



A Foundation for Culinary Arts Education

Culinary Arts Industry Accreditation
STANDARDS & CRITERIA
FOR
INDUSTRY CERTIFICATION

The Culinary Arts Industry Certification Review is conducted by GACHEF Inc.: A Foundation for Culinary Arts Education.

GACHEF is comprised of culinary arts related professionals from business/industry, post secondary institutions/secondary institutions, representatives from the Georgia Department of Education and Georgia FCCLA.

PROCEDURES FOR SEEKING CULINARY ARTS INDUSTRY CERTIFICATION

1. CERTIFICATION INQUIRIES

Contact should be made with the GACHEF Director- Culinary Arts Evaluation Team Leader (ETL) indicating interest in applying for Culinary Arts Industry Certification through American Culinary Federation (ACF). Refer to the ACF and GACHEF Standards on the GaDOE (Georgia Department of Education) website for further information.

2. Certification Information

- a. Schools with an existing Culinary Arts program that has been in existence for three consecutive years can pursue Culinary Arts Industry Certification.
- b. If chose to receive the grant, there are two components to the Industry Certification process:
 - 1) The high school program will be evaluated using the standards included in this packet, and this material may be compiled in folders/crates for easy review.
 - 2) The high school program will also be evaluated by the American Culinary Federation (ACF) using the standards found at this link: <http://www.acfchefs.org/download/documents/Accreditation/standards.pdf>
 - 3) During the summer, prior to going through industry certification, the high school teacher should attend an industry certification professional learning workshop covering the Culinary Arts Industry Certification procedures and expectations, standards, evaluation tools, the ACF Standards, and the Site Review.

3. INSTRUCTION FOR SELF-ASSESSMENT

The self-assessment is a process whereby the program compares itself to the standards. The process includes a review of the standards by the local school's self assessment team which should ensure the school will be ready for the Industry Certification site visit by the GACHEF and ACF evaluation team. The following steps are recommended:

- a. Review the standards and criteria for the high school program classroom. See Appendix A as well as the ACF standards found at this link: <http://www.acfchefs.org/download/documents/Accreditation/standards.pdf>
- b. Review and complete the Self-Assessment 60 days prior to the site visit from ACF representatives and the GACHEF Director. Self-Assessment instructions can be found at this link:
- c. Form a local self-assessment certification team using school administrators, faculty members, advisory committee members, and business/industry members from the community or use a sub-set of your advisory committee as the self-assessment team. The goal is to solicit help from individuals with expertise in Culinary Arts.
- d. Generate detailed documentation for each standard in the order in which they appear. Under each criterion provide documentation (pictures, emails, lesson plans with supporting student work, flyers, student portfolios, forms, etc.) and recommend improvements that still need to be made. **Describing what you have done or giving examples does not count as evidence. Pictures, student work, budgets, displays, etc are acceptable documentation of evidence. Two to three years (a history) of documentation is required.** Early collecting of evidence is suggested to document each Standard. Some teachers begin with a file folder labeled for each of the nine standards to collect evidence prior to compiling the folders that will be examined during the site visit. Folders or electronic compilations are acceptable for review.

- e. Set realistic time schedules for completion of the program self-assessment and for group sessions to summarize team members' findings/documentation and their recommendations for improvement. Keep in mind deadlines: apply for grants in Spring prior to going through industry certification, set date early in year for Site Review, spend grant money, schedule onsite visit, allow for GACHEF Review Team decision making , and closure of grant ending June 30th
- f. The team can use the evaluation form to document self-assessment ratings, identify and make recommendations for criteria needing additional work.
- g. Adjustments or corrections to the program, after the self evaluation, should be completed prior to the formal Site Review by the GACHEF Review Team.
- h. After all reviews and observations are completed and improvements made, the local self-assessment team should compile the folders for the Site Visit by the GACHEF Review Team.

4. **APPLICATION FOR SITE REVIEW**

When the school has completed all requirements for the self-assessment, an “Application for Culinary Arts Industry Certification Site Review” should be made (Appendix B). Site visits should be scheduled prior to April 15th.

- a. When the program is ready for formal site review, the Site Visit applications must be approved and signed by the CTAE Director before submission to the GACHEF Director-Culinary Arts ETL for approval.
- b. The GACHEF Director-Culinary Arts ETL will authorize via signature the “Application for Culinary Arts Industry Certification Site Review” and forward a copy to the GACHEF Review Team.
- c. The GACHEF Review Team may consist of university or technical college faculty, GACHEF Board Members, or other local culinary arts business and industry individuals with expertise in culinary arts.
- d. The high school teacher will plan cooperatively with the GACHEF Director-Culinary Arts ETL to plan site review dates, schedules, agendas, etc.

5. **REVIEW AND RECOMMENDATION FOR CERTIFICATION**

The Culinary Arts Industry Certification Site Review Team will spend approximately one day reviewing the program in terms of the Culinary Arts Industry Standards.

- a. The GACHEF Review Team will review the high school/program documentation, observe and visit the facilities, and interview the teacher, high school students and advisory committee members.
- b. The GACHEF Review Team will use the same standards as set forth in Appendix A.
- c. The review team will discuss general findings in an exit interview along with ACF with the high school teacher and any administrators that would like to attend. The final recommendations, ratings and detailed findings of the team; however, will not be discussed during the exit interview.
- d. The findings of the Review Team will be forwarded to the GACHEF Director-Culinary Arts ETL for processing based on the recommendation of the review team.
- e. On the basis of the review ratings, the team’s recommendation and final review by GACHEF Director-Culinary Arts ETL along with ACF, the program will be awarded either certification, conditional certification pending further documentation or denial of certification. The decision will be accompanied

by written identification of the areas needing improvement and an explanation of what improvements are needed to earn certification, if applicable.

- f. Recognition will be awarded to those programs meeting the ACF AND Culinary Arts Industry Certification Standards by the Georgia Department of Education (GaDOE) at the Winter GATFACS Conference or at the GACTE Summer Conference.

6. MINIMUM STANDARD REQUIRED

- a. The Industry Certification Instructional Program must include at least 180 hours of classroom and/or laboratory instruction per the state recommended curriculum guide.
- b. **For the High School Standards I-IX**, each standard must be met. If for some reason the standard is not met, there will be an opportunity to correct and/or resubmit evidence for further review. Any review items must be resubmitted by May 1st of the year in which the review takes place.

7. Annual Reports and Recertification

- a. An Annual Report Form should be completed each year by May 1st sent to ACF.
https://www.acfchefs.org/download/documents/Accreditation/AR_Annual_Report.pdf
- b. An Annual Report Form should be completed each year by May 15th and sent to GACHEF Director-Culinary Arts ETL. <http://gachef.org/resources.htm>
- c. The Georgia Department of Education (GaDOE) requires a recertification every 5 years for all certified programs and requires the same Site Visit procedures as the initial certification – review of the high school program by the GACHEF Review Team and ACF.
- d. ACF may require a recertification every 3 years or on as a needed basis.

8. CONTACT INFORMATION FOR THE GACHEF Inc.: A Foundation for Culinary Arts Education

Debra Stevens,
GACHEF Director-Culinary Arts Evaluation Team Leader (ETL)
dstevens7254@gmail.com
912-294-4369

GACHEF Inc.: A Foundation for Culinary Arts Education
PROGRAM OPERATIONAL STANDARDS

Appendix A
Culinary Arts Industry Certification
Standards and Criteria

The following are the Culinary Arts Industry Certification Standards and Criteria for the high school program classroom. Every program pursuing industry certification will be evaluated on these standards and criteria including the American Culinary Federation (ACF) Standards. **Two to three years of documentation (a history) is required.** Link to the ACF Standards: <http://www.acfchefs.org/download/documents/Accreditation/standards.pdf>.

I. Program Information

Standard Statement:

Instruction must be systematic and reflect the program goals. Specific performance standards will ensure that students will meet their education goals in the Culinary Arts Program. The instructional program must reflect the principles of sound instruction for a career and technical education program.

A. Curriculum

	PERFORMANCE STANDARD	INDUSTRY CERTIFICATION REVIEW of DOCUMENTATION	COMMENTS
1.	The program is using the GADOE curriculum and a scope and sequence is provided for each course indicating the Georgia Standards of Excellence lecture/lab hours. Lab/classroom hours required: Sanitation (minimum 15 hours); Nutrition (minimum 15 hours); Management (minimum 15 hours) *See ACF 5.06; 5.08 Exhibit 1D*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
2.	Courses are designed so that students can complete all the requirements for a career pathway in Culinary Arts within 3 years. *See ACF 1.01-1.03*	Documentation in file: <input type="checkbox"/> YES, a schedule of Culinary Arts course offerings for the last 3 years is included. <input type="checkbox"/> NO	
3.	A minimum of three lesson plans from each course (Intro to Culinary, Culinary I, & Culinary II) to adequately reflect standards. Plans are supported with examples of assessed student work relating to the lesson plans. In all instances throughout the Standards, lesson plans should be original of if CTAERN, etc. plans are used, they should be	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	

	modified to address local student needs. *See ACF 5.02*		
4.	A minimum of three teacher created lesson plans that focus on career awareness and employability skills are being taught in the Culinary Arts curriculum. Each plan is supported by the evidence of assessed student work. *See ACF 5.02*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
5.	A course syllabus is provided for each course. *See ACF 5.02*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
6.	High school students are given the opportunity to explore history, trends, and current issues of the Culinary Arts Industry during lab and classroom experiences. *See ACF 5.02*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
7.	Local resource people/stakeholders speak and work with high school students about professions/issues relating to culinary arts. *See ACF 5.04*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
8.	The high school teacher's daily schedule provides adequate time for: <ul style="list-style-type: none"> • Planning and course development. • Student organization activities. *See ACF 5.05; 6.01*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
9.	Individual, differentiated materials/activities/projects are used to accommodate needs of high school students. *See ACF 5.05; 5.08*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
10.	Evidence indicates the instructor is aware of different learning styles and utilizes them in the instruction. The high school teacher provides instruction using different modalities including lecturing, demonstration, simulation etc. *See ACF 5.03; 5.17*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
11.	The instructor utilizes a variety of curriculum materials and activities to encourage the acceptance of diversity as it relates to gender, age, language, ability, race, religion, family structure, background or culture. No evidence of bias was found in materials, displays, lesson plan, etc. *See ACF 5.03; 5.17; 5.18*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	

12.	The Georgia Standards of Excellence (one example of language arts, math, and science) have been integrated into the Culinary Arts curriculum. *See ACF 5.02*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
13.	Students have mastered proficiencies in the pathway. Provide the number of students taking and passing the End of Pathway Assessment for the past three years: *See ACF 8.02* - NOCTI Assessment # Tested 1 ___ 2 ___ 3 ___ # Passed 1 ___ 2 ___ 3 ___ - OKCareerTech # Tested 1 ___ 2 ___ 3 ___ # Passed 1 ___ 2 ___ 3 ___ - ACF Assessment # Tested 1 ___ 2 ___ 3 ___ # Passed ___ 1 ___ 2 ___ 3 - Prostart Assessment # Tested 1 ___ 2 ___ 3 ___ # Passed ___ 1 ___ 2 ___ 3	<input type="checkbox"/> YES, provide evidence of EOPA's taken and passed <input type="checkbox"/> NO	

II. Equipment & Facilities

Standard Statement:

Equipment used in the training program must be of the type and quality found to provide training to meet the program goals and performance objectives. The facilities must be appropriate for the variety of learning activities which occur in the Culinary Arts classrooms and must meet business and industry standards.

14.	The Culinary Arts lab and/or classroom are equipped with updated and functional equipment per GA DOE requirements as reflected on the inventory. See Appendix D. *See ACF 6.01*	<input type="checkbox"/> YES, visual observation <input type="checkbox"/> NO	
15.	A locally or teacher developed long range equipment replacement plan is available. *See ACF 6.01*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
16.	Students are trained in the proper use of laboratory equipment as part of ongoing instruction. A checklist is provided showing date and initials of student and teacher. *See ACF 5.16*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
17.	Consumable supply funds have been spent on quality instructional materials for the last three years. *See ACF 3.08*	<input type="checkbox"/> YES, evidence is provided	

		<input type="checkbox"/> NO	
18.	Industry certification funds were spent according to the guidelines and needs of the program.	<input type="checkbox"/> YES, invoices are attached. <input type="checkbox"/> NO	
19.	An adequate storage area (dry, cooler, and freezer) is available to support activities outlined in the program goals. *See ACF 6.04*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
20.	A locked storage area(s) is available for use by the Culinary Arts program and used for the intended purposes. *See ACF 6.04*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
21.	The classroom is clean, orderly, and reflective of an efficient environment for learning.	<input type="checkbox"/> YES, visual observation <input type="checkbox"/> NO	
22.	The square footage of the classroom/lab meets or exceeds state recommendations. (2240 sq lab/classroom, 40 sf teacher's office, 150 sf supplies/equipment storage) *See ACF 6.02*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
23.	An area is available and convenient for the Culinary Arts teacher to use for planning and clerical duties. *See ACF 6.03*	<input type="checkbox"/> YES, visual observation <input type="checkbox"/> NO	

III. Learning Resources

Standard Statement:

Support material consistent with both program goals and performance objectives must be available to staff and students.

A. Instructional Resources

24.	Current (dated within seven years) textbooks or digital resources are available for classroom use. *See ACF 6.05*	<input type="checkbox"/> YES, visual observation <input type="checkbox"/> NO	
25.	Current software packages, audio-visual materials and web based resources (dated within five years) are available to facilitate efficient and effective learning. *See ACF 6.05*	<input type="checkbox"/> YES, visual observation <input type="checkbox"/> NO	

26.	Current (hard copy or digital) general and Culinary Arts professional magazines (ex. <i>NRA</i> , <i>Chef Magazine</i> , <i>HEFG</i> , <i>Food Network</i> , etc.) and newspapers related to the instructional program are available and accessible for student and instructor use. *See ACF 6.05*	<input type="checkbox"/> YES, visual and list online resources <input type="checkbox"/> NO	
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B. Multi-Media Resources

27.	Appropriate, up-to-date multi-media equipment and hardware such as flip charts, LCD projectors, “Smart Boards,” speakers, interactive projectors, digital cameras, video cameras, DVD players and writers, tablets and other emerging instructional technologies are readily available to the classroom. *See ACF 6.05*	<input type="checkbox"/> YES, visual observation and inventory list <input type="checkbox"/> NO	
28.	A computer or tablet is available in the FACS classroom, one for every two high school students.	<input type="checkbox"/> YES, visual observation <input type="checkbox"/> NO	
29.	High school students use classroom computers, tablets and other available media to complete program objectives. *See ACF 6.05*	<input type="checkbox"/> YES, student evidence provided <input type="checkbox"/> NO	

IV. Instructional Staff

Standard Statement:

The instructional staff must have technical competency and meet all state and local requirements for certification in Culinary Arts.

30.	The high school Culinary Arts classroom teacher holds an applicable certificate from the GaPSC to teach this pathway. *See ACF 4.04*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
31.	The high school Culinary Arts teacher is an active member of ACTE/GACTE/GATFACS.	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
32.	The high school Culinary Arts classroom teacher belongs to other Culinary Arts related professional organizations i.e. ACF, NRA,	<input type="checkbox"/> YES, evidence is provided	

	or etc. Membership is strongly encouraged, but not required.	<input type="checkbox"/> NO	
33.	The high school Culinary Arts classroom teacher has completed 15 clock hours of professional development relating to Culinary Arts within the last three years not including ServSafe. *See ACF 4.03*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
34.	High school Culinary Arts teacher(s) hold(s) current ServSafe Manager Certification and has the dual role status as an Instructor/Proctor.	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	

V. CTSO's

Standard Statement:

The program will provide student leadership opportunities through a career technical student organization (CTSO).

A. Affiliation and Co-Curricular Instruction

35.	Students are affiliated with Family, Career and Community Leaders of America (FCCLA) at the state and national level.	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
36.	FCCLA is an integral part of the Culinary Arts program and curriculum including participation in regional, state and national events.	<input type="checkbox"/> YES, student evidence is provided <input type="checkbox"/> NO	
37.	The program promotes interest in Culinary Arts related occupations through community service activities, national and state projects.	<input type="checkbox"/> YES, student evidence is provided <input type="checkbox"/> NO	
38.	Records are kept to document internal and external promotion of the FCCLA program.	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
39.	Long term partnerships and professional relationships have been formed with local business, industry, institutions or agencies to support and enhance Culinary Arts Program and/or FCCLA activities.	<input type="checkbox"/> YES, student evidence is provided <input type="checkbox"/> NO	

40.	Students compete in FCCLA STAR Events i.e., Culinary Arts, Nutrition & Wellness, Job Interview, Entrepreneurship, Career Investigation, Food Innovations, Sports Nutrition, Applied Math for Culinary Management, and etc.	<input type="checkbox"/> YES, student evidence is provided <input type="checkbox"/> NO	
41.	Students compete in FCCLA State Competitive Events i.e., Knife Skills, Baking & Pastry, Chicken Fabrication, Digital Delish Dish, Creative Showpiece, Chili Cook-Off, Culinary Arts at the GA National Fair, GA Peanut Recipe, and etc.	<input type="checkbox"/> YES, student evidence is provided <input type="checkbox"/> NO	

VI. Program Promotion

Standard Statement:

The program is promoted within the school, school system, and community.

A. Program Promotion

42.	The Culinary Arts program conducts a variety of in-school promotional activities such as exhibits, bulletin boards, posters and brochures. *See ACF 7.03*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
43.	The Culinary Arts program conducts a variety of out-of-school activities such as newspaper articles, radio/television appearances, social media contacts, billboards, exhibits in the community and community service. *See ACF 7.03*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
44.	The Culinary Arts program affords students an opportunity to do student presentations within the community. *See ACF 7.03*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
45.	Written literature and information sessions on the Culinary Arts program are available to high school students prior to enrollment. *See ACF 7.08*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
46.	The Culinary Arts program has a documented roster of students completing the pathway. The documentation is supported by student transcripts. *See ACF 8.01*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
47.	High school students and/or their families are informed of community events that would meet their needs, i.e. cook-offs, health fairs, taste of ***, farmer's markets, and etc. *See ACF 7.03*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
48.	A collaboration is consistent between the program and higher education schools and programs. *See ACF 7.06; 8.02*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	

VII. Advisory Committees

Standard Statement:

An advisory committee consisting of a majority of culinary arts related professionals is in place for the Culinary Arts program in this specific school.

A. Advisory Committee & Impact

49.	The Culinary Arts program has an active advisory committee that meets at least twice a year. Three years of agendas and minutes are on file. *See ACF 3.05*	<input type="checkbox"/> YES, provide minutes <input type="checkbox"/> NO	
50.	The ethnic make-up of the advisory committee is representative of the school population and composed of: male and female representatives, minority groups, persons with expertise in the Culinary Arts field, at least 6 persons from the local culinary and related services industry , a former or current student, an FCCLA member and parents. *See ACF 3.06*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
51.	The advisory committee is actively involved with FCCLA and/or the Culinary Arts program eg. preparing for competition, judging competition, working with community service projects, fundraising, visiting the classroom, or providing off-site educational experiences etc. *See ACF 3.05*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
52.	The current Culinary Arts Georgia Standards of Excellence (curriculum) is reviewed by the advisory committee at least once a year with suggestions made for improvement as needed. Suggestions are recorded in the minutes. *See ACF 3.07*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	

VIII. Career Guidance

Standard Statement:

Systematic pre-admission testing, interviews, counseling services, school placement and follow-up procedures must be used.

A. Career Guidance Opportunities

53.	Contact is made with middle school students about the Culinary Arts program at the high school. *See ACF 7.01*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
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54.	An organized plan for providing culinary arts career guidance information to students is available. *See ACF 7.08*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
55.	Opportunities are provided for students to participate in work-based learning experiences in high school. *See ACF 5.19*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
56.	The program has a system for following up on former students who plan to pursue a career in culinary arts.	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
57.	Students are informed about Culinary Arts Dual Enrollment opportunities. *See ACF 7.06*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
58.	Students can earn articulated credits between secondary and post-secondary schools. *See ACF 7.06*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
59.	Students are made aware of the local job markets related to Culinary Arts and where they may find employment. *See ACF 7.08	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
60.	Number of pathway completers for this school year: _____ Document using CTAE Administrator's list.	Provide printouts of assessment results	

B. Internships/WBL (If Applicable) Internships are defined as the experience associated with **Work-Based Learning, not a course-embedded (e.g., Intro to Culinary Arts, Culinary Arts I, or Culinary Arts II)**. The student works the equivalent number of hours as they would have sat for seat time to earn the credit in a face-to-face class. In one hour schedules, this will be 5 hours per week per period the student is away from school assigned to the internship. For 90 minute block schedules this would be 7.5 hours per week per block that the student is released from school for the internship placement/credit earned. Internship can be paid or unpaid. This does not include field experiences which are embedded in the first three courses (Culinary Arts Intro, I, II).

61.	Documentation of the rules, regulations, policies, and procedures between the school and the student's internship or work-based	<input type="checkbox"/> YES, evidence is	
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	learning worksite are available to and used by students.	provided <input type="checkbox"/> NO	
62.	Training plans and training agreements are used to support student progress in internships or work-based learning. *See ACF 5.19*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
63.	The instructor or Work Based Learning Coordinator (WBLC) uses C-Net or similar software to report student data and lab experiences. *See ACF 5.19*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
64.	Students have mastered proficiencies in their pathway (portfolio, workplace readiness certificate etc.). *See ACF 5.03*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
65.	Number of students enrolled in an Culinary Arts internship or WBL_____. *See ACF 5.19-Exhibit 5D*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
66.	Students in Internship or WBL are placed in centers that are quality rated or accredited. *See ACF 5.19*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
67.	Culinary Arts teacher and WBL Coordinator communicate concerning training plans and mentor (employer evaluations). *See ACF 5.19*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	

IX. Health & Safety

Standard Statement:

Health and safety rules must be observed by teachers and students at all times in the Culinary Arts Program

A. Health & Safety

68.	Students are familiar with emergency procedures (fire, tornado, bomb, etc.) *See ACF 5.14*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
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69.	Students are familiar with the location of SDS (Safety Data Sheet) notebook. *See ACF 5.15*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
70.	Students are administered a teacher/text developed safety test that assesses their knowledge of safety issues in the Culinary Arts lab. Students are expected to pass with 80% accuracy before being allowed in the lab or classroom to work with children. *See ACF 5.14*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
71.	Hand washing procedures are taught and practiced prior to experiences in the lab. *See ACF 5.14*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	
72.	Exits are clearly marked and free of obstruction. *See ACF 6.01*	<input type="checkbox"/> YES, visual observation <input type="checkbox"/> NO	
73.	Fire alarms are available and working. *See ACF 6.05*	<input type="checkbox"/> YES, visual observation <input type="checkbox"/> NO	
74.	Fire extinguishers are available, mounted in appropriate places; the inspection date is current as fire suppression system. *See ACF 6.05*	<input type="checkbox"/> YES, visual observation <input type="checkbox"/> NO	
75.	Students have fire safety education prior to the working in the lab. Number of students receiving Fire Safety Certification this year (not required) _____ *See ACF 5.16*	<input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO	

Appendix B

Application for the Culinary Arts Industry Certification Site Visit

Name _____ School _____

School Address _____ City _____ Zip _____

Email _____ Phone _____

A. I wish to schedule my Culinary Arts Industry Certification Site Visit on any of the following dates:

1st Choice Date: _____ 4th Choice Date: _____

2nd Choice Date: _____ 5th Choice Date: _____

3rd Choice Date: _____ 6th Choice Date: _____

*Note: Please provide at least 5 dates. We will have 3-5 team member schedules to work around.

OR

My ACFEF Site Visit has been confirmed on the following date: _____

B. Please attach your revised tentative schedule (see attached sample) for the visit, to include the following components based on your and your students' schedule:

Day 1:

- 2 Hour Reception with Advisory Board, System Administrators, Students, and Parents

Day 2:

- 15-30 minutes for tour of the Culinary Arts Department
- 2-3 hours to review notebooks/files
- 30 minutes to interview Guidance Department and Work-Based Learning Coordinators
- 30 minutes to visit high school classroom with teacher and students while instructing
- 1 hour for working lunch
- 30 minutes for an exit interview with the high school teacher and system administrators

D. Please sign and forward to Debra Stevens via email: dstevens7254@gmail.com or mail:

**Debra Stevens
3310 Grantham Road
Jesup, GA 31546**

This form needs to be sent by October 1st.

Teacher Signature _____

School CTAE Director Signature _____

Appendix C



_____ COUNTY HIGH SCHOOL
_____, **Principal** _____, **CTAE Director**
_____, **Culinary Arts Instructor(s)**

Industry Certification Site-Visit
Sample Agenda (revise to meet your and your student's schedule)

Day 1:

- 2:00 p.m. – 4:00 p.m. Visit High School Classroom/Lab
Review Notebooks/Folders
- 5:00 p.m. - 7:00 p.m. Reception with Advisory Board, System Administrators, Parents, & Students
Includes Informal Group Interview with Attendees

Day 2:

- 8:00 a.m. – 8:30 a.m. Meet & Greet Breakfast with School Administrators
- 8:45 a.m. – Noon Review Notebooks/Folder
Visit Classroom/Lab to Observe Teacher's Instruction & Student Skill
Informal Student Interviews
- Noon – 1:00 p.m. Lunch
- 1:00 p.m. – 1:30 p.m. Completing Report for Exit Interview
- 1:30 p.m. - 2:15 p.m. Exit Interview with High School Teacher and System Administrators

Culinary Arts Teacher's Schedule and Location for Day of Site Visit:

Appendix D



Equipment & Material Check List (Suggested)

- Ansul-3.0 with pre-piping and pull station
- Baker's Top Work Table
- Computers, 12 (latest technology) - classroom
- Teacher Computer and Work Station,
- Printer - classroom, latest technology (prints, scans, and faxes)
- Die-cut Machine and assorted dies:, upper/lower case alphabet, numbers, assorted shapes and sizes.
- Digital Camera/Video
- VHS and/or DVD Player
- LCD Projector and/or Smart Board or similar in classroom
- Laminating Machine
- Bench, Low for Kettle
- Bread Knife, scalloped
- Broiler, 2 burner
- Brush, Oven and Scraper
- Brush, Pastry
- Bucket, Mop
- Bucket, Stainless
- Buffet Chafer
- Buffet Divided Chafer Pan
- Buffet Servers
- Buffet Serving Trays
- Bus Box, polyethylene
- Cake Pan, Angel
- Can Opener, Manual
- Cans, Trash, Heavy Duty Plastic
- Char Broiler
- Char Grill
- Coffee Decanter
- Coffee Decanter
- Coffee Maker
- Coffee Urn, 60 cups
- Colanders, Stainless Steel
- Cook's Knife,
- Cutters, pastry
- Cutters, Round
- Cutting Board Set
- Decorating Pastry Bags, disposable
- Decorating tube set
- Delrin Coupling
- Dinnerware, heavy duty
- Dish Cart
- Dish Dolly " Poker Chip" mobile, heavy duty construction
- Dishes, General purpose
- Disposal, Sink Mounted
- Dough Cutter/Scaper
- Drop Down Electrical Lists
- Electric/Gas Range
- Extinguisher-Check local Fire Code
- Extract hood, 18', exhaust/supply/elect.
- E-Z Step Mat
- First Aid Kit/shock blanket, eye wash station
- Flatware, stainless steel
- Food Processor, (KitchenAide)
- Freezer, double front
- Fry Pan, saute slope slide wi lids 12", 10", 8"
- Fryer, 35lbs, 2 basket
- Glasswear, juice, water, tea
- Grater
- Griddle

- Holding Cabinet, insulated
- Hotel Pans 2", 4" full
- Hotel Pans 2",4" half
- Ice Maker, with Ice Bin, Commercial
- Inductions Table Top Burner
- Kitchen Scissors
- Knife sharpers, electric
- Ladles (2, 3, 4, 6, 8, 12 oz each stainless steel)
- Layer Cake Pan 8"x12"
- Loaf Pans
- Measuring Cup, 1 pint
- Measuring Cup, 2 qt
- Measuring Cup, 4 qt
- Measuring Spoons
- Microwave
- Mixer, 20Qt
- Mixer, Kitchen Aid 5 qt with attachments
- Mixing Bowl, Stainless 1 1/2 qt
- Mixing Bowl, Stainless 20 qt
- Mixing Bowl, Stainless 4 qt
- Mixing Bowl, Stainless 8 qt
- Mop Bucket/wringer
- NSF listed, dishwasher safe, see thru snap on lids storage containers
- Pan, Pie
- Pan/Bake and Roast
- Portion scoops
- Pot Sink 4
- Proofing/Holding Box
- Range, 6 burner and oven
- Range, 6 burner/griddle, Double ovens
- Refrigerator, double front
- Robo Coupe, 3 qt combo
- Rubber Scrapers
- Saucepan, 1 1/2 qt
- Saucepan, 2 qt
- Scale, Portion, Digital
- Sheet pans full
- Sheet pans half
- Sheet pans quarter
- Shelving, wire, 24"wide x 42" long
- Shelving, wire, 24"wide x 48"long
- Shelving, wire, 86 5/8" high
- Sink, 2 compartments/drainboards each side (Vegetable)
- Sink, Poultry
- Small handwashing sink
- Speed rack full size
- Speed rack half size
- Spoon, slotted server, stainless
- Spoon, solid server, stainless
- Steam Cabinet
- Steam Kettle, 6 gal
- Step Stool
- Stock Pot w/lid, commercial quality, 20qt
- Straight-Edge Spatulas
- Strainer, Hand
- Student Tables for studying, work area, and serving
- Table linens-napkins and tablecloths
- Thermometers, meat, candy, digital pocket
- Tilt Skillet
- TV with Camera
- Utility Cart , swivel ball bearing casters, stainless steel
- Utility Tong, heavy duty
- Vegetable peeler, commercial
- Wire racks for half pans
- Wire Whisks
- Worktables shelf below, 24"x6'Boards, Cutting approved NSF