue and provide alternative options
- Explain your reasonings in a manner they understand
- Take them on the side and speak privately
- Provide options
- Providing extra time for participants to problem solve and/or comprehend instructions

Volunteers
If you feel uncomfortable with anything, PLEASE TALK to a COACH and PLEASE feel free to openly communicate with your coach if you have ANY CONCERNS or QUESTIONS.

Providing Assistance to Participants
1. Identify the task
2. Identify the steps to the task
3. Identify the step the participant is having difficulty with
4. Identifying the step the participant is able to complete on their own
5. Determine alternative ways the step can be performed
6. Always ask how you can help them
7. Providing extra time for participants to complete a task, problem solve, and/or comprehend instructions

Writing Activity
Instructions: For the next 5 minutes, write down the steps required to make a PB&J sandwich from start to finish. It is okay if you do not get to write down all the steps within the time allotted.
**Illness**

**IMPORTANT TO REMEMBER**
Report **ANY SYMPTOMS** listed below:
- Vomiting
- Diarrhea
- Jaundice
- Sore throat
- Fever
- Infected wound that is open **MUST BE** covered

**What to do if Sick**
- Report to the coach on duty before you come to work if you have an illness
- Coaches will contact Kelly Lewis if sick
- Let the coach know immediately if you get sick while at work
- Coaches will immediately notify Kelly Lewis if they get sick while at work
- Report if someone you live with is sick

**Handwashing**

**IMPORTANT TO REMEMBER**
- Hands **MUST** be washed in a sink designated for handwashing (**LOCATED** in the Kitchen & Office)

- **NEVER** wash your hands in dishwashing sinks
- Hand sanitizer **DOES NOT REPLACE** handwashing

*Figure 1*
Kitchen handwashing sink

*Figure 2*
Office handwashing sink
How to Wash Your Hands

1. Wet hands and arms with warm water that is ~100 °F
2. Apply soap; make sure there is enough soap to build up a good lather and follow manufacturer’s recommendations
3. Scrub hands and arms vigorously for 10 – 15 seconds; clean your fingertips, under fingernails, and between fingers
4. Rinse hands and arms thoroughly with warm water
5. Dry hands and arms using a single-use paper towel
6. Use paper towel to turn off water faucet

When to Wash Your Hands

• Before preparing food or working with clean equipment and utensils
• Before putting on single use gloves
• After using the restroom
• After touching your body or clothing
• After coughing, sneezing, blowing nose, or using tissue
• After eating, drinking, and/or chewing gum
• After handling soiled items
• After handling raw food (i.e. Eggs)
• After taking out garbage
• After handling chemicals (i.e. Sanitizing solution)
• After using cash register/handling money
• When changing tasks
• After using phone
• After touching anything else that may contaminate your hands (i.e. Dirty equipment, work surfaces, and/or clothes)

Gloves

Gloves will be used in only certain circumstances (i.e. Open wound on hand or an individual with a Band-Aid on hand). We will use deli tissue when serving cookies.

DO NOTS

• NEVER blow into gloves
• NEVER roll gloves to make them easier to put on
• NEVER wash and reuse gloves

How-to Put-on Gloves

1. Wash hands before putting on gloves
   a. You do not need to rewash your hands each time you change gloves as long as you are performing the same task and your hands have not become contaminated
2. Select the correct glove size
3. Hold gloves by the edge when putting them on (Avoid touching the glove as much as possible)
4. Once gloves are on, check gloves for rips or tears

When to Change Gloves

• As soon as the gloves become dirty or torn
COMMUNITY LIVING COFFEE SHOP

- Before beginning a different task
- After an interruption, such as taking a phone call
- After a cleaning task that uses chemicals and before handling ready-to-eat food
- After four hours of continuous use

**Personal Hygiene**

**IMPORTANT TO REMEMBER**

- Germs can be found on hair and skin, which can be transferred to food and food equipment if we do not follow good personal hygiene

**Personal Cleanliness**

- **Hand-Care Guidelines**
  - Keep fingernails **SHORT** and **CLEAN**
  - Fingernails **SHOULD** be kept trimmed and filed
  - **DO NOT** wear false fingernails
  - **DO NOT** wear nail polish

- **Personal Care**
  - **MUST** bathe and/or shower before work (i.e. Clean hair, face, & hands)
  - **MUST** wear clean clothing
  - **MUST** wear deodorant

- **Wound on Hand or Wrist**
  - **MUST** be covered with an impermeable cover and a glove placed over the cover

- **Wound on Arm**
  - **MUST** be completely covered with an impermeable cover

- **Wound on Another Part of the Body**
  - **MUST** be covered with a dry, durable, tight-fitting bandage

**Work Attire**

- **Hair**
  - Long hair **MUST** be tied back or secured with a SHALOM hat
  - Short hair **MUST** be restrained with a SHALOM hat
  - **DO NOT** wear hair accessories **UNLESS** it helps to keep hands out of hair and hair out of food
  - **DO NOT** wear false eyelashes
  - Food handlers with facial hair **SHOULD** wear a beard restraint
COMMUNITY LIVING COFFEE SHOP

- **Jewelry**
  - **DO NOT** wear when prepping food and/or working around prep areas
    - Examples: Rings (except for plain bands), bracelets (including medical bracelets), watches
  - Necklaces **MUST** be tucked under clothing

- **Aprons**
  - **REMOVE** apron when leaving prep area (i.e. Taking out the garbage and/or using the restroom)
  - **NEVER** wipe hands on your apron
  - Place dirty aprons at the **END OF EACH SHIFT** in dirty clothes hamper located in water heater closet

- **Clothing**
  - Wear clean clothing daily
  - Change soiled uniforms
  - Store personal belongings in designated areas (i.e. Backpacks, jackets, electronic devices, keys, & personal medication)
  - Keep dirty clothing that is stored in the operation away from food and prep areas

**Eating, Drinking, or Chewing Gum**

- **CAN ONLY** be done in **DESIGNATED** area which is Sarah’s Porch
- **NEVER** when prepping or serving food
- **NEVER** when working in prep areas
- **NEVER** when working in areas used to clean utensils and equipment
- **MUST** wash your hands **BEFORE RETURNING** to work
**Food Safety**

**Food Allergens**
- **Allergy Symptoms**
  - Nausea
  - Wheezing or shortness of breath
  - Hives or itchy rashes
  - Swelling of various parts of the body (i.e. face, eye, hands, or feet)
  - Vomiting and/or diarrhea
  - Abdominal pain
  - Itchy throat
- **Big 8 Allergens**
  1. Milk
  2. Eggs
  3. Fish
  4. Peanuts
  5. Soy
  6. Wheat
  7. Crustacean
  8. Tree nuts

**Cleaning & Sanitizing**
- **Sanitizing Agents (COACHES ONLY)**
  - **Nuova Simonelli – Espresso Machine Cleaning Tablets**
    - ONLY for espresso machine
    - Used DAILY
    - 1 TABLET placed in infusion chamber when performing daily automatic cleaning
  - **Cafiza**
    - Used DAILY
    - 1 TEASPOON of Cafiza dissolved into a CUP of WARM WATER
    - THOROUGHLY stir to dissolve Cafiza
    - Run steam wand to flush out condensation
    - Place espresso machine steam wand in solution
    - Let steam wand SOAK for 10 MINUTES
      - Soak TIME INCREASES when steam wand USE INCREASES
    - After 10 minutes, remove steam wand from solution
    - Run steam wand to flush out solution
    - Wipe steam wand and surrounding area with a DAMP, SOFT CLOTH
    - DRY steam wand and surrounding area with MICROFIBER towel
  - **Sani-Tabs**
    - ONLY for wiping TABLES and COUNTERTOPS
    - Used DAILY
    - Fill RED SANITIZATION BUCKET ¾ FULL of WARM WATER
    - Place 1 TABLET in bucket
    - Allow SEVERAL MINUTES for tablet to DISSOLVE
    - TEST solution with HYDRION sanitizer test kit
    - Solution MUST BE between 200 – 400 Parts Per Million (ppm)
      - Under 200 ppm: Add another tablet
      - Over 400 ppm: Add WARM WATER
    - When solution is at the correct ppm, pour solution into spray bottles
Remaining solution in bucket will be used to wipe down Office countertops, Sarah’s Porch tables and chairs (Make more solution if needed)

- **Quat-Clean**
  - **ONLY** for 3-Compartment Sink
  - Used **DAILY**
  - MUST clean 3-Compartment Sink **FIRST**
  - MUST wear **DISH GLOVES**
  - Fill **THIRD COMPARTMENT** of sink with **WARM WATER** of 75 °F
  - Add Quat-Clean to water
  - **TEST** solution with **HYDRION** sanitizer test kit
  - Solution **MUST BE 200 ppm**
  - Follow **MANUAL WASHING** section to wash dishes

- **Nickel-Safe Ice Machine Cleaner**
  - **ONLY** use for ice machine
  - **ONLY** used during **SEMI-ANNUALLY** cleaning
  - MUST wear gloves when using cleaner

- **Sanitizer Test Kit (COACHES ONLY)**
  - **ONLY** use a **SMALL** strip of **1 – 2 inches** to test ppm
  - **MUST BE KEPT DRY**
  - Sanitizing solution **SHOULD** be between **65 – 75 °F**
  - Dip test strip into sanitizer solution for **10 seconds**
  - **MATCH** test strip color with color indicator on test strip container

- **Washing Dishes**
  - **Machine Washing** (**Everyone**)  
    - Refer to pages 43 – 45
  - **Manual Washing** (**Everyone**)  
    - Preparing 3-Compartment Sink
      - Clean and sanitize **EACH** sink and drain plug
      - Fill **FIRST** sink with **DETERGENT & WATER**; water temperature **MUST BE ~110 °F (~43 °C)**
      - Fill **SECOND** sink with **CLEAN WATER**
      - Fill **THIRD** sink with **WATER & SANITIZER** (Quats) to the **CORRECT CONCENTRATION**
        - Water temperature **MUST BE 75 °F (24 °C)**
        - Concentration **MUST BE 200 ppm**
    - Cleaning & Sanitizing in a 3-Compartment Sink
      1. Scrape items **BEFORE** washing them; if necessary, items can be rinsed or soaked
      2. Wash items in **FIRST** sink; use a **BRUSH, CLOTH TOWEL, or NYLON SCRUB PAD** to loosen dirt
        - **CHANGE** water and detergent when **SUDS** are **GONE** or **WATER DIRTY**
      3. Rinse items in **SECOND** sink; dip items in water, make sure to **REMOVE ALL TRACES** of **FOOD and DETERGENT** from the items being rinsed
        - **CHANGE** the rinse water when **DIRTY** or **FULL** of **SUDS**
      4. Sanitize items in **THIRD** sink; items will remain in sanitizing solution for **≥ 60 seconds**
        - **CHANGE** sanitizing solution when **TEMPERATURE** of **WATER** falls below 75 °F (24 °C) or **SANITIZER CONCENTRATION** falls below **200 ppm**
COMMUNITY LIVING COFFEE SHOP

• Garbage (Everyone)
  o Garbage Removal
    ▪ Remove apron BEFORE taking out garbage
    ▪ ALWAYS wash hands AFTER taking out garbage
    ▪ Place garbage in DESIGNATED area
  o Cleaning Garbage Containers
    ▪ Wipe INTERIOR & EXTERIOR of garbage container FREQUENTLY
    ▪ DO NOT clean garbage containers NEAR prep or food storage areas
    ▪ ALWAYS wash hands AFTER cleaning garbage container

Food Storage
• Storage Location (Everyone)
  o NEVER store food in restrooms or garbage rooms
• Proper Food Storage
  o Supplies (Coaches)
    ▪ Store ALL items in DESIGNATED storage areas
    ▪ Items MUST BE stored AWAY from the WALL and AT LEAST 6 INCHES OFF of FLOOR
    ▪ Store SINGLE-USE items in ORGINAL packaging
    ▪ Store foods in containers that have been CLEANED and SANITIZED
  o Containers (Coaches)
    ▪ Store food in containers INTENDED for food
    ▪ Use containers that are DURABLE, LEAKPROOF, and able to be SEALED or COVERED
    ▪ NEVER use EMPTY food containers to store CHEMICALS
    ▪ NEVER put food IN EMPTY CHEMICAL CONTAINERS
  o Cleaning (Everyone)
    ▪ Keep ALL storage areas CLEAN and DRY
    ▪ Clean FLOORS, WALLS, SHELVING in coolers, freezer, and DRY-STORAGE areas on a REGULAR BASIS
    ▪ Clean up SPILLS and LEAKS IMMEDIATELY
    ▪ Store DIRTY LINENS AWAY from food and in LAUNDRY BASKET LOCATED in HEATER ROOM
• Labeling of Food (Everyone)
  o ALL items not in their ORIGINAL containers MUST BE labeled
    ▪ Label SHOULD include:
      ♦ COMMON NAME of food
      ♦ QUANTITY of food
      ♦ ONLY if item CONTAINS 2 or MORE ingredients
        ◊ List of INGREDIENTS and SUBINGREDIENTS in DESCENDING order by WEIGHT
COMMUNITY LIVING COFFEE SHOP

- List of ARTIFICIAL colors and flavors
- Chemical preservatives
- NAME and PLACE of business of the MANUFACTURER, PACKER, or DISTRIBUTOR
- Source of EACH MAJOR FOOD ALLERGEN contained in the food

- **Date Marking of Food (Coaches)**
  - Ready-to-eat Time/Temperature Control for Safety (TCS) foods MUST BE MARKED if held for LONGER THAN 24 HOURS
    - Foods include:
      - Milk and dairy products (i.e. 2% Milk, Butter, Shortening)
      - Shell eggs
  - Ready-to-eat TCS foods STORED for ONLY 7 DAYS if HELD at a TEMPERATURE of 41 °F (5°C) or LOWER
    - Timer STARTS on the DAY the food was PREPARED or COMMERCIAL CONTAINER was OPENED
    - Food MUST BE DISCARDED AFTER 7 DAYS
  - Date marking
    - ALL Ready-to-eat TCS foods MUST BE date marked with the USE-BY-DAY ONCE the food has been prepared or commercial container is opened
    - COACHES will mark the date the food NEEDS to be THROWN OUT by
    - Foods that are COMBINED with DIFFERENT USE-BY-DATES:
      - DISCARD DATE based on EARLIEST USE-BY-DATE of ANY food items involved

- **Rotation of Food (Coaches)**
  - First-In, First-Out (FIFO) Method
    1. IDENTIFY the food item’s USE-BY or EXPIRATION DATE
    2. STORE items with the EARLIEST USE-BY or EXPIRATION DATES in FRONT of items with later dates
    3. ONCE items are SHELVED, USE those ITEMS STORED IN FRONT FIRST
    4. THROW OUT FOOD that has PASSED its manufacturer’s USE-BY or EXPIRATION DATE

- **Food Storage Shelving (Coaches)**
  - Use OPEN shelving
  - DO NOT line shelves with aluminum foil, sheet pans, or paper

- **Food Storage Order (Coaches)**
  - Refrigerator
    - Milk is placed on the FIRST shelf
    - Egg and butter is placed on the SECOND shelf
  - Storage Closet
    - Peanut butter, raisons, chocolate chips, pecans, and vanilla on the FIRST shelf
    - Flour, sugar, oil, and baking soda/powder is placed on the SECOND shelf
Figure 3
Food storage order of refrigerator

• Thermometer (Coaches)
  o Storage unit **MUST HAVE 1 TEMPERATURE MEASURING DEVICE**
  o **MUST BE LOCATED** at the **WARMEST** part of a **REFRIGERATOR**

• Monitoring Temperature (Everyone)
  o **SHOULD** be performed **REGULARLY**
  o **RANDOMLY** sample temperature of stored food to verify refrigerator is working
  o Food **NOT** at **CORRECT TEMPERATURE MUST BE DISCARDED**

Figure 4
Food storage order of storage closet
Figure 5
Proper placement of thermometer in Kitchen fridge

Figure 6
Proper placement of thermometer in Office fridge

Time/Temperature Control Food
- Foods that are included:
  - Dairy (2% Milk, butter, shortening, ½ & ½)
  - Eggs

Ready-to-eat Foods
- Foods that are included:
  - Sugar (White, brown, powder)
  - Raisins
  - Peanut butter
  - Chocolate chips
  - Vanilla
  - Pecans
  - Salt

Ice (Everyone)
- Store ice scoops OUTSIDE of the ice machine in a CLEAN, PROTECTED LOCATION
- NEVER touch ice with HANDS or USE a GLASS to SCOOP ice

Food Safety & Master Cleaning Logs
- MUST be COMPLETED DAILY
COMMUNITY LIVING COFFEE SHOP

- Food Safety Log (Everyone)
  - MUST be COMPLETED 2 times EVERYDAY
  - Check foods stored in the storage closet and fridge
  - Foods NEED to be checked for EXPIRATION DATE 1x/day and PROPER TEMPERATURE 2x/day if necessary
    - Foods that need to be checked for proper temperature (41 °F):
      - Milk
      - Eggs
  - Individual’s checking expiration date and temperature MUST initial and record the temperature for the foods listed above
- Master Cleaning Log (Everyone)
  - Complete each task on cleaning log
  - After, sign with your initial within the CORRECT box for the TASK and DAY with your INITIAL
  - Coaches will delegate tasks as appropriate

Figure 7
Cleaning tools
How to use Espresso Machine

Refer to Figures 8 – 19

Precautions
- Be EXTREMELY careful with steam nozzle, DO NOT put hand under the nozzle and NEVER touch it right after use
- DO NOT place hand beneath hot water nozzle and DO NOT touch it right after use
- When OPENING espresso machine door, be CAUTIOUS to NOT PLACE/REST hand on display screen

DO NOTS
- DO NOT heat drinks or other non-food substances
- DO NOT obstruct vents with cloths or other items
- DO NOT use machine if wet

Turning Espresso Machine On/Off (COACHES)
- “I” = On | “O” = Off
  1. Switch LOCATED on BOTTOM LEFT of espresso machine
  2. DO NOT USE if self-diagnostics report anomalies or failures
  3. Espresso machine display screen will load
  4. WAIT until you see a power button on display screen
  5. Press power button on display screen
  6. It will AUTOMATICALLY begin heating the water
  7. Espresso machine READY when display screen shows main menu
  8. LEAVE espresso machine on, on FRIDAY, TURN OFF on SATURDAY

Filling the Coffee Bean Hopper (Participants with Assistance)
- Fill coffee bean container ONLY with PLAIN TOASTED coffee beans
  1. Remove coffee bean hopper lid and scoop coffee beans into coffee bean hopper
  2. FILL coffee bean hopper with the appropriate amount of coffee beans; DO NOT fill coffee bean hopper to brim
  3. Open espresso machine door with key; keyhole LOCATED on FRONT panel UNDER display screen
  4. SLIDE OUT tab to OPEN coffee bean hopper to pass coffee beans into mill
  5. CLOSE espresso machine door, ENSURE it is CLOSED COMPLETELY
  6. Remove key and place back in designated spot

Prepping Espresso Machine for Brewing
- RUN LATTE FOAM for about 3-5 seconds to flush out steam system
- RUN HOT WATER for about 3-5 seconds to flush out hot water system
- Brew a DOUBLE shot for BOTH regular and decaf; pour espresso shot in water collecting tray
- Brew another DOUBLE shot for BOTH regular and decaf
- Taste coffee for consistency
  o Optimal brew time is between 25 – 30 seconds
  o Count STARTS AFTER coffee beans are ground and BEFORE espresso being dispensed

Brewing Espresso (Participants with supervision)
- Place and ALIGN espresso shot cup UNDER pour nozzle
- Espresso shot cup HANDLE MUST face AWAY from steam dispenser
- Select appropriate drink TYPE and SIZE
- Display screen will indicate when espresso dispensing is completed
COMMUNITY LIVING COFFEE SHOP

- Remove espresso shot cup by **ONLY GRABBING** it by the **HANDLE**
- Pour espresso shot and syrup into coffee cup **FIRST**

**Steam Dispensing (Coaches & Volunteers)**

- **EVERY MORNING**, run steam wand for approximately **3 – 5 seconds** to remove condensation
- If steam wand has **NOT** been used for a **PERIOD** of time, run steamer for approximately **3 – 5 seconds** **BEFORE** using steam wand, to clean out condensation
- **Steaming Milk**
  - Use a **SOFT CLOTH EVERYTIME** you **TOUCH** the steamer
  1. Fill **MILK** cup with **2 OUNCES LESS** than the **DRINK SIZE** ordered (10 oz. for 12 oz. drink & 14 oz. for 16 oz. drink)
  2. Using a **SOFT CLOTH, SWIVEL** steamer to the **RIGHT**
  3. Place **MILK** cup **UNDER** steamer and **SWIVEL** steamer to the **LEFT**
     a. **MILK** cup **SHOULD** be resting on grid
  4. Position steamer so it is **PERPENDICULAR** to the **MILK** cup
  5. Select steam option from display screen
     a. It will **STOP** steaming **AUTOMATICALLY**
  6. **SWIVEL** steamer and **MILK** cup to the **RIGHT**
  7. **REMOVE MILK** cup
  8. Wipe **THOROUGHLY** with a **DAMP CLOTH** steamer **AFTER EVERY USE**
  9. **SWIVEL** steamer to the **LEFT** so it is **OVER** the **GRID**
  - **Steaming Milk for Allergens**
    - **NO EXCEPTION, MUST BE PERFORMED**
    1. **RUN** steamer for **3 – 5 seconds** to **FLUSH OUT** milk
    2. Wipe steam wand with **CAFIZA** cleaning solution
    3. Wipe steam wand with a **NEW DAMP, SOFT CLOTH**
    4. **RUN** steamer for **3 – 5 seconds** to **FLUSH OUT** remaining cleaning solution
    5. Steam **ALTERNATIVE MILK**
    6. Perform steps 1 – 4 **AGAIN** **BEFORE** **STEAMING NEXT ORDER**

**Hot Water Dispensing (Coaches & Volunteers)**

- **Place** **SUITABLE CONTAINER** under hot water dispensing nozzle
- Select hot water dispensing on display screen
- Hot water will dispense and will **STOP AUTOMATICALLY**
  - **Hot water dispensing can be MANUALLY stopped by PRESSING CANCEL**

**Grind Adjustment (COACHES ONLY)**

- **NOT DONE DAILY, ONLY WHEN NEEDED**
- **OPEN** espresso machine door
- Adjustment **LOCATED INSIDE** on **BOTH** sides, **BELOW** coffee bean hopper
- **LEFT** side
  - Using a 3mm (0.12 in) socket wrench
  - Turn **CLOCKWISE** to **INCREASE THICKNESS**
  - Turn **COUNTERCLOCKWISE** to make **FINER**
- **RIGHT** side
  - Using a 3mm (0.12 in) socket wrench
  - Turn **COUNTERCLOCKWISE** to **INCREASE THICKNESS**
  - Turn **CLOCKWISE** to make **FINER**
CLOSE espresso machine door

**Easycream Adjustment (COACHES ONLY)**
- **NOT DONE DAILY, ONLY WHEN NEEDED**
- Adjustment located on **FRONT** of espresso machine
- Using a **FLATHEAD SCREWDRIVER**
- Turn **CLOCKWISE** to **INCREASE** amount of foam
- Turn **COUNTERCLOCKWISE** to **DECREASE** amount of foam

**Cleaning of Espresso Machine**
- **Coffee Hopper & Coffee Delivery Unit Cleaning (COACHES ONLY)**
  1. Open front door of espresso machine with key
  2. Close coffee hopper tab by pushing tab in
  3. **REMOVE** coffee bean hopper by **SLIDING FORWARD** and **LIFTING** the **BACK** of the coffee bean hopper **FIRST** and **SLIDING** coffee bean hopper **BACKWARD** and **UP**
     a. **HOLD** coffee bean hopper **BODY** when removing hopper
  4. Remove remaining coffee beans from coffee hopper and place in container (**Participant can help with this step**)
  5. Remove as much remaining coffee beans from top of grinder with vacuum or use remaining coffee beans to make coffee
     a. If using remaining coffee beans to make a drink, **REINSTALL** the **COFFEE HOPPER FIRST**
  6. Reinstall coffee hopper
  7. Close front door of espresso machine
  8. Run espresso machine until water comes out clear
  9. Remove **ANY** coffee residues on sides of conveyor
  10. Use **DAMP CLOTH** and/or **CAFIZA** solution to clean shower head
- **Gasket Cleaning (COACHES ONLY)**
  o Use small **BRUSH** to clean **ANY** deposits or coffee residues off piston, delivery unit site, or **ANY** other areas soiled with coffee
- **Daily Automatic Cleaning (COACHES ONLY)**
  o **COMPLETE** these steps **FIRST** before performing daily automatic cleaning – clean coffee hopper, delivery unit, and gasket
    1. Select the **WATER DROPLET** symbol located at the **TOP MIDDLE** of display screen
    2. Open front door of espresso machine
    3. Using a **BRUSH**, brush off coffee grounds around the shower head and infusion chamber
    4. Place sanitizing tablet in infusion chamber
    5. Close door of espresso machine
    6. Washing cycle will start **AUTOMATICALLY**
    7. After wash cycle finishes, tap on confirm to complete rinse cycle
    8. After rinse cycle is complete, **OPEN** door of espresso machine
    9. Spread sides of dispensing group cover **SLIGHTLY** and **LIFT** cover **UPWARDS**
    10. **SLIDE** pouring nozzle **UPWARDS** and remove **2 BLUE** tubes from clip
    11. **SLIDE** dispensing group **UPWARDS** (it will come off completely)
    12. Wash dispensing group with **WARM WATER** and **DAWN SOAP**
    13. **REMOVE** pin holding shower head and **SLIDE** shower head **DOWNWARDS**
    14. Wipe shower head and pouring nozzle with a **DAMP, SOFT CLOTH**
    15. Once everything is cleaned, reinstall shower head with pin inserted, dispensing group, pouring nozzle (make sure it is seated all the way), 2 blue tubes, and dispensing group cover
    16. Close door of espresso door
- **Steam Nozzle Cleaning (COACHES ONLY)**
COMMUNITY LIVING COFFEE SHOP

- **MUST BE CLEANED AFTER EACH USE** with a DAMP, SOFT CLOTH
- **DO NOT** touch with bare hands
- Use DAMP, SOFT CLOTH soaked in WATER after EACH use
- At **END** of **DAY**, **SOAK** steam wand in a cup of Cafiza solutions for **10 minutes**
  - Fill coffee cup with WARM water
  - Scoop **1 TBSP** of CAFIZA and pour into cup
  - Stir water and Cafiza thoroughly
  - Place steam wand into Cafiza solution and soak for **10 mins.**
  - Soak time will be **LONGER** with **INCREASED** use during the day

**Daily Work Area Cleaning** *(Participants)*
- Espresso machine **MUST BE OFF** before cleaning
- **DO NOT** use solvents, chlorine-based products, or abrasives
- Remove water collection tray
- Clean **EVERYTHING** with HOT WATER and CLEANSERS

**Daily External Plates Cleaning** *(Participants)*
- Clean **ALL** chrome-plated areas with a DAMP, SOFT CLOTH
- **DRY ALL** chrome-plated areas with MICROFIBER CLOTH

**Grid Cleaning** *(Participants)*
- Wash with MICROFIBER SPONGE, HOT WATER, and DAWN SOAP

**Water Collecting Tray Cleaning** *(Participants)*
- Dump out coffee grounds from container into trashcan
- Clean both water collecting tray and container with HOT, SOapy WATER
- Can be washed in dishwasher
- **NEVER** use ANY sort of solvent
**Figure 8**
Diagram of espresso machine

**Figure 9**
Brush used for cleaning
Figure 10
Diagram of water collecting tray
**Figure 11**
Milk foaming cup placement steps

**Figure 12**
Espresso cup alignment
**Figure 13**
Selecting automatic cleaning

**Figure 14**
Selecting drink
Figure 15
Espresso grinder and easycreamer adjustment

1. Warm Water
2. 1 Scoop Cafiza
3. Cafiza Cleaning Solution
4. Soaking Steamer ~10 mins.
**Figure 16**
Soaking steamer in cleaning solution

**Figure 17**
Espresso machine measuring cups and flavor bottle
Figure 18
Removing parts when cleaning espresso machine (Part 1)
Figure 19
Removing parts when cleaning espresso machine (Part 2)
How to use Coffee Grinder

Refer to Figure 20

Precautions
- If HOPPER handle is LOOSE,
  - CHECK to see if BOTH NUTS are attached to hopper handle and let a COACH or KELLY KNOW

DO NOTS
- DO NOT put coffee beans in BEFORE turning on grinder to RUN
- DO NOT use WET CUP to hold ground coffee beans
- DO NOT run grinder if hopper handle nut is missing/loose
- DO NOT adjust grind setting (6.75)

Turning On/Off Coffee Grinder (Everyone)
- Plug in grinder LOCATED directly below, under countertop
- Power button is LOCATED on FRONT PANEL at the TOP
- Power button has 3 modes: OFF, ON, RUN
  - Power button MUST be set to RUN to grind coffee beans
  - When NOT IN USE, power button SHOULD be set to OFF
- LEAVE grinder plugged in, on FRIDAY, UNPLUG on SATURDAY

Prepping Coffee Beans/Grinder (Everyone)
1. Place silver cup on scale and PRESS TARE on scale
2. After you tare scale, scale SHOULD read 0.0
3. Weigh out 110 grams (Small) or 220 grams (Large) coffee beans in silver cup
4. PLACE CUP between spout and clip of grinder

Grinding Coffee Beans (Everyone)
- Silver cup MUST be CLIPPED to grinder BEFORE turning ON grinder
1. TURN ON grinder to RUN FIRST
2. Pour coffee beans in HOPPER at TOP of grinder
3. AFTER grinding coffee beans INTO CUP turn grinder OFF
4. Press chute flap down 1-2x to REMOVE any remaining coffee bean grounds
5. REMOVE cup from grinder and pour ground coffee beans into PREPPED coffee filter
6. WIPE OUT cup used to hold ground coffee beans with DRY PAPER TOWEL AFTER EACH GRIND and place it back for next coffee beans to be ground

Grinding Different Coffee Beans (Everyone)
1. ALWAYS grind a SMALL amount of the NEXT coffee beans BEFORE grinding NEXT batch
2. AFTER, add next batch of coffee beans
3. Perform steps 1 – 2

Cleaning Coffee Grinder (Everyone)
- At END OF DAY, WASH OUT cup
- Brush EXTERIOR of grinder chute
- Press chute flap to ENSURE there is no coffee grounds left in grinder chute
1. Grinder Hopper
2. Power Switch
3. Cup
4. Grinder Spout
5. Cup Clip
6. Chute Flap

Figure 20
Picture and guide for coffee bean grinder
How to use Coffee Brewer

Refer to Figures 21 – 26

Precautions
- Keep HANDS, ARMS, and other items AWAY from HOT SURFACES of unit when in use
- Hot water dispenser FUNCTIONS when coffee brewer is OFF

Turning On/Off Coffee Brewer (COACHES)
1. On BACK RIGHT of Coffee Brewer, flip up on toggle switch to turn ON
2. While water tank is filling, INSPECT water supply line for leaks
3. May require 20 – 30 minutes for water to reach desired water temperature
4. When water is heated, display screen will show “Ready to Brew”
- Leave coffee brewer on, on FRIDAY and TURN OFF on SATURDAY

Preparing Coffee Brewer (COACHES)
- EVERY MORNING brew a SMALL pot of ONLY HOT WATER

Brewing Coffee (Participant with supervision)
1. REMOVE SPOUT tube from Airpot
2. Center EMPTY Airpot under brew basket
3. Insert CLEAN PAPER FILTER into brew basket
   - ENSURE ONLY 1 coffee filter is used
   - ONLY use 13 x 5 coffee filter
4. RINSE PAPER FILTER with LITTLE WATER
5. Fill brew basket with 110 grams or 220 grams of GROUND coffee
6. Level ground coffee in brew basket
7. Slide FILLED brew basket ALL THE WAY BACK into brew rails
8. HOLD finger on appropriate brew icon
9. When you HEAR a CLICK of brew valve LIFT finger
10. Brewing will begin
11. Timer will indicate the amount of time it will take to finish brewing in bottom left corner of display screen
- When removing used coffee filter PINCH EDGE of filter and SLIDE OUT of brew basket

Cleaning Coffee Brewer
- Brewer Cleaning
  - Daily Cleaning (Participant with supervision)
    - Coffee Brewer SHOULD be OFF
    - Remove Airpot from under brewer
    - Wipe exterior brewer surfaces with a DAMP, SOFT CLOTH to remove spills and debris
    - Remove brew baskets and rinse off, use SOFT BRISTLED BRUSH for hard to clean areas
    - Place in DISHWASHER
    - Dry with a SOFT CLOTH
    - Wipe spray head area with CLOTH SOAKED in CAFIZA solution
    - Wipe spray head area with CLOTH SOAKED with CLEAN water
    - Dry spray head with CLEAN, MICROFIBER CLOTH
  - Weekly Cleaning (COACHES ONLY)
    - Turn coffee brewer OFF
    - REMOVE spray head (Figure 26), UNSCREW COUNTERCLOCKWISE
    - THOROUGHLY clean and rinse dome plate area
• **Airpot Cleaning**
  
  o ***After Each Fill (Participant with supervision)**
    ▪ **AFTER 2 HOURS REPLACE** coffee
    ▪ **RINSE** Airpot out with **WARM WATER**
  
  o ***Daily (Participant with supervision)**
    ▪ Wipe exterior surfaces and lid with a **SPONGE** soaked with **DAWN SOAP**
    ▪ Detach Airpot lid and remove spout
    ▪ Fill Airpot with **WARM** water and **DAWN** soap, use a **LONG-HANDED CLEANING BRUSH** to **CLEAN INSIDE**
    ▪ Clean **SPOUT** tube with **DAWN SOAP** and **MICROFIBER SPONGE**
    ▪ **RINSE** Airpot and **SPOUT** tube with **CLEAN, WARM WATER**
    ▪ Sanitize **INTERIOR** of Airpot, **SPOUT** tube, and **LID** using Cafiza solution
      ♦ Reattach lid and insert spout
      ♦ Pump Cafiza solution through Airpot **2-3x**
      ♦ Pour out remaining Cafiza solution
      ♦ Fill with **WARM** water and **PUMP** warm water through Airpot **2-3x**
    ▪ **AIR DRY** Airpot and **LID** by placing it **UPSIDE DOWN**
    ▪ **DO NOT** submerge Airpot
Figure 21
Picture & guide for coffee brewer
Figure 22
Display screen diagram
**Figure 23**
Prepping Airpot

**Figure 24**
Airpot Placement

**Figure 25**
Prepping brew basket
Figure 26
Brewer spray head
How to use *Vitamix*

Refer to Figures 27 – 29

**Precautions**
- **PULSE** function works when blender is **PLUGGED IN**

**DO NOTS**
- **DO NOT** put **HAND** in blender when **PLUGGED IN**
- **DO NOT** RUN **FINGER ON BLADE**
- **DO NOT** blend **WITHOUT COVER**

**Prepping Vitamix (Everyone)**
1. Take container **OFF BASE**
2. Put **INGREDIENTS** in container
   - Liquids **FIRST**
   - Dry ingredients, leafy greens, fruits, and/or vegetables **NEXT**
   - Ice and frozen ingredients **LAST**
3. **PLACE COVER ON** container, ensure **BOTH** tabs snap onto lip of container
4. If lid plug **NOT** inserted
   - Insert lid plug by turning it clockwise to lock lid plug in place
5. **PLACE** container **ON BASE**

**Blending Drink (Everyone)**
1. **ENSURE** variable speed dial is set to 1
2. Flip power switch **UPWARDS, LOCATED** on **RIGHT SIDE** of base
   - “O” = **OFF** | “l” = **ON**
- Switch **LOCATED** on **LEFT SIDE** of base is for pulsing
3. Rotate variable speed dial from 1 to 10 to increase or decrease the speed of the blades
4. Blend **UNTIL SATISFIED**
   - If mixture **STOPS** circulating
     - Insert tamper through lid plug and stir mixture to release trapped air
     - If tamper does not remove trapped air
       - Turn **OFF** blender and **REMOVE** container from base
       - Remove lid and use rubber spatula to move air bubble away from the blade
         - Add liquid **IF NECESSARY**
       - Place lid with lid plug back on securely and place container back on base
     - Continue blending
5. **BEFORE** turning **OFF**, rotate variable speed dial **COUNTERCLOCKWISE** to 1
6. Turn **OFF** blender and **WAIT** until blades **STOP**, **BEFORE** removing container from base
7. **POUR** out drink into cup
8. **USE RED BLENDER SPATULA** to remove remaining drink at bottom of container

**Cleaning Vitamix (Everyone)**
- **Cleaning Vitamix Container**
  - **After Every Use**
    - **USING WARM WATER** rinse out container
  - **Daily**
    - **AT END OF DAY** place **CONTAINER, LID, BLENDER SPATULA, & TAMPER** in **DISHWASHER**
COMMUNITY LIVING COFFEE SHOP

- **USING a DAMP, SOFT CLOTH** with **SANITIZING** solution, **WIPE** down base
- **USING a DAMP, SOFT CLOTH** with **WARM WATER**, **WIPE** down base
- **USING a DRY, SOFT CLOTH, WIPE** down base
1. Lids
2. Pulse Switch
3. Variable Speed Dial
4. On/Off Switch

**Figure 27**
Picture of Vitamix and switches

**Figure 28**
Visual of how blender **MUST** be when **PREPPING** a drink
1. Vitamix with tamper inserted
2. Top-down view
3. Tamper
4. Blender Spatula

Figure 29
Visual of using tamper to mix contents in container
How to use Dishwasher

Refer to Figures 30 – 33

Precautions
- MIXING DESCALING SOLUTION and SANITIZING SOLUTION can produce TOXIC GASES

DO NOTS
- **DO NOT** STACK dish racks in dishwasher
- **DO NOT** put dishes with food particles in

Cleaning Dishes (Participants)
- **ALL FOOD PARTICLES MUST BE REMOVED** from dishes
- **RINSE OUT ALL** dishes going into dishwasher
- Place dishes **IN RACK**
  - **PLATES NEED** to **STAND EDGEWISE** in **PEG-TYPE RACK**
  - **CUPS & BOWLS MUST** be **PLACED UPSIDE DOWN** in **COMPARTMENT-TYPE RACK**
  - **SILVERWARE MUST LAY LOOSELY** on **BOTTOM** of a **FLAT-BOTTOM RACK**

![Figure 30](image1.png)
Placing cups in dishwashing rack

![Figure 31](image2.png)
Placing plates in dishwashing rack

![Figure 32](image3.png)
Placing utensils in dishwashing rack
**Running Dishwasher (Everyone)**

- Wash and rinse **MINIMUM WATER TEMPERATURE is 120 °F**
- 1. Flip switch on bottom of dishwasher to the left to turn dishwasher **ON**
- 2. Open dishwasher door and place **1 DISHWASHER RACK IN**
- 3. Run dishwasher **1 CYCLE** to heat up water
- 4. Re-run dishwasher with the **SAME** dishwasher rack
- 5. **ENSURE CYCLE LIGHT** turns **ON** (on **ONLY** for a **BRIEF** period)
- 6. **CYCLE LIGHT** will turn **OFF, CLOSE** door
- 7. **WASH CYCLE** will **BEGIN**, indicated by **CYCLE LIGHT** turning **ON**
- 8. When **CYCLE LIGHT** turns **OFF, CYCLE** is **COMPLETE**
- 9. Open dishwasher door and **REMOVE DISHWASHER RACK**
- 10. **REPEAT** to **WASH ADDITIONAL DISHES**
- 11. Turn **OFF** dishwasher when **FINISHED**

**Cleaning Dishwasher (COACHES ONLY)**

- **Daily**
  - Turn the **ON/OFF** switch to the **OFF** position
  - Open door and **REMOVE** the **WASH ARMS** and **STRAINER ASSEMBLY**
    - **Removing Lower Wash Arm & Strainer**
      - **HOLD** wash arm **IN PLACE**
      - **REMOVE** retaining screw
      - **REMOVE** lower wash arm by **GRASPING** the **CENTER** and **PULLING UPWARDS**
      - **LIFT** strainer **UPWARDS**
    - **Removing Upper Wash Arm**
      - **HOLD** wash arm **IN PLACE**
      - **REMOVE** retaining screw
      - **REMOVE** upper wash arm
  - **THOROUGHLY** **WASH BOTH** wash arms and strainer in **3-COMPARTMENT SINK**
  - **USING** a **DAMP CLOTH, WIPE** the **INTERIOR** and **EXTERIOR** of the dishwasher
    - **When cleaning the INTERIOR** of the door, **BE SURE** to wipe the lip at the **BOTTOM** of the door
  - **REINSTALL** the strainer and **BOTH** wash arms
  - **TIGHTEN BOTH** retaining screws
  - Leave door **AJAR OVERNIGHT** to allow interior to air out & dry

- **Preparing Dishwasher for Descaling**
  - **MUST BE PERFORMED IN THIS ORDER TO PREVENT FORMATION OF** **TOXIC GAS**
    1. **REMOVE ANY** dishwasher rack from dishwasher
    2. **REMOVE** standpipe assembly from **BLEACH & DETERGENT CONTAINER** and place it in a **CATCH PAN** as close to the floor as possible
    3. **CYCLE** dishwasher **9 TIMES** to clear lines of **BLEACH & DETERGENT DISPENSING SYSTEM**

- **Descending Dishwasher**
  1. **CLOSE** door
  2. **RUN** dishwasher for **10-15 SECONDS** to allow it to fill
  3. **PARTIALLY** open door and **WAIT 5 SECONDS**
  4. **OPEN** door, **ADD DELIMING AGENT**
  5. **CLOSE** door and allow dishwasher to **COMPLETE** a **WASH/RINSE CYCLE**
  6. If further descaling needs to be done, repeat steps 1-5
  7. **RUN** dishwasher for **2 COMPLETE CYCLES** to rinse and flush dishwasher of descaling solution
8. **RECONNECT BLEACH & DETERGENT SYSTEM** and **RUN** through **9 COMPLETE CYCLES** **WITHOUT DISHWASHER RACKS**

*Figure 33*
Turning dishwasher on/off and washing dishes
How to use Pitcher Rinser

Refer to Figures 34 – 36

Precautions

- PRESSING on the black star WITHOUT a CONTAINER OVER it will spray water EVERYWHERE

DO NOTS

- DO NOT POUR out cups that a CUSTOMER has given to us

Rinsing out Container (Participants)

1. Place container on the black star with the OPENING side DOWN
2. Press DOWNWARDS on the container for 3-5 SECONDS
3. Water will washout container
4. Check if the container has been washed out THOROUGHLY
   a. If container needs to be washed more, repeated steps 1-4

- Espresso milk cup and shot cup SHOULD be COLD AFTER rinsing

Cleaning Pitcher Rinser (Participants with Assistance)

- Daily
  o Remove grid and UNSCREW black star COUNTERCLOCKWISE
  o Using a MICROFIBER SPONGE wash the grid and black star with WARM WATER and DAWN SOAP
  o Rinse grid and black star with WARM WATER
  o Dry grid and black star with a MICROFIBER CLOTH
  o Using a MICROFIBER SPONGE wash the pitcher rinser base with WARM WATER and DAWN SOAP
  o Rinse pitcher rinser with WARM WATER; ENSURE ALL soap residue is washed away
  o Using a SMALL SQUEEGEE, PUSH remaining water TOWARDS drain
  o Dry pitcher rinser with a MICROFIBER CLOTH
  o Reinstall black star by SCREWING it on CLOCKWISE
  o Place grid back on
Figure 34
Assembled pitcher rinser

Figure 35
Cleaning/sanitizing pitcher rinser

Figure 36
Pitcher rinser with black star removed
How to use Ice Maker

Refer to Figures 37 – 41

Precautions
- Ice maker MUST be turned OFF to clean

DO NOTS
- DO NOT use solvent cleaning agents
- DO NOT use abrasive on the interior

Cleaning Ice Maker
- Daily (Everyone)
  - Exterior
    - Wipe door and stainless-steel panels with a mixture of Dawn soap and warm water (1 oz of soap & 7.5 L of warm water)
    - Use MICROFIBER sponge to clean and rinse door and stainless-steel panels
    - Dry stainless-steel panels & door with MICROFIBER cloth
  - Ice Scooper
    - Place in dishwasher at the END of DAY
- Semi-Monthly (COACHES ONLY)
  - Interior
    - UNPLUG ice maker
    - THROW OUT ALL ice from ice maker
    - Use a Sanitizing solution of 1 ounce of BLEACH & 7.5 L of HOT WATER (95 °F – 115 °F)

Water Dividing Pipe
1. Open front door of ice maker
2. PULL OUT water drainage pipe to drain water tank
   a. Water tank will start to drain
3. Close front door of ice maker
4. Using a PHILIPS screwdriver, remove screws of top panel LOCATED on BOTH CORNERS on the REAR
5. Slide top panel BACKWARDS to remove
6. PULL UP water dividing pipe on RIGHT side until it pops out of holder
7. SLIDE water dividing pipe to the RIGHT until it slides completely out
8. Inspect water dividing pipe holes to ENSURE ALL holes are UNOBSTRUCTED
   a. Hole OBSTRUCTED
      i. Remove water dividing pipe from silicone tubing
      ii. Using a SMALL, SOFT bristle brush, clean out hole
9. Using a SOFT CLEAN cloth, thoroughly wipe water dividing pipe with sanitizing solution
10. Wipe TOP of evaporator where water from the water dividing pipe drips onto
11. Rinse ALL areas sanitized THOROUGHLY with CLEAN WATER
12. Reinstall water dividing pipe and water drainage pipe

Evaporator
- Using a SOFT CLEAN cloth, wipe evaporator with sanitizing solution
- THOROUGHLY rinse evaporator with CLEAN WATER

Ice-Full Detecting Plate
- Fill 1 squirt bottle with sanitizing solution and 1 squirt bottle with CLEAN WATER
- THOROUGHLY squirt sanitizing solution over ENTIRE ice-full detecting plate
COMMUNITY LIVING COFFEE SHOP

◊ Using a **SOFT CLEAN** cloth, wipe ice-full detecting plate the **BEST YOU CAN**
◊ **THOROUGHLY** rinse ice-full detecting plate with **CLEAN WATER**

♦ **Water Tank**
◊ Using a squirt bottle filled with sanitizing solution, **THOROUGHLY** squirt sanitizing solution in water tank
◊ Using a **SOFT CLEAN** cloth, wipe water tank the **BEST YOU CAN**
◊ **PULL OUT** water drainage pipe to allow sanitizing solution to drain
◊ **REINSTALL** water drainage pipe
◊ **THOROUGHLY** rinse water tank with **CLEAN WATER**
◊ **PULL OUT** water drainage pipe to allow sanitizing solution to drain
◊ **REINSTALL** water drainage pipe

♦ **Ice Storage Bin**
◊ Sanitize ice storage bin **AFTER** ice making system has been cleaned & storage bin is **EMPTY**
◊ Using a **SOFT CLEAN** cloth, wipe **ENTIRE** ice storage bin with sanitizing solution
◊ Pull out water drainage pipe to allow sanitizing solution to drain
◊ Reinstall water drainage pipe
◊ **THOROUGHLY** rinse ice storage bin with **CLEAN WATER**

- **REPLUG** in ice maker
- **DISCARD FIRST** batch of ice

• **Semi-Annually** (*COACHES ONLY*)
  o **REFER** to page 14 for safety precautions when using Nickel-Safe Ice Machine Cleaner
  1. Turn **OFF** ice maker and **SHUT OFF** water supply to ice maker
  2. **THROW OUT ALL** ice
  3. Drain water tank by **PULLING OUT** water drainage pipe
  4. Mix sanitizing solution of **1 ¼ cups** of Nickel-Safe Ice Machine Cleaner and **2.8 L** of **HOT WATER** (**120°F – 140°F**)
  5. **REINTSTALL** water drainage pipe **AFTER** water tank **COMPLETELY EMPTIES**
  6. Fill water tank full with Nickel-Safe & **HOT WATER** mixture
  7. **SOAK** water tank for **5 minutes**
  8. Turn **ON** ice maker and press “**TIMER CLEAN**” for **5 SECONDS**
  9. Self-cleaning program **BEGINS**
  10. Self-cleaning program will take ~**30 minutes**
  11. After self-cleaning program has **FINISHED**, **DRAIN** water tank
  12. Repeat steps 6 – 11 again
  13. Open water supply and let water flow into the unit
  14. Press “**TIMER CLEAN**” for **5 SECONDS** to enter self-cleaning program
  15. Self-cleaning program **BEGINS** and will take ~**30 minutes**
  16. **AFTER** self-cleaning program has **FINISHED**, **DRAIN** water tank
  17. Repeat steps 14 – 16, **2x more**
  18. Wipe ice storage bin with sanitizing solution of **1 ounce** of **BLEACH** & **7.5 L** of **HOT WATER** (**95 °F – 115 °F**)
  19. **THOROUGHLY** rinse ice storage bin with **CLEAN WATER**
  20. Return ice maker to ice making mode
  21. **DISCARD FIRST** batch of ice
**Figure 37**
Turning ice machine on/off & unplugging

**Figure 38**
Internal parts
Figure 39
Diagram of all internal parts
**Figure 40**
Removing top panel

**Figure 41**
Removal of water dividing pipe
How to use Cash Register (Square)

Starting Up Square Register (COACHES ONLY)
1. If register is LOCKED, click on the button ON BOTTOM SIDE of register
2. ENTER password

Navigating Checkout Tile
1. Refer to Figure 37 for steps 2 – 4
2. On LEFT COLUMN, “SHALOM Coffee Connection” SHOULD be in BLUE
3. MIDDLE COLUMN will have tiles containing ALL items for sale
   a. FIRST ROW shows 2 sizes for Espresso & 2 sizes for Cappuccino
   b. THIRD ROW shows Latte, Drip Coffee, Iced Coffee, and Flavors that can be added to those beverages
      i. When selecting Latte, Drip Coffee, and/or Iced Coffee; it will prompt you to select a size (Figure 38)
      ii. When selecting Flavor; it will prompt you to select the type of flavor being added to the beverage (Figure 39)
   c. FOURTH ROW shows Specialty Drinks, Tea, Smoothies, and Alternative Milk
      i. When selecting Specialty Drinks; it will prompt you to select a drink type and size (Figure 40)
      ii. When selecting Tea; it will prompt you to select a size
      iii. When selecting Smoothies; it will prompt you to select a smoothie type and size
      iv. When selecting Alternative Milk; it will prompt you to select a milk type
   d. FIFTH ROW shows Karen’s Cookie
      i. When selecting Karen’s Cookie; it will prompt you to select a type of cookie
4. RIGHT COLUMN will display the ITEMS being purchased AFTER you select the beverage and/or food
Figure 42
iPad Screenshot of Square, the register will have 3 columns. The list above the tiles will become the first column on the left.
Figure 43
After selecting Latte tile

Figure 44
After selecting Flavor Tile
Figure 45
After selecting Specialty Drink tile
Completing Purchase *(Everyone)*
1. Press **TILE** with the customer’s beverage
2. Select the **CORRECT** size, type, any additional beverage modification (i.e. Flavor or alternative milk)
3. Press TILE with the customer’s food
4. Select the **CORRECT** food type
5. **REVIEW ITEMS** that will be **CHARGED**
   a. If ALL items are CORRECT, move on to step 6
   b. If items are INCORRECT; make the APPROPRIATE CHANGES, then move onto step 6
      i. To REMOVE an item, swipe LEFT on the item
      ii. Item will be deleted
6. Press “Charge”
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Participants Training Manual

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Introduction

Mission of SHALOM Coffee Connection
• Grow in wholeness
• Serve our community
• Share the love of Jesus

SHALOM Coffee Connection Tentative Operating Hours
Sunday: Closed
Monday: Closed
Tuesday: Closed
Wednesday: Closed
Thursday: Closed
Friday: 8:30 am – 12:00 pm (1st Shift) / 12:00 pm – 3:30 pm (2nd Shift)
Saturday: 8:30 am – 12:00 pm (1st Shift) / 12:00 pm – 3:30 pm (2nd Shift)

SHALOM Coffee Connection Manager
• Kelly Lewis

SHALOM Coffee Connection Coaches
• Mo Dovey
• Reagan Drake

SHALOM Coffee Connection On-Call (PRN) Coaches
• Noah Kortz
• Sarita Sparks
Rules & Expectations of SHALOM Coffee Connection

Rules
*Tells you what you are allowed or are not allowed to do*
1. Proper handwashing
2. Personal hygiene
3. Report any type of illness
4. Clean work clothing
5. Cleaning/Sanitizing
6. Date marking Ready-to-Eat
7. Time/Temperature control food
8. Appropriate work behavior
9. Arrive at SHALOM Coffee Connection at 8:30 am for 1st shift & 12:00 pm for 2nd shift
10. Talking to customers, coaches, & other participants respectfully
11. Appropriate social interaction with customers

Expectations
*To consider reasonable, due, or necessary*
1. Ask questions if you do not understand
2. Tell a Coach if you will arrive late
3. Tell a Coach before 24 hours if you cannot come to work
4. Stay for entire shift 8:30 am – 12:00 pm (1st shift) or 12:00 pm – 3:30 pm (2nd shift)
5. Talking to customers, coaches, & other participants respectfully

Corrective Actions for Not Following Procedures
1. Reminder
2. Retraining
3. Increased supervision
4. Retraining and monitoring (Step repeated **ONLY** 3 more times)
   - After 3 retraining opportunities
     - If you are unable to be follow directions, a different task will be assigned
   - If you are **UNWILLING to COMPLY** or **DO NOT** listen to instruction/correction
     - You will receive 1 reminder and THEN SENT HOME
   - If you continue to be **UNWILLING to COMPLY**, at your following shift
     - You will be **TAKEN OFF** the schedule for a **MONTH**
     - You will be **RESCHEDULED** at the **MANGER’S CHOICE**
Strategies to Control Your Emotions

When Frustrated
- Take deep breaths
- Ask for a break
- Tell a coach or volunteer before you feel frustrated or stressed

Strategies to Talk and Interact Appropriately

Customers
- Keep your hands to yourself
- When customers are eating or drinking, do not sit at their table unless invited
- Be polite and respectful
- Checking with coach or volunteer if you can sit with a friend that visits the coffee shop

Coaches or Volunteers
- Be respectful
- Ask a coach or volunteer for help nicely
- Ask a coach or volunteer if they need help
- Tell a coach or volunteer when you feel frustrated or stressed
Illness

IMPORTANT TO REMEMBER
Report **ANY SYMPTOMS** listed below:
- Vomiting
- Diarrhea
- Jaundice
- Sore throat
- Fever
- Infected wound that is open

What to do if Sick
- Report to the coach on duty before you come to work if you have an illness
- Coaches will contact Kelly Lewis if sick
- Let the coach know immediately if you get sick while at work
- Coaches will immediately notify Kelly Lewis if they get sick while at work
- Report if someone you live with is sick

Handwashing

IMPORTANT TO REMEMBER
- Hands **MUST** be washed in a sink designated for handwashing (Located in the Kitchen & Office)
- **NEVER** wash your hands in dishwashing sinks
- Hand sanitizer **DOES NOT REPLACE** handwashing

*Figure 1*
Kitchen handwashing sink

*Figure 2*
Office handwashing sink
**How to Wash Your Hands**

1. Wet hands and arms with warm water

2. Apply soap; make sure there is enough soap to build up bubbles

3. Scrub hands and arms vigorously for 10 – 15 seconds; clean your fingertips, under fingernails, and between fingers

4. Rinse hands and arms thoroughly with warm water

5. Dry hands and arms using a single-use paper towel or hand dryer

6. Use paper towel to turn off water faucet
**When to Wash Your Hands**
- Before preparing food or working with clean equipment and utensils
- Before putting on single use gloves
- After using the restroom
- After touching your body or clothing
- After coughing, sneezing, blowing nose, or using tissue
- After eating, drinking, and/or chewing gum
- After handling soiled items
- After handling raw food (i.e. Eggs)
- After taking out garbage
- After handling chemicals (i.e. Sanitizing solution)
- After using cash register/handling money
- When changing tasks
- After using phone
- After touching anything else that may contaminate your hands (i.e. Dirty equipment, work surfaces, and/or clothes)

**Gloves**

**DO NOTS**
- **NEVER** blow into gloves
- **NEVER** roll gloves to make them easier to put on
- **NEVER** wash and reuse gloves

**When to Change Gloves**
- As soon as the gloves become dirty or torn
- Before beginning a different task
- After an interruption, such as taking a phone call
- After handling raw meat, seafood, or poultry, and before handling ready-to-eat food
- After four hours of continuous use
How-to Put-on & Take-Off Gloves

1. Wash hands before putting on gloves
   a. You do not need to rewash your hands each time you change gloves as long as you are performing the same task and your hands have not become contaminated
2. Select the correct glove size
3. Hold gloves by the edge when putting them on (Avoid touching the glove as much as possible)
4. Once gloves are on, check gloves for rips or tears
Personal Hygiene

**IMPORTANT TO REMEMBER**
- Germs can be found on hair and skin, which can be transferred to food and food equipment if we do not follow good personal hygiene

**Personal Cleanliness**
- **Hand-Care Guidelines**
  - Keep fingernails **SHORT** and **CLEAN**
  - Fingernails **SHOULD** be kept trimmed and filed
  - **DO NOT** wear false fingernails
  - **DO NOT** wear nail polish

- **Personal Care**
  - **MUST** bathe and/or shower before work (i.e. Clean hair, face, & hands)
  - **MUST** wear clean clothing
  - **MUST** wear deodorant

- **Wound on Hand or Wrist**
  - **MUST** be covered with an impermeable cover and a glove placed over the cover

- **Wound on Arm**
  - **MUST** be completely covered with an impermeable cover
• Wound on Another Part of the Body
  o MUST be covered with a dry, durable, tight-fitting bandage

Work Attire
• Hair
  o Long hair MUST be tied back or secured with a SHALOM hat
  o Short hair MUST be restrained with a SHALOM hat
  o DO NOT wear hair accessories UNLESS it helps to keep hands out of hair and hair out of food
  o DO NOT wear false eyelashes
  o Food handlers with facial hair SHOULD wear a beard restraint

• Jewelry
  o DO NOT wear when prepping food and/or working around prep areas
Examples: Rings (except for plain bands), bracelets (including medical bracelets), watches
- Necklaces **MUST** be tucked under clothing

- **Aprons**
  - **REMOVE** apron when leaving prep area (i.e. Taking out the garbage and/or using the restroom)
  - **NEVER** wipe hands on your apron
  - Place dirty aprons at the **END OF EACH SHIFT** in dirty clothes hamper located in water heater closet

- **Clothing**
  - Wear clean clothing daily
  - Change soiled uniforms
  - Store street clothing and personal belongings in designated areas (i.e. Backpacks, jackets, electronic devices, keys, & personal medication)
  - Keep dirty clothing that is stored in the operation away from food and prep areas
COMMUNITY LIVING COFFEE SHOP

Eating, Drinking, or Chewing Gum

- CAN ONLY be done in DESIGNATED area which is Sara’s Porch
- NEVER when prepping or serving food
- NEVER when working in prep areas
- NEVER when working in areas used to clean utensils and equipment
- MUST wash your hands BEFORE RETURNING to work
How to use Espresso Machine

**Precautions**
- Be **EXTREMELY** careful with steam nozzle, **DO NOT** put hand under the nozzle and **NEVER** touch it right after use
- **DO NOT** place hand beneath hot water nozzle and **DO NOT** touch it right after use

**DO NOTS**
- **DO NOT** heat drinks or other non-food substances
- **DO NOT** obstruct vents with cloths or other items
- **DO NOT** use machine if wet

**Filling the Coffee Bean Hopper (Participants with Assistance)**
- Fill coffee bean container **ONLY** with **PLAIN TOASTED** coffee beans

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Remove coffee bean hopper lid and scoop coffee beans into coffee bean hopper</td>
</tr>
<tr>
<td>2.</td>
<td><strong>FILL</strong> coffee bean hopper with the correct amount of coffee beans; <strong>DO NOT</strong> fill coffee bean hopper to the top</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>Open espresso machine door with key; keyhole <strong>LOCATED</strong> on <strong>FRONT</strong> panel <strong>UNDER</strong> display screen</td>
</tr>
<tr>
<td>4.</td>
<td><strong>SLIDE OUT</strong> tab to <strong>OPEN</strong> coffee bean hopper to pass coffee beans into mill</td>
</tr>
<tr>
<td>5.</td>
<td><strong>CLOSE</strong> espresso machine door, <strong>ENSURE</strong> it is <strong>CLOSED COMPLETELY</strong></td>
</tr>
<tr>
<td>6.</td>
<td>Remove key and place back in designated spot</td>
</tr>
</tbody>
</table>

**Brewing Espresso (Participants with supervision)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Place and <strong>ALIGN</strong> espresso shot cup <strong>UNDER</strong> pour nozzle</td>
</tr>
<tr>
<td>2.</td>
<td>Espresso shot cup <strong>HANDLE MUST</strong> face <strong>AWAY</strong> from steam dispenser</td>
</tr>
</tbody>
</table>
3. Select appropriate drink **TYPE** and **SIZE**

4. Display screen will indicate when espresso dispensing is completed

5. Remove espresso shot cup by **ONLY GRABBING it by the HANDLE**

6. Pour espresso into coffee cup

### Cleaning of Espresso Machine

- **Daily Work Area Cleaning (Participants)**
  1. Espresso machine **MUST BE OFF** before cleaning
  2. **ONLY** use cleaning equipment provided to you
  3. Remove water collection tray
  4. Clean **EVERYTHING** with **HOT WATER** and **CLEANSERS** provided to you

- **Daily External Plates Cleaning (Participants)**
  - Clean **ALL** silver areas with a **MICROFIBER CLOTH**

- **Grid Cleaning (Participants)**
  - Wash with a **SOFT SPONGE**, **HOT WATER**, and **DAWN SOAP**

- **Water Collecting Tray Cleaning (Participants)**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dump out coffee grounds from container into trashcan</td>
</tr>
<tr>
<td>2.</td>
<td>Clean both water collecting tray and container with <strong>HOT, SOAPY WATER</strong> (it can be washed in dishwasher)</td>
</tr>
<tr>
<td>3.</td>
<td><strong>ONLY</strong> use cleaners that are provided to you</td>
</tr>
</tbody>
</table>
How to use Coffee Grinder

Refer to Figure 3

Precautions
- If HOPPER handle is LOOSE,
  - CHECK to see if BOTH NUTS are attached to hopper handle and let a COACH or KELLY KNOW

DO NOTS
- DO NOT put coffee beans in BEFORE turning on grinder to RUN
- DO NOT use WET CUP to hold ground coffee beans
- DO NOT run grinder if hopper handle nut is missing/loose
- DO NOT adjust grind setting

Turning On/Off Coffee Grinder (Everyone)

1. Push power button to RUN
2. Push power button to OFF when not using grinder

Prepping Coffee Beans/Grinder (Everyone)

1. Place silver cup on scale and PRESS TARE on scale
2. After you tare scale, scale SHOULD read 0.0
3. Weigh out 110 grams (Small) or 220 grams (Large) coffee beans in silver cup using scooper

4. **PLACE CUP** between spout and clip of grinder
Grinding Coffee Beans (Everyone)

1. TURN ON grinder to RUN FIRST

2. Pour coffee beans in HOPPER at TOP of grinder

3. AFTER grinding coffee beans INTO CUP turn grinder OFF

4. Press chute flap down 1-2x to REMOVE any remaining coffee bean grounds
5. **REMOVE** cup from grinder and pour ground coffee beans into **PREP**ED coffee filter

6. **WIPE OUT** cup used to hold ground coffee beans with **DRY PAPER TOWEL** **AFTER EACH GRIND** and place it back for next coffee beans to be ground

**Cleaning Coffee Grinder** *(Everyone)*

<table>
<thead>
<tr>
<th>1. At <strong>END OF DAY</strong>, place in dishrack for cleaning</th>
<th>2. Let cup <strong>AIR DRY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Press chute flap to <strong>ENSURE</strong> there is no coffee grounds left in grinder chute</td>
<td>4. Brush chute with brush to remove remaining coffee grounds</td>
</tr>
</tbody>
</table>
7. Grinder Hopper
8. Power Switch
9. Cup
10. Grinder Spout
11. Cup Clip
12. Chute Flap

Figure 3
Picture and guide for coffee bean grinder
How to use Coffee Brewer

Precautions
- Keep HANDS, ARMS, and other items AWAY from HOT SURFACES of unit when in use

Brewing Coffee (Participant with supervision)

1. REMOVE SPOUT tube from Airpot

2. Center EMPTY Airpot under brew basket

3. Insert CLEAN PAPER FILTER into brew basket

4. RINSE PAPER FILTER with LITTLE WATER
5. Fill brew basket with 110 grams (Small) or 220 grams (Large) amount of **GROUND** coffee

6. Level ground coffee in brew basket

7. Slide **FILLED** brew basket **ALL THE WAY BACK** into brew rails

8. **HOLD** finger on appropriate brew icon

9. When you **HEAR** a **CLICK** of brew valve **LIFT** finger

10. Brewing will begin
11. Timer will indicate the amount of time it will take to finish brewing in bottom left corner of display screen.

12. When removing used coffee filter **PINCH EDGE** of filter and **SLIDE OUT** of brew basket.

**Cleaning Coffee Brewer**
- **Brewer Cleaning**
  - **Daily Cleaning** (*Participant with supervision*)

1. Coffee Brewer **SHOULD** be **OFF**

2. Remove Airpot from under brewer.
<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Wipe exterior brewer surfaces with a DAMP CLOTH to remove spills and debris</td>
</tr>
<tr>
<td>4.</td>
<td>Remove brew baskets and clean with MILD detergent solution, use SOFT BRISTLED BRUSH for hard to clean areas</td>
</tr>
<tr>
<td>5.</td>
<td>Rinse with CLEAN water and dry</td>
</tr>
<tr>
<td>6.</td>
<td>Wipe spray head area with CLOTH SOAKED in CAFIZA solution</td>
</tr>
<tr>
<td>7.</td>
<td>Wipe spray head area with CLOTH SOAKED with CLEAN water</td>
</tr>
<tr>
<td>8.</td>
<td>Dry spray head with CLEAN, SOFT CLOTH</td>
</tr>
</tbody>
</table>

- **Airpot/Pour Pot Cleaning**
  - After Each Fill (*Participant with supervision*)
    - AFTER 2 HOURS REPLACE coffee
    - RINSE Airpot out with WARM WATER
  - Daily (*Participant with supervision*)
    - DO NOT submerge Airpot
<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Wipe exterior surfaces and lid with a <strong>SPONGE</strong> soaked with <strong>DETERGENT</strong> solution</td>
</tr>
<tr>
<td>2.</td>
<td>Detach Airpot lid and remove spout</td>
</tr>
<tr>
<td>3.</td>
<td>Fill Airpot with <strong>DETERGENT</strong> solution and use a <strong>SPONGE CLEANING BRUSH</strong> to <strong>CLEAN INSIDE</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Clean <strong>SPOUT</strong> tube with <strong>DETERGENT</strong> solution</td>
</tr>
<tr>
<td>5.</td>
<td><strong>RINSE</strong> Airpot and <strong>SPOUT</strong> tube with <strong>CLEAN, WARM WATER</strong></td>
</tr>
<tr>
<td>6.</td>
<td>Sanitize <strong>INTERIOR</strong> of Airpot, <strong>SPOUT</strong> tube, and <strong>LID</strong> using commercial sanitizer with a <strong>SWAB</strong></td>
</tr>
<tr>
<td>7.</td>
<td><strong>AIR DRY</strong> Airpot and <strong>LID</strong> by placing it <strong>UPSIDE DOWN</strong></td>
</tr>
</tbody>
</table>
How to use Vitamix

Refer to Figure 4 – 6

Precautions
- **PULSE** function works when blender is **PLUGGED IN**

**DO NOTS**
- **DO NOT** put **HAND** in blender when **PLUGGED IN**
- **DO NOT RUN FINGER ON BLADE**
- **DO NOT** blend **WITHOUT COVER**

Prepping Vitamix (**Everyone**)

1. Take container **OFF BASE**
2. Put **INGREDIENTS** in container (**FIRST**: Liquids | **NEXT**: Dry ingredients, leafy greens, fruits, and/or vegetables | **LAST**: Ice and frozen ingredients)
3. **PLACE COVER ON** container, ensure **BOTH** tabs snap onto lip of container
4. If lid plug **NOT** inserted; insert lid plug and turn it **clockwise** to lock lid plug in place
**Blending Drink (Everyone)**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>ENSURE</strong> variable speed dial is set to 1</td>
</tr>
<tr>
<td>2.</td>
<td>Flip power switch <strong>UPWARDS, LOCATED</strong> on <strong>RIGHT SIDE</strong> of base (&quot;O&quot; = OFF</td>
</tr>
<tr>
<td>3.</td>
<td>Rotate variable speed dial from 1 to 10 to increase or decrease the speed of the blades</td>
</tr>
<tr>
<td>4.</td>
<td>Blend <strong>UNTIL SATISFIED</strong></td>
</tr>
</tbody>
</table>

5. **PLACE** container **ON BASE**
5. If mixture **STOPS** blending – Insert tamper through lid plug and stir mixture to release trapped air

6. If tamper DOES NOT remove trapped air – 1. Turn **OFF** blender and **REMOVE** container from base | 2. Remove lid and use rubber spatula to move air bubble away from the blade (Add liquid IF **NECESSARY**) | 3. Place lid with lid plug back on securely and place container back on base | 4. Continue blending

7. **BEFORE** turning **OFF**, rotate variable speed dial COUNTERCLOCKWISE to 1

8. Turn **OFF** blender and **WAIT** until blades **STOP**, **BEFORE** removing container from base

9. **POUR** out drink into cup

10. **USE RED BLENDER SPATULA** to remove remaining drink at bottom of container

---

**Cleaning Vitamix (Everyone)**

- *Cleaning Vitamix Container*
  - **After Every Use**
    - **USING WARM WATER** rinse out container
  - **Daily**
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>AT END OF DAY</strong> place <strong>CONTAINER, LID, BLENDER SPATULA, &amp; TAMPER</strong> in <strong>DISHWASHER</strong></td>
</tr>
<tr>
<td>2.</td>
<td><strong>USING a DAMP, SOFT CLOTH</strong> with <strong>SANITIZING solution</strong>, <strong>WIPE</strong> down base</td>
</tr>
<tr>
<td>3.</td>
<td><strong>USING a DAMP, SOFT CLOTH</strong> with <strong>WARM WATER</strong>, <strong>WIPE</strong> down base</td>
</tr>
<tr>
<td>4.</td>
<td><strong>USING a DRY, SOFT CLOTH, WIPE</strong> down base</td>
</tr>
</tbody>
</table>
5. Lids
6. Pulse Switch
7. Variable Speed Dial
8. On/Off Switch

**Figure 4**  
Picture of Vitamix and switches

**Figure 5**  
Visual of how blender MUST be when PREPPING a drink
Figure 6
Visual of using tamper to mix contents in container
# How to use Dishwasher

**Precautions**
- **MIXING DESCALING SOLUTION** and **SANITIZING SOLUTION** can produce **TOXIC GASES**

**DO NOTS**
- **DO NOT STACK** dish racks in dishwasher
- **DO NOT** put dishes with food particles in

## Cleaning Dishes (Participants)

<table>
<thead>
<tr>
<th>Step</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>REMOVE ALL FOOD PARTICLES</strong> from dishes</td>
</tr>
<tr>
<td>2.</td>
<td><strong>RINSE OUT ALL</strong> dishes going into dishwasher</td>
</tr>
<tr>
<td>3.</td>
<td>Place dishes <strong>IN RACK</strong></td>
</tr>
<tr>
<td>4.</td>
<td><strong>PLATES NEED</strong> to <strong>STAND EDGewise</strong> in <strong>PEG-TYPE RACK</strong>, <strong>CUPS &amp; BOWLS MUST</strong> be <strong>PLACED UPSIDE DOWN</strong> in <strong>COMPARTMENT-TYPE RACK</strong>, <strong>SILVERWARE MUST LAY LOOSELY</strong> on <strong>BOTTOM</strong> of a <strong>FLAT-BOTTOM RACK</strong></td>
</tr>
</tbody>
</table>

## Running Dishwasher (Everyone)

<table>
<thead>
<tr>
<th>Step</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Flip switch on bottom of dishwasher to the left to turn dishwasher <strong>ON</strong></td>
</tr>
<tr>
<td>2.</td>
<td>Open dishwasher door and place <strong>1 DISHWASHER RACK IN</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Run dishwasher <strong>1 CYCLE</strong> to heat up water</td>
</tr>
<tr>
<td>4.</td>
<td>Re-run dishwasher with the <strong>SAME</strong> dishwasher rack</td>
</tr>
</tbody>
</table>
5. **ENSURE CYCLE LIGHT** turns **ON** (on **ONLY** for a **BRIEF** period)

6. **CYCLE LIGHT** will turn **OFF**, **CLOSE** door

7. **WASH CYCLE** will **BEGIN**, indicated by **CYCLE LIGHT** turning **ON**

8. When **CYCLE LIGHT** turns **OFF**, **CYCLE** is **COMPLETE**

9. Open dishwasher door and **REMOVE DISHWASHER RACK**

10. **REPEAT** to **WASH ADDITIONAL DISHES**
How to use *Pitcher Rinser*

**Precautions**
- PRESSING on the black star WITHOUT a CONTAINER OVER it will spray water EVERYWHERE

**DO NOTS**
- DO NOT POUR out cups that a CUSTOMER has given to us

**Rinsing out Container (Participants)**
1. Place container on the black star with the OPENING side DOWN
2. Press DOWNWARDS on the container for 3-5 SECONDS
3. Water will washout container
4. Check if the container has been washed out THOROUGHLY; if container needs to be washed more, repeated steps 1-4
5. Espresso milk cup and shot cup SHOULD be COLD AFTER rinsing

**Cleaning Pitcher Rinser (Participants with Assistance)**
- Daily
1. Remove grid and UNSCREW black star COUNTERCLOCKWISE
2. Using the 3-COMPARTMENT SINK wash the grid and black star
3. Rinse grid and black star with **WARM WATER**

4. Dry grid and black star with a **MICROFIBER TOWEL**

5. Using a **SOFT SPONGE** wash the pitcher rinser with **WARM WATER** and **DAWN SOAP**

6. Rinse pitcher rinser with **WARM WATER**; **ENSURE ALL** soap residue is washed away

7. Using a **SMALL SQUEEGEE**, **PUSH** remaining water **TOWARDS** drain

8. Dry pitcher rinser with a **SOFT CLOTH**
9. Reinstall black star by **SCREWING** it on **CLOCKWISE**

10. Place grid back on
Community Living Coffee Shop

How to use Cash Register

Navigating Checkout Tile
1. Refer to Figure 7 – 10 for steps 1 – 4
2. On LEFT COLUMN, “SHALOM Coffee Connection” SHOULD be in BLUE
3. MIDDLE COLUMN will have tiles containing ALL items for sale
   a. FIRST ROW shows 2 sizes for Espresso & 2 sizes for Cappuccino
   b. THIRD ROW shows Latte, Drip Coffee, Iced Coffee, and Flavors that can be added to those beverages
      i. When selecting Latte, Drip Coffee, and/or Iced Coffee; it will prompt you to select a size (Figure ___)
      ii. When selecting Flavor; it will prompt you to select the type of flavor being added to the beverage (Figure ___)
   c. FOURTH ROW shows Specialty Drinks, Tea, Smoothies, and Alternative Milk
      i. When selecting Specialty Drinks; it will prompt you to select a drink type and size (Figure ___)
      ii. When selecting Tea; it will prompt you to select a size
      iii. When selecting Smoothies; it will prompt you to select a smoothie type and size
      iv. When selecting Alternative Milk; it will prompt you to select a milk type
   d. FIFTH ROW shows Karen’s Cookie
      i. When selecting Karen’s Cookie; it will prompt you to select a type of cookie
4. RIGHT COLUMN will display the ITEMS being purchased AFTER you select the beverage and/or food

Figure 7
iPad Screenshot of Square, the register will have 3 columns. The list above the tiles will become the first column on the left
**Figure 8**
After selecting Latte tile

**Figure 9**
After selecting Flavor Tile
Figure 10
After selecting Specialty Drink tile

Completing Purchase (Everyone)
1. Press TILE with the customer’s beverage
2. Select the CORRECT size, type, any additional beverage modification (i.e. Flavor or alternative milk)
3. Press TILE with the customer’s food
4. Select the CORRECT food type
5. REVIEW ITEMS that will be CHARGED
COMMUNITY LIVING COFFEE SHOP

a. If ALL items are CORRECT, move on to step 6
b. If items are INCORRECT; make the APPROPRIATE CHANGES, then move onto step 6

6. Press “Charge”
Appendix C

Opening/Shift Change/Closing Procedure

Opening Procedure Checklist

1. Unlock doors
2. Turn **ON** lights in Office, Sarah’s Porch, & store
3. Place personal belongings in drawer **LOCATED** under register
4. Take cash draw out from cabinet located in storage closet & place in register
5. **WASH HANDS** & put on apron
6. Turn **ON**:
   a. Espresso machine (**FRIDAYS ONLY**)  
   b. Coffee brewer (**FRIDAYS ONLY**)  
   c. Cash register
7. Plug **IN**:
   a. Grinder (**FRIDAYS ONLY**)  
   b. Vitamix
8. Clock-In
9. Prepare Sani-tab solution
10. **WASH HANDS**
11. Take out and setup **ALL** equipment needed for espresso machine, grinder, and coffee brewer
    a. Espresso shot cup
    b. Espresso milk cup
    c. Flavor measuring tool
    d. 3 silver grinder cups
    e. Airpot
12. Brew a small pot of **ONLY HOT WATER** into Airpot with lid and nozzle **REMOVED**
13. Flush out espresso steamer and hot water for **3-5 seconds EACH**
14. Test Sani-tab solution (**MUST BE 200 ppm**)  
15. Pour Sani-tab solution into **2 SPRAY BOTTLES**
16. **WASH HANDS**
17. Put away any dishes left in **DRYING RACKS**
18. Pour out hot water in Airpot
    a. **REINSERT** nozzle
    b. **REATTACH** and **CLOSE** lid
    c. Set Airpot aside
19. Brew a small pot of **ONLY HOT WATER** into **SECOND** Airpot with lid and nozzle **REMOVED**
20. Check/restock inventory of ALL necessary material to serve customers
    a. To-go coffee cups & lids
    b. To-go iced coffee/smoothie cups & lids
    c. Sugar/Splenda
    d. All milk (Whole, Skim, Oat, & Almond)
    e. Creamers (**Milk & ½ and ½**)
    f. Flavored syrups
    g. Fruits for smoothies
    h. Coffee beans (**Black, white, dark roast, & decaf**)

*Volunteers and participants should have arrived*

21. Check & update participants shift reminder cards
    a. Punch participants punch cards if they brought their reminder cards
22. Have volunteers and participants **SIGN IN** and put on **NAME TAGS**
23. Have volunteers and participants **WASH HANDS** and put on apron
24. **WASH HANDS**
25. Pour out hot water in Airpot
    a. **REINSERT** nozzle
    b. **REATTACH** and **CLOSE** lid
    c. Set Airpot aside
26. Brew a small pot of **ONLY HOT WATER** into **THIRD** Airpot with lid and nozzle **REMOVED**
27. Delegate tasks for:
    a. Checking expiration dates
    b. Checking/recording temperature of fridges in Office and Kitchen
    c. Pouring beans into espresso coffee hopper (**Left = Black | Right = Decaf**)
    d. Taking out and setting up cookies
    e. Sanitizing tables, chairs, and bar top in Sarah’s Porch
    f. Hanging up barista pictures
    g. Setting temperature of air condition
    h. Filling up water jug
    i. Remind individual **“DO NOT use the same PARCHMENT PAPER to HANDLE cookies with ALLERGENS”**
28. Setup espresso machine for brewing of espresso shot
29. Brew a LARGE espresso shot for both BLACK and DECAF
30. Pour out BOTH shots into water collecting tray
31. Rinse out BOTH espresso shot cups in pitcher rinser
32. Brew a SMALL espresso shot for both BLACK and DECAF
33. Pour BOTH espresso shots into SEPARATE CUPS
34. Rinse out BOTH espresso shot cups in pitcher rinser
35. Taste test BOTH shots for quality
   a. SHOULD taste:
      i. Sweet
      ii. Ripe & fresh
      iii. Pleasant acidity
      iv. Long finish
      v. Transparent (tasting coffee bean notes)
   b. Under extracted:
      i. Sour
      ii. Salty
      iii. Quick finish (taste does not linger)
      iv. Hay like taste
   c. Over extracted:
      i. Overly bitter
      ii. Astringent (tastes like hair spray)
      iii. Dry
      iv. Hollow
36. Place tasting cups into DIRTY dishes bin
37. WASH HANDS
38. Pour out hot water in Airpot
   a. REINSERT nozzle
   b. REATTACH and CLOSE lid
   c. Set Airpot aside
39. Setup coffee brewer to brew coffee
   a. Prepare brew basket with 1 FILTER, SLIGHTLY WET
   b. Place FIRST pre-heated Airpot under coffee brewer with LID & NOZZLE REMOVED
40. Setup grinder to grind FIRST batch of coffee
   a. Clip silver cup to grinder chute
   b. Setup scale
   c. Place silver cup on scale and TARE WEIGHT
   d. Measuring out coffee beans for coffee brewer [110 g = Small | 220 g = Large] (Dark roast, white, OR decaf)
41. Brewing coffee
   a. Pour ground coffee beans into prepped brew basket
   b. Level ground coffee in brew basket by SHAKING
   c. Insert brew basket into coffee brewer
   d. Select LARGE
42. Prep grinder for NEXT batch
   a. Clip silver cup to grinder chute
   b. Get a few (~4 – 5) coffee beans of NEXT batch
   c. FIRST, turn grinder to RUN
   d. Put coffee beans in grinder hopper
   e. Turn OFF grinder
   f. Remove silver cup and dump ground coffee beans into trash
   g. Wipe out silver cup with a DRY TOWEL
   h. Clip silver cup onto grinder chute
43. Check on delegated tasks
44. Setup for NEXT coffee brewing
   a. Remove brew basket
   b. Pinch and slide out used coffee filter into trash
45. Remove filled Airpot
   a. REINSERT nozzle and REATTACH LID
   b. Place in designated area
46. Place SECOND prepped Airpot under coffee brewer
47. REPEAT steps 37 – 40 for NEXT batch of coffee
48. REPEAT step 42 – 44
49. Setup self-serve area
   a. Creamers (Milk & ½ and ½)
   b. Sugar
50. Delegate jobs to be performed when the coffee shop opens
51. Sanitize countertops, tables, & chairs in Office & Sarah’s Porch as needed
52. WASH HANDS
53. REPEAT steps 37 – 40 for LAST batch of coffee
54. Perform PRAYER
55. EVERYONE WASH HANDS
56. REPEAT step 42 & 43 for LAST batch of coffee
57. Plug in OPEN sign
58. WASH HAND
Shift Change Checklist

1. **DIRTY** aprons of participants and volunteers placed in laundry basket **LOCATED** in heater room
2. Check that first shift participants & volunteers have **SIGNED OUT** on clipboard **LOCATED** below register
3. Check that first shift participants & volunteers have put back **NAME TAGS**
4. Check & update participants shift reminder cards
   a. Punch participants punch card if they brought in shift reminder card (2nd Shift)
5. Have second shift participants & volunteers **SIGN IN** on clipboard **LOCATED** below register
6. Have second shift participants & volunteers put on **NAME TAGS**
7. Participants & volunteers put on aprons
8. **WASH HANDS**
9. Delegate jobs:
   b. Checking & taking out trash in Sarah’s Porch and Office
   c. Washing dirty dishes in dirty dish bin
      i. Take to kitchen
      ii. Mugs rinsed and placed into dishwasher rack
      iii. Filled dishwasher rack placed into dishwasher
   d. Throwing out ½ and ½ & Skim milk
      i. Completely rinse container with **HOT WATER**
      ii. Refilling ½ and ½ & Skim milk container
   e. Throwing out milk if it has been **LEFT OUT FOR 4 HOURS**
   f. Refilling containers for sugar and syrup bottles if necessary
   g. Restocking coffee supplies
      i. To-go coffee cups & lids by register and above sink
      ii. To-go smoothie cups & lids by register and above sink
   iii. Coffee stirring straws
   iv. Cookie parchment papers
   v. Napkins
   h. Rinsing and refilling Airpots
   i. Sanitizing tables, chairs, and bar in Sarah’s Porch with **SANI-TAB SOLUTION**
Closing Procedure Checklist

✓ = Can start before 3 pm

1. Turn **OFF** open sign at **3:00 pm**
2. **UNPLUG** Vitamix ✓
3. **SATURDAY ONLY**
   a. **UNPLUG** coffee grinder ✓
4. Prep drip coffee machine for cleaning
   a. Place **EMPTY** Airpot
   b. Brew a **SMALL** pot of **ONLY WATER** to rinse out **SPRAY HEAD** ✓
5. Prepare **NEW** sanitizing solution ✓
   a. Dump out old sanitizing solution in bucket and spray bottles
   b. Wash out sanitizing bucket & spray bottles
   c. Fill sanitizing bucket with **WARM** water and add 1 Sani-Tab
6. Delegate jobs:
   a. Checking temperatures of kitchen and office fridge
      i. Have individual sign and record temperature for **BOTH** fridges in master cleaning log ✓
   b. Washing **ALL USED** Airpots with **CAFIZA solution ONLY (SATURDAY ONLY)**
      i. **REFER** to 1a
   c. Sanitizing pitcher rinser
      i. **REFER** to 2a
   d. Cleaning grinder
      i. **REFER** to 3a
   e. Sanitizing Vitamix
      i. **REFER** to 4a
   f. Packing remaining cookies
      i. **REFER** to 5a
   g. Sanitize tables, chairs, & bar in Sarah’s Porch and Office
   h. Resetting temperature of air condition
      i. Placing dishes in **dishwasher & drying dishes** ✓
      i. Remind participants & volunteers that all dishes that go into dishwasher **MUST** be **RINSED** of **ALL FOOD PARTICLES FIRST**
         • All black rubber mats
         • Used coffee cups
         • Used silver cups
         • Drip coffee brew basket

7. Check **PPM** of sanitizing solution is 200 ppm
   a. Fill spray bottles with new sanitizing solution
8. Clean drip coffee machine
   a. **FRIDAYS ONLY**
      i. Remove Airpot and pour out water
      ii. Remove brew basket
      iii. **Coach or volunteer** will wipe down drip coffee machine
         • **UNSCREW** spray head
         • Wipe dome plate & panels under with brew basket with **DAMP, SOFT** cloth
         • **DRY** with **MICROFIBER** cloth
         • **DRY** spray head
         • **Screw ON** spray head
   b. **SATURDAY ONLY**
      i. Turn **OFF** drip coffee
      ii. Make Cafiza solution
      iii. **UNSCREW** spray head
      iv. **Volunteer or participant** will wipe down dome plate with **DAMP, SOFT** cloth soaked in Cafiza solution
      v. Wipe dome plate with **DAMP, SOFT** cloth soaked in **WARM** water
      vi. **DRY** dome plate with **MICROFIBER** cloth
      vii. Dry spray head with **DRY, SOFT** cloth
         • If spray head is **EXCESSIVELY DIRTY, MANUALLY** wash spray head with Cafiza solution
         • Rinse spray head with **WARM** water
         • Dry spray head with **SOFT** cloth
      viii. **Screw ON** spray head
9. Prep espresso machine for automatic cleaning
a. Flush out hot water and steamer
b. Prepare **1 TBSP** of Cafiza with **WARM** water to soak steamer
c. Soak steamer for **~10 mins**. (Time increased when steamer is used more than usual)
d. Open espresso machine door and push in **BOTH** coffee bean hopper tabs
e. Empty remaining coffee beans from **BOTH** hoppers into **CORRECT** buckets
f. Put on gloves
g. Remove **AS MUCH** coffee beans from **BOTH** espresso grinder
   i. Use spoon and vacuum out as needed
h. Reinstall **BOTH** coffee bean hopper
   i. Close espresso machine door

10. **Sanitize espresso machine**
   a. Run espresso machine until **BOTH** grinders are empty
   b. Open espresso machine door and use **BRUSH** to dust off remaining coffee grounds
c. Wipe out infusion chamber with a **DAMP, SOFT** cloth
d. Remove pin from shower head and remove shower head
e. Wipe shower head with a **DAMP, SOFT** cloth
f. Reinstall shower head and pin
g. Close espresso machine door and remove steamer from Cafiza solution
h. Wipe steamer with a **DAMP, SOFT** cloth
   i. Use spoon and vacuum out as needed
i. Select automatic cleaning (water droplet symbol)
   i. Adding espresso cleaning tablet
   ii. Closing door
   iii. Pressing rinse on display screen
l. Open espresso machine door
m. Remove dispensing group cover
   i. Remove pour nozzle
   ii. Remove dispensing group
n. Remove shower head pin and shower head
   i. Wipe shower head with **DAMP, SOFT** cloth
   ii. Wipe infusion chamber with **DAMP, SOFT** cloth
   iii. Reinstall shower head and pin
o. Remove water collecting tray
p. Dump out coffee grounds container in trash
   q. Manually wash & rinse with **MICROFIBER** sponge in 3-compartment sink (**DO NOT PUT IN SANITIZING COMPARTMENT**):
      i. Coffee grounds container
      ii. Water collecting tray
      iii. Water collecting tray grid
      iv. Dispensing group cover
      v. Dispensing group
   r. Dry **ALL** manually washed espresso machine parts with **MICROFIBER** towel
   s. Reinstall:
      i. Coffee grounds container
      ii. Water collecting tray and grid
      iii. Dispensing group
      iv. Pour nozzle
      v. Dispensing group cover
t. Close espresso machine door
u. **FRIDAY ONLY**
   i. Power down espresso machine by pressing power symbol **LOCATED TOP RIGHT** on display screen
   v. **SATURDAY ONLY**
      i. Power down espresso machine **FIRST**
      ii. Turn **OFF** espresso machine

**Participants & volunteers should be ending their shift**

11. Check that participants & volunteers have placed **DIRTY** aprons in laundry basket **LOCATED** in heater closet
12. Check that participants & volunteers have **SIGNED OUT** on clipboard **LOCATED** below register and put back **NAME TAGS**
13. Drain 3-compartment sink
14. Turn **OFF** dishwasher
   a. Check dishwasher to **ENSURE ALL** dishes removed and door left **AJAR** to allow dishwasher to dry
15. Check that food log and master cleaning log is completed
16. **SATURDAY ONLY**
   a. Take **DIRTY** aprons and **USED** towels to woolery to wash
17. Clock out on register
18. Sign-out and turn **OFF** register & receipt printer
19. Take out cash drawer and put cash in locked storage cabinet in the back
20. Put tips in Ziploc bag & label with the date and total cash in bag
21. Turn OFF lights

**For participants & volunteers**

1a. Airpot
   a. Remove spout & pour out remaining coffee
   b. Coach or volunteer will prepare CAFIZA solution
   c. Pour Cafiza solution into Airpot 1x/week
   d. Insert spout & PUMP Cafiza solution through Airpot
   e. Use a long-handled brush and remaining Cafiza solution to wash INTERIOR of Airpot
   f. Pour and RINSE out Cafiza solution with WARM water
   g. Pump WARM water through spout
   h. Wipe EXTERIOR of Airpot with MICROFIBER towel
   i. Turn Airpot over to AIR DRY

2a. Pitcher rinser
   a. Remove grid and UNSCREW black star
   b. Wash grid & black star in 3-compartment sink
   c. Wash pitcher rinser base and spray head
      i. Rinse out base with WARM water
      ii. Wash base with MICROFIBER sponge and DAWN soap/CAFIZA
      iii. Rinse out ALL soap from base with WARM water
      iv. Use SQUEEGEE to PUSH MAJORITY of water TOWARDS drain

3a. Coffee grinder ✓
   a. Press chute flap 2-3x to remove remaining coffee grounds from grinder
   b. Use BRUSH to brush off grounds from INSIDE & OUTSIDE of chute
   c. Dump coffee grounds in trash
   d. Wash & dry ground collecting tray
   e. Reinstall black star and grid

4a. Vitamix
   a. Wash container, lid, lid plug, tamper & spatula (if USED) in dishwasher
   b. Air dry lid, lid plug, tamper & spatula
   c. Turn container UPSIDE DOWN to drip dry
   d. Wipe Vitamix base

5a. Packing remaining cookies
   a. Place remaining cookies in separate plastic bags
   b. Plastic bags MUST be date marked and labeled with name of content
   c. Place plastic bags in the appropriate area in fridge
   d. **DO NOT use the same PARCHMENT PAPER to HANDLE cookies with ALLERGENS**
## Table D1. Daily master cleaning log.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Initial</th>
<th>Initial</th>
<th>Initial</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<tr>
<td>April 21 or 22, 2023</td>
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<td>April 28 or 29, 2023</td>
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<tr>
<td>May 5 or 6, 2023</td>
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<td>August 18 or 19, 2023</td>
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</table>

Table D2. Weekly master cleaning log for entire year, table displayed does not show entire year.
# Monthly Master Cleaning Log for Entire Year

<table>
<thead>
<tr>
<th></th>
<th>Dusting, fixtures, windowsill, cup/storage shelves in office, &amp; shelves under bar</th>
<th>Cleaning/Sanitizing Dishwasher (Pg. 6)</th>
<th>Cleaning/Sanitizing Trashcan (Pg. 8)</th>
<th>Cleaning/Sanitizing Ice Maker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial</td>
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<td>December</td>
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Table D3. Monthly master cleaning log for entire year.
## Appendix E

### Food Safety Log

#### Food Safety Log - Kitchen Refrigerator

<table>
<thead>
<tr>
<th>Location</th>
<th>Temperature (°F) [Morning]</th>
<th>Initial</th>
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<th>Initial</th>
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<tr>
<td>Example</td>
<td>41</td>
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<td>45</td>
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<td>Example</td>
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<table>
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<tr>
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<td></td>
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<td>Butter</td>
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<td>Eggs</td>
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<td>Whip Cream</td>
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Table E1.
## Food Safety Log - Office Refrigerator

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<td>MT</td>
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<td>Pecans</td>
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<td>Raisons</td>
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<td>Vanilla</td>
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<tr>
<td>Baking Powder</td>
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<td>Flour-All Purpose</td>
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<td>Flour-Gluten Free</td>
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<td>Oil</td>
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<tr>
<td>Sugar-White</td>
<td>Storage Closet - Second Shelf</td>
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</tbody>
</table>

Table E3.
Appendix F

Developed Assessment

Starts on next page.
Coaches

SHALOM COFFEE CONNECTION ASSESSMENTS

Created By: Micah Taniguchi

SHALOM Coffee Connection
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Introduction

Mission of SHALOM Coffee Connection

- Grow in wholeness
- Serve our community
- Share the love of Jesus

This is an assessment developed specifically for SHALOM Coffee Connection to help coaches identify a participant’s level of performance for reading and writing, self-care, safety awareness, money management, and level of assistance. This assessment will utilize portions of the KELS (Kohlman Evaluation of Living Skills) and EFPT (Executive Function Performance Test); this assessment will be used as a pre/post assessment for individual’s interested in working at SHALOM Coffee Connection.
Assessment Components

KELS (Kohlman Evaluation of Living Skills)
- Reading & Writing
- Self-care
  - Frequency of Self-care Activities
  - Appearance
- Safety & Health
  - Awareness of Dangerous Household Situations
  - Identification of Appropriate Action of Health, Accidents, and Emergencies
- Money Management
  - Use Cash to Purchase Items

EFPT (Executive Function Performance Test)
- Barista Task
  - Setting up Coffee Cart
  - Serving Participants
  - Cleaning Up
Reading & Writing

Administration:
Place the reading and writing form and a pencil or pen in front of the participant.

*Say: First do this*
Do not say “Fill this in.” The participant needs to read and comprehend the directions as independently as possible.

Self-Care (Frequency of Self-Care Activities)

Administration:
The participant fills in the bottom of the reading and writing form. When the form is finished, quickly review the answers to determine whether each response is complete. If a response is not complete, ask the participant questions until you understand each answer.

Alternate Administration:
If the participant is unable to complete the form, use interview questions phrased in this manner, and complete the self-care section of the form.

- How often do you bathe or take a shower?
- How often do you wash your face?
- How often do you wash your hair?
- How often do you comb or brush your hair?
- How often do you brush your teeth or dentures?

Scoring:

**Independent:**
The participant’s frequency of self-care activities is equal to or greater than the minimum standards listed below.

**Needs Assistance:**
The participant’s frequency of one or more of the self-care activities is less than the minimum standards listed below.

Minimum standards for frequency of self-care activities:

- Shower, bath, or sponge bathe – Once a week
- Wash face – Once a day
- Wash hair – Once every 7-10 days or appropriate for hair type and culture
- Comb or brush hair – Once a day
- Brush teeth or dentures – Once a day
- Wearing a t-shirt – One day
Reading & Writing Form

Fill in blanks below

Date: ________________  Time of day: ________________

Name: ____________________________________________

Address: ______________________________________________________________________
______________________________________________________________________________

Age: _____________

How often do you do the following activities?

Shower or bathe: ________________________________

Cleanse or wash face: __________________________

Wash hair: ____________________________________

Comb or brush hair: ____________________________

Brush teeth or dentures: ________________________

Wearing a t-shirt: ______________________________
Self-Care (Appearance)

Observation of participant’s appearance

Scoring:

Independent:
No more than one of the conditions listed under “Needs Assistance” is present.

Needs Assistance:
At least two of the following conditions listed below are present:
- Hair dirty or unkempt
- Ragged or torn clothing from wear
- Clothing or shoes not fastened properly
- Unpleasant body odor not consistent with culture
- Dirty fingernails or ungroomed hands
- Visible dirt on body
- Dirty clothing
- Obvious dental decay
- Open untreated sores
Safety & Health (Awareness of Dangerous Situations)

Administration:

Say: I am going to show you four pictures. There may be a dangerous situation in them, or there may not be anything dangerous at all. Look carefully at each of them. In each picture, you must decide if there is anything dangerous.

Present pictures in the following order:
- Picture 1 – Using stove
- Picture 2 – Brewing coffee
- Picture 3 – Kitchen
- Picture 4 – Coffee cart

Show each picture and ask:
- Do you see anything dangerous in this picture?
- What is dangerous?
- What is dangerous about “participant’s partial answer”?

Scoring:

Independent:

The participant must identify both the dangerous element and why it is dangerous. Participant’s response must include both components. Participant must give following responses:
- Picture 1 – Yes. The oven mitt is on the stove, and there is a risk of fire
- Picture 2 – Yes. The pot if filled to the brim and could spill
- Picture 3 – Yes. The cord is across a walkway, and someone could trip
- Picture 4 – Yes. The cup is on the edge which could fall and the puddle on the ground could make someone slip and fall

Needs Assistance:

The participant gives one or more incorrect answers
Picture 1: Using Stove
Picture 2: Brewing Coffee
Picture 3: Kitchen
Safety & Health (Identification of Appropriate Action for Health, Accidents, and Emergencies)

Administration:

Ask the following questions:

1. What would you do if you were sick and had to go to work?
2. What would you do if you burned yourself and the wound became infected?
3. What would you do if you suddenly started having severe chest pains and shortness of breath?
4. If coffee shop caught on fire, what telephone number would you call for help?

If the participant gives only a partial answer, ask further questions until you are satisfied the participant has given you his or her complete knowledge. Ask who, what, where, and how questions.

Scoring:

Independent:

The participant must answer all four questions as listed below.

1. The participant gives at least one of the responses listed below:
   o Tell caregiver to call a coach
   o Call/text coach
   o Rest
   o Go to the doctor
2. The participant would tell a coach
3. The participant would get help by calling the local emergency number (must state the actual number.) If the participant uses a cell phone, have him or her locate the number without assistance, score as “Independent.”
4. The participant would get help by calling the local emergency number (must state the actual number.) If the participant uses a cell phone, have him or her locate the number without assistance, score as “Independent.”

Needs Assistance:

One or more questions are not answered as given above. The participant looks in their electronic device for the emergency number does not find the number without assistance or cues.
Money Management (Use Cash to Purchase Items)

Administration:

Task 1:
Say: I’m going to give you $5.00, and you’re going to buy this toothbrush from me. The toothbrush costs $4.58 including tax. You give me the $5.00, and I give you the toothbrush and this amount of change (hand the participant $0.37 in change – 1 quarter, 1 dime, and 2 pennies). Is this the right amount of change?

If the participant answers “Yes,” proceed to Task 2
If the participant answers “No,” ask – What would be the right amount?

Task 2:
Say: Now you are going to purchase this coffee cup from me. The coffee cup costs $3.38 including tax. This is the money you have to purchase the coffee cup (hand the participant $3.42 – 3 $1.00 bills, 1 quarter, 1 dime, 1 nickel, and 2 pennies). Do you have enough money?

If the participant answers “Yes,” ask – Do you have any extra money or just the right amount
If the participant answers “Just the right amount,” proceed to the next item
If the participant answer that there is extra money, ask – How much extra do you have?

If the participant answers “No,” ask – How much more money do you need?

Scoring:

Independent:
The participant completes both tasks correctly without using paper or a calculator to figure the answers

Correct answers:
Task 1: No. Indicates or states $0.42. it is also correct if the participant responds that the evaluator gave a nickel less than the correct amount.
Task 2: Yes. Indicates or states $0.04 extra.

Needs Assistance:
The participant completes one or both tasks incorrectly. Score as “Needs Assistance” if the participant uses paper or a calculator to figure the answers.
<table>
<thead>
<tr>
<th>Independent Needs Assistance</th>
<th>Not Applicable</th>
<th>See Note</th>
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<tbody>
<tr>
<td>Self-Care</td>
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<tr>
<td>Frequency of self-care activities (self-report)</td>
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<tr>
<td>Appearance</td>
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**Notes:**

**Safety and Health**

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<tbody>
<tr>
<td>Awareness of dangerous environmental situations (from photographs)</td>
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<tr>
<td>Identification of appropriate action for sickness, accidents, and emergencies</td>
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**Notes:**

**Money Management**

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<tbody>
<tr>
<td>Use of cash in purchasing items</td>
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**Notes:**
Barista Task

Say:
“Today I’ll be asking you to setup the coffee cart, serve coffee to your fellow participants, and cleanup. You may not be doing these tasks at home, but they have been selected to help me and other coaches understand how we can best help you feel successful and areas that you may need help. If you need help at any point, let me know.”

“All the items you need to perform your tasks, can be found on the countertop or on the coffee cart (show it to them). I do have a few questions for you before we begin; these questions will help me to get to know you a little more. Please answer the following questions the best you can. Please use this card to help you answer the following questions (show the participant the response card and read directly from it.)”

This is an assessment and I will respond to questions that you ask me but we will not have a conversation during the test, I wanted to let you know so you would not think I was not friendly.

Pre-Test Questions

Do you cook?  1 = Yes | 2 = No

Do you use the stove to cook meals?  1 = Yes | 2 = No

Have you recently made coffee?  1 = Yes | 2 = No

Will you be able to make coffee?
0 = By yourself
1 = With verbal guidance
2 = With physical assistance
3 = I won’t be able to do this task
Preparing to Serve Participants

Administration:

Say: “I want you to be the barista this morning and serve your fellow participants drinks. The instructions are on the coffee cart. Please read the directions to me so I know you understand what it is that you are to do. When you have reached number 14 (point to 14), stop and tell me – “I am on number 14.”

When participant hits step 14

“We will continue this task once the coffee and hot water is ready. For now let us move onto the next task. I will let you know when the water and coffee are ready.”

Coffee and water is ready

“We will now continue with prepping. Please start at number 15 on Preparation to Serve Participants instructions (point to number 15. When you are done, please let me know by telling me – “I am finished.””

If the participant does not have all the items they need, first ask them “do you need to get anything else?” Second, point to the picture. Third, give them a direct cue as to what to get or assist them. (If participant has a motoric limitation they may ask you to get the item (this would not be considered a cue when the participant requests physical help).
## Task: Preparing to Serve Participants

<table>
<thead>
<tr>
<th>Independent</th>
<th>Verbal Guidance</th>
<th>Gestural Guidance</th>
<th>Verbal Direct Instructions</th>
<th>Physical Assistance</th>
<th>Do for Participant</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

### Initiation: Beginning the task

Upon your request to start, participant gathers all items required for setting up machines to brew coffee and hot water.

### Execution: Carrying out the actions of the task through the use of organization, sequencing, and judgment

**Organization:** Arrangement of the tools/materials to complete task. Participant retrieves the items needed (coffee filter, coffee grounds, coffee pitcher, hot water pitcher, tea kettle, water, apron, etc.).

**Sequencing:** Execution of steps in a logical order. Participant performs task in the proper order as described in instruction manual. Participant does not confuse/skip steps, e.g. washing hands and donning apron, inserting coffee filter before scooping coffee grounds into brew basket, etc.

**Judgment & Safety:** Avoidance of dangerous situation. Participant prevents or avoids danger, e.g. avoids touching hot surfaces, holds coffee/hot water pitcher properly to prevent spilling on floor, places pitcher on counter when pouring hot liquids, uses lids for pitcher to prevent spills, etc.

### Completion: Termination of task

Participant knows he/she is finished, e.g. tells coach they are done.

**Task Score:** ____  **Time:** ____ seconds
Setting Up Coffee Cart

Administration:

Say: “I want you to setup the coffee cart. Your coffee cart should look similar to the coffee cart shown in the picture (point to picture on the wall.) Please tell me what the instructions were I just told you so that I know you understand what you are supposed to do. When you are done, please tell me you are done. You may now begin.”

If the participant does not have all the items they need, first ask them “do you need to get anything else?” Second, point to the picture. Third, give them a direct cue as to what to get or assist them. (If participant has a motoric limitation they may ask you to get the item (this would not be considered a cue when the participant requests physical help).
<table>
<thead>
<tr>
<th>Task: Setting up Coffee Cart</th>
<th>Independent 0</th>
<th>Verbal Guidance 1</th>
<th>Gestural Guidance 2</th>
<th>Verbal Direct Instructions 3</th>
<th>Physical Assistance 4</th>
<th>Do for Participant 5</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Initiation:</strong> Beginning the task</td>
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<tr>
<td>Upon your request to start, participant gathers all items required for the coffee cart.</td>
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<tr>
<td><strong>Execution:</strong> Carrying out the actions of the task through the use of organization, sequencing, and judgment</td>
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<tr>
<td><strong>Organization:</strong> Arrangement of the tools/materials to complete task. Participant retrieves the items needed (2 measuring spoons, towel, coffee pitcher, hot water pitcher, 2 spoons, hot chocolate mix, creamer, basket of tea and Splenda).</td>
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<tr>
<td><strong>Sequencing:</strong> Execution of steps in a logical order. Participant performs task in a manner that minimizes repositioning of items on cart, e.g. placing towel down first then putting items on towel, removing items on cart and placing towel down, etc.</td>
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<tr>
<td><strong>Judgment &amp; Safety:</strong> Avoidance of dangerous situation. Participant prevents or avoids danger, e.g. closes draws, holds coffee/hot water pitcher properly to prevent spilling on floor, places pitcher fully on cart (not hanging off edge of cart), etc.</td>
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<tr>
<td><strong>Completion:</strong> Termination of task</td>
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<tr>
<td>Participant knows he/she is finished, e.g. tells coach they are done.</td>
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Task Score: ____  Time: ____ seconds
Cleaning Up

Administration:

Say: “I now want you to clean up and setup for afternoon service. The instructions are located on the coffee cart, can you please read the instructions to me so I know you understand what it is that you are to do. Follow the directions and when you are done please tell me you are finished.”

If the participant does not have all the items they need, first ask them “do you need to get anything else?” Second, point to the picture. Third, give them a direct cue as to what to get or assist them. (If participant has a motoric limitation they may ask you to get the item (this would not be considered a cue when the participant requests physical help).
<table>
<thead>
<tr>
<th>Task: Clean Up</th>
<th>Independent 0</th>
<th>Verbal Guidance 1</th>
<th>Gestural Guidance 2</th>
<th>Verbal Direct Instructions 3</th>
<th>Physical Assistance 4</th>
<th>Do for Participant 5</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Initiation:</strong> Beginning the task</td>
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<td>Upon your request to start, participant gathers all items required for the coffee cart.</td>
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<tr>
<td><strong>Execution:</strong> Carrying out the actions of the task through the use of organization, sequencing, and judgment</td>
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<tr>
<td><strong>Organization:</strong> Arrangement of the tools/materials to complete task. Participant places dirty utensils in appropriate location, prevents cross-contaminating clean work areas (places utensils in dirty dish basket and not on countertop), etc.</td>
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<tr>
<td><strong>Sequencing:</strong> Execution of steps in a logical order. Participant performs task in a manner that minimizes walking back and forth and follows steps stated in instructions, (e.g. placing dirty utensil in dirty dish basket located on the table beside them then moving cart instead of moving cart near sink then placing dirty utensils in dirty dish basket), etc.</td>
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<tr>
<td><strong>Judgment &amp; Safety:</strong> Avoidance of dangerous situation. Participant prevents or avoids danger, e.g. spray down cart with disinfectant then prepping coffee w/o washing hands, avoiding/traversing obstacles in a safe manner, being cautious around hot items/equipment), etc.</td>
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<tr>
<td><strong>Completion:</strong> Termination of task</td>
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<td>Participant knows he/she is finished, e.g. tells coach they are done.</td>
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Task Score: ____  Time: ____ seconds