

**2025-2026**  
***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 REQUIREMENTS

- 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 approved to receive the grant, there are ***two*** components to the Industry Certification process:
  - 1) The high school program will be evaluated using the GACHEF standards included in this packet, and these documents should be compiled in folders/crates/notebook 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: <https://bit.ly/3Jt19M0>
  - 3) During August/September, prior to going through industry certification, the high school teacher ***MUST*** 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 ACF SELF-STUDY

The self-study 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-study 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: <https://bit.ly/3Jt19M0>
- b. Review and complete the **Self-Study 60 days prior to the site visit** from ACF representatives and the GACHEF Director. Self-study will be emailed to you by ACF representative.
- c. Form a local self-study 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-study 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 criteria 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-study 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 30<sup>th</sup>.
- f. The team can use the evaluation form to document self-study 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-study 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-study, an "Application for Culinary Arts Industry Certification Site Review" should be made (Appendix B). Site visits will be coordinated by ACF.

- 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. Final decisions will be made after ACF Board approval in July (for visits before June) and January (for visits before December).

- f. Recognition will be awarded to those programs meeting the ACF **AND** Culinary Arts Industry Certification (GACHEF) 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 June 1<sup>st</sup> of the year in which the review takes place.

**7. ANNUAL REPORTS (After Certification Year)**

- a. An ACF Annual Report Form should be completed each year by **May 1<sup>st</sup>. This is done electronically and is sent directly to the ACF.** Check the ACF for any yearly program fees.
- b. A GACHEF Annual Report Form should be completed each year by **May 1<sup>st</sup> and submitted to the GACHEF.**
- c. ACF may require recertification every 3 years or on a as needed basis.
- d. GACHEF follows the recertification timeline according to ACF. The Georgia Department of Education (GaDOE) Industry Certification Grant is only awarded every 5 years for all certified programs and requires the same Site Visit procedures as the initial certification.

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

Jean McCarthy,  
GACHEF Director-Culinary Arts Evaluation Team Leader (ETL)  
[jmccarthy@gachef.org](mailto:jmccarthy@gachef.org)  
678-230-5529

**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.**

**I. 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.

1.	Industry certification funds were spent according to the guidelines and needs of the program.	<input type="checkbox"/> <b>YES, invoices are attached.</b> <input type="checkbox"/> <b>NO</b>	
2.	The classroom is clean, orderly, and reflective of an efficient environment for learning.	<input type="checkbox"/> <b>YES, visual observation</b> <input type="checkbox"/> <b>NO</b>	

**II. Learning Resources**

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

**A. Multi-Media Resources**

3.	A computer or tablet is available in the FACS classroom, one for every two high school students.	<input type="checkbox"/> <b>YES, visual observation</b> <input type="checkbox"/> <b>NO</b>	
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### III. Instructional Staff

Standard Statement:

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

4.	The high school Culinary Arts teacher is an active member of ACTE/GACTE/GATFACS.	<input type="checkbox"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	
5.	The high school Culinary Arts classroom teacher belongs to other Culinary Arts related professional organizations i.e. ACF, NRA, or etc. Membership is strongly encouraged, but not required.	<input type="checkbox"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	
6.	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"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	

### IV. CTSO's

Standard Statement:

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

#### A. Affiliation and Co-Curricular Instruction

7.	Students are affiliated with Family, Career and Community Leaders of America (FCCLA) at the state and national level.	<input type="checkbox"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	
8.	FCCLA is an integral part of the Culinary Arts program and curriculum including participation in regional, state and national events.	<input type="checkbox"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	

9.	The program promotes interest in Culinary Arts related occupations through community service activities, national and state projects.	<input type="checkbox"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	
10.	Records are kept to document internal and external promotion of the FCCLA program.	<input type="checkbox"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	
11.	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"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	
12.	Students compete in FCCLA STAR Events i.e., Culinary Arts, Baking & Pastry, Nutrition & Wellness, Job Interview, Entrepreneurship, Career Investigation, Food Innovations, Sports Nutrition, etc. OR National Skills Demonstration Events at National Leadership Conference	<input type="checkbox"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	
13.	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, etc.	<input type="checkbox"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	

## V. Career Guidance

Standard Statement:

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

### A. Career Guidance Opportunities

14.	The program has a system for following up on former students who plan to pursue a career in culinary arts.	<input type="checkbox"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	
15.	Number of pathway completers for this school year: _____ Document using CTAE Administrator's list.	<b>Provide printouts of assessment results</b>	

**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 learning worksite are available to and used by students.	<input type="checkbox"/> <b>YES, evidence is provided</b> <input type="checkbox"/> <b>NO</b>	
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## Appendix B

# Application for the Culinary Arts Industry Certification Site Visit

Name \_\_\_\_\_ School \_\_\_\_\_  
School Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
Email \_\_\_\_\_ Phone \_\_\_\_\_

A. I would like to schedule my Pre-Visit on this date: \_\_\_\_\_

My ACF Site Visit has been confirmed on the following date: \_\_\_\_\_

A. 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:

- Site visit to review the facilities. Dinner with administration, advisory board members and instructor.

Day 2:

- 2-3 hours to review notebooks/files
- 30 minutes to interview School Counselors 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 Jean McCarthy via email: [jmccarthy@gachef.org](mailto:jmccarthy@gachef.org) or mail to:

**92 McEvers Branch Landing  
Acworth, GA 30101**

**This form needs to be sent by October 1<sup>st</sup>.**

Teacher Signature \_\_\_\_\_  
School CTAE Director Signature \_\_\_\_\_

## Appendix C



\_\_\_\_\_ **COUNTY HIGH SCHOOL**  
\_\_\_\_\_, **CTAE County Director**  
\_\_\_\_\_, **School Principal**  
\_\_\_\_\_, **School CTAE Administrator**  
\_\_\_\_\_, **Culinary Arts Instructor(s)**

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

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### Day 1:

- 2:00 p.m. – 4:00 p.m. Visit High School Classroom/Lab  
Review Notebooks/Folders
- 4:00 p.m. - 6:00 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. Student-prepared 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)

*\*Grant will not cover all listed items. Please review GaDOE Guidance Document.*

- Ansul-3.0 with pre-piping and pull station
- Baker's Top Work Table
- Computers, minimum 12 (latest technology)
- 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.
- Smart Board or similar in classroom
- Laminating Machine (or access to one)
- Bench, Low for Kettle
- Bread Knife, scalloped
- Broiler, 2 burner salamander
- Brush, Oven and Scraper
- Brush, Pastry
- Bucket, Mop
- Buckets, Sani (Red & Green, 4 each minimum)
- 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 Grill
- Chef's Knives (one for each student) of appropriate length (8" suggested)
- Chinois (fine and course) strainers
- Coffee Decanter
- Coffee Maker
- Coffee Urn, 60 cups
- Colanders, Stainless Steel
- Convection ovens, double
- 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 Lines
- 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, (Robo Coupe or equivalent commercial grade)
- Freezer, double door
- Fry Pan, saute slope slide w/lids 12", 10", 8"
- Fryer, 35lbs, 2 basket
- Glasswear, juice, water, tea
- Grater
- Griddle, 6 burner
- Hotel Pans 2", 4" full
- Hotel Pans 2",4" half
- Ice Maker, with Ice Bin, Commercial
- Induction Table Top Burner

- Kitchen Shears
- Knife sharpeners, 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 Professional 7 or 8 qt. (minimum 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 Insulated Cabinet
- Range, 6 burner conventional oven
- Refrigerator/Cooler, double-door reach-in or single door Walk in cooler
- 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, 20 gal floor mount Trunion Kettle (or min. 10 gal. table-top).
- Step Stool
- Stock Pot w/lid, commercial quality, 20 qt
- Straight-Edge Spatulas
- Strainer, pasta
- 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