



# Culinary Arts Academy (CA)

Re-Certification: Self Study Review-May 2021



**East Mission:** *At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.*

## Welcome Stakeholders

In the chat box if you could please type:

- Your Full Name
- The Company/School/Community Agency you are representing

We will be using this chat as a record of attendance for NYSED



# Today's Purpose & Agenda

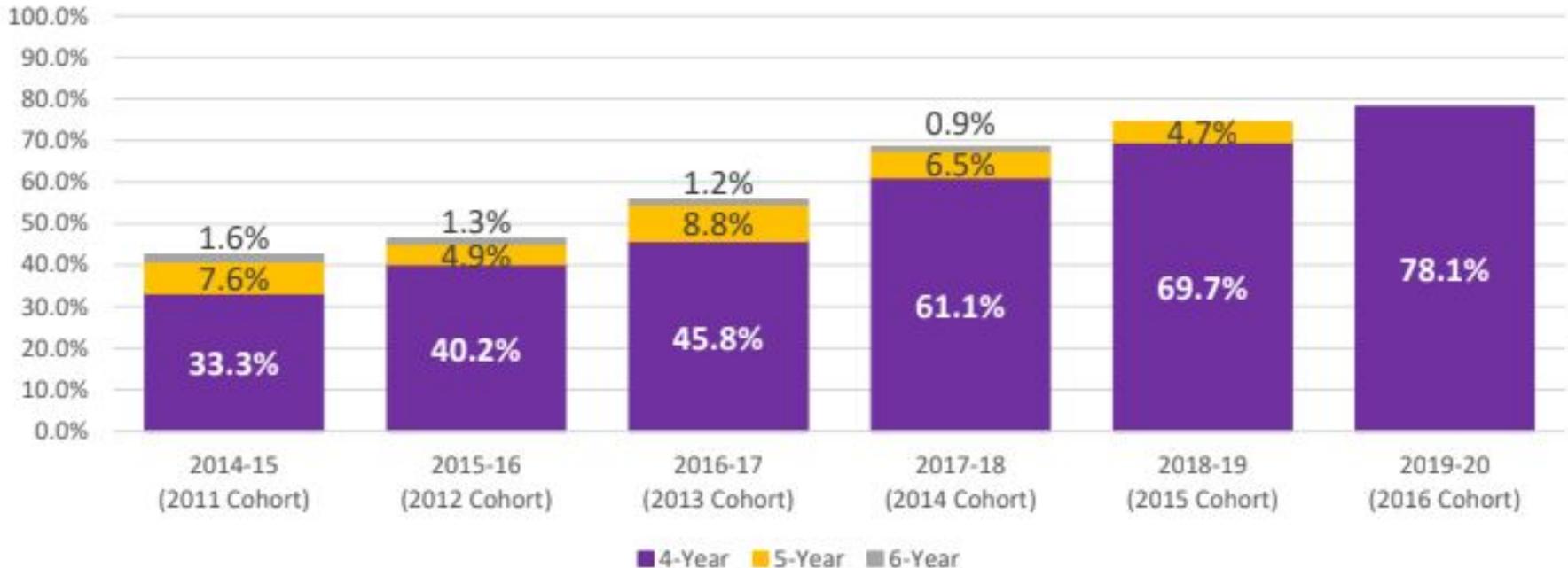
**PURPOSE:** As part of the CTE Re-certification approval process; each CTE program is required to conduct an **internal review of their program**. This internal review is a self-study activity to examine program quality, and identify program needs. It is an integral part of the NYSED program approval process.

## **AGENDA TODAY IS TO REVIEW:**

- Background
- Labor Market Statistics - Culinary Arts
- Materials Review - Self Study Form
- Q & A Session/Discussion Next Steps

# EAST'S STRENGTHS

## East Graduation Rates



EAST CTE

EDUCATION

TRAINING

INTERNSHIP

CREDENTIALS

COLLEGE

CAREER

LIFELONG LEARNER



What's Your Plan!

Now  
Next Year  
After Graduation

# CAREER TECHNICAL EDUCATION



BIOMEDICAL  
LABORATORY &  
HEALTH SCIENCES



CULINARY  
ARTS  
AT EAST  
EST 2000



INFORMATION  
TECHNOLOGY  
ACADEMY  
@ EAST



IN PARTNERSHIP WITH THE  
UNIVERSITY OF ROCHESTER



Focused on **BRIGHTER**  
Futures



IN PARTNERSHIP WITH THE  
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**Career and Technical Education (CTE) Technical Endorsement** is an enhancement on a student's high school diploma in the form of a New York State Education Department seal indicating that a student has completed coursework in a state approved CTE program along with the requirements for technical endorsement.



**WORKPLACE  
READINESS**

# PROGRAM BACKGROUND



The **Culinary Arts Academy** at East is for students who have an interest or know that they want to pursue a career in the field of Culinary or Restaurant & Food/Beverage Services

The Culinary Arts program focuses on: foundational Culinary Skills and Food Service/Safety & Food Service Management

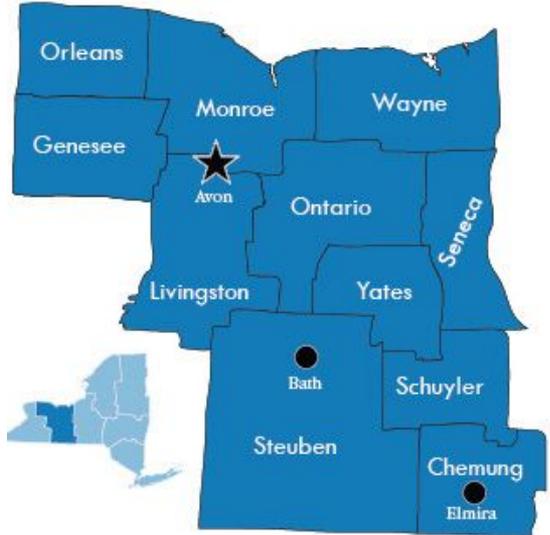
Students work in the Culinary Arts kitchen learning how to prepare a variety of foods for staff and guests to our Metals Café; as well as other events held at the school that help promote their skills and techniques for future success.

- ❑ **Established in 2000**, this 21 year old program has played an important role in the education and training of hundreds of graduates in the field of Culinary.
- ❑ Modeled after the Hospitality & Tourism Cluster Pathway: *Restaurant & Food/Beverage Services*
- ❑ Remodeled every 5 -years with help from Industry/Post-Secondary Partners

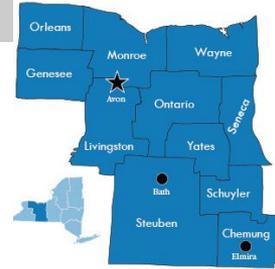
Since 2004 students who have passed through the program have attend: Culinary Arts Institute, Johnson and Wales, Alfred State, Niagara Community College, Monroe Community College and beyond; while others are using their culinary skills in a variety of positions across the Restaurant & Food Service industry.

In 2021 CA graduates can be found working in the Culinary field both locally and across the country. East's Culinary graduates are personal chefs, restaurateurs, head chefs, sou chefs, food service managers, dieticians and more.

# CULINARY ARTS: LOCAL AND STATE INDUSTRY NEEDS(?)



# Culinary - Current Regional Labor Market Needs



## Food Manufacturing Page 7

### (NAICS Industry 311)

#### Ten Most Common Occupations

Industry Description: Industries in the Food Manufacturing subsector transform livestock and agricultural products into products for intermediate or final consumption. The industry groups are distinguished by the raw materials (generally of animal or vegetable origin) processed into food products.

**Rank # 2** 51-3092 Food Batch makers, % Share of Workforce= 9.7%, **Projected Employment Change= 14.1%**

**Rank #5** 51-3011 Bakers, % Share of Workforce= 3.2%, **Projected Employment Change 2016-2026= 15.4%**

## REGIONAL EMPLOYMENT DATA

Source: NYS Department of Labor, Bureau of Labor Market Information - Division of Research and Statistics; Significant Industries Report - Finger Lakes Region 2019 <https://labor.ny.gov/stats/PDFs/Significant-Industries-Finger-Lakes.pdf>

# Culinary NY State Labor Market Needs



## STATE EMPLOYMENT DATA

**Source: NYS Department of Labor**, Employment Projections: Long-Term Occupational Employment Projections <https://statistics.labor.ny.gov/lproj.shtm>

**Top Growth Occupations in CA:** Cooks, Restaurants 15% change, Combined Food Preparation and Serving Workers 10.7% change, Food Service, Non Restaurant 11.9% change

**In Decline Occupations in CA:** Cooks, Fast Food -10.5 % change, Cooks, Short Order -7.4% Change

## STATE EMPLOYMENT DATA

**Source: NYS Department of Labor**, Employment Projections: Long-Term Occupational Employment Projections <https://statistics.labor.ny.gov/lproj.shtm>



# WHAT IS THE SELF-STUDY COMMITTEE'S ROLE?

## What are the essential activities of the self-study team?

- Review of Curriculum;
- Review of Standards aligned with the curriculum
- Review the chosen technical assessments associated with the program;
- Review the local final capstone projects alignment to the curriculum and industry
- Review alignment of work-based learning opportunities to the industry pathway;
- Review of the Work-Skills Employability Profiles alignment with industry needs;
- Review of WBL staff certifications;
- Review Post-Secondary Agreements



# CURRICULUM

**The Individuals with Disabilities Act (IDEA) mandates that all students with disabilities have access to general education curriculum including CTE.**

## **Checklist of Elements of CTE Curriculum:**

- The curriculum is setup sequentially or by themes
- The level of rigor increases as they move through the pathway
- The curriculum provides the basic skills and knowledge needed for this industry

**NOTE: In a CTE program the courses MUST be organized by levels of difficulty or by thematic relationships and each sequential course should build off of the courses before it**

# PROGRAM BLUEPRINT



- 1- Introduction to Culinary
- 2- Culinary Skills Development I
- 3- Culinary Skills Development II
- 4- Kitchen & Restaurant Management

End-of-Pathway Senior Portfolio Project

**Note: This blue print aligns with the blueprint for our industry exam**

GRADE	COURSES	
9	<p><b>Introduction to Culinary &amp; Hospitality</b> 1-Credit</p>	<p><b>NOTE:</b> If start the Culinary Arts Pathway in 10<sup>th</sup> grade, will <b>NOT be eligible</b> for the <i>CTE Endorsement</i> or the <i>Advanced Regents</i> through this pathway</p> 
10	<p><i>Passed Introduction to Culinary</i> <b>Culinary I</b> 1 - Credit</p>	<p><b>Introduction to Culinary &amp; Hospitality</b> 1-Credit</p>
	<p><b>ServSafe® Certification</b></p>	
11	<p><i>Passed Culinary I</i> <b>Culinary II</b> 1 - Credit</p>	<p><i>Passed Introduction to Culinary</i> <b>Culinary I</b> 1 - Credit</p>
12	<p><i>Passed Culinary II</i> <b>Kitchen &amp; Restaurant Management</b> 1 - Credit</p>	<p><i>Passed Culinary I</i> <b>Culinary II</b> 1 - Credit</p>
	<p><i>Required for CTE Endorsement and/or Advanced Regents</i> <b>Careers &amp; Financial Management- BUSINESS</b> 1 - Credit</p>	<p><b>Careers &amp; Financial Management- BUSINESS</b> 1 - Credit</p>

# Introduction to Culinary Arts

**GRADE LEVEL:** 9th - 10th

Prerequisites: None

## **COURSE DESCRIPTION :**

As the first class in the Culinary Arts pathway this course introduces and unpacks the elements of the industry; while identifying career and educational opportunities in the field. In a mix of class and lab based experiences you will begin to understand the vocabulary or language of culinary, how to perform basic hospitality services, and the required safety/sanitation and emergency procedures for the industry. The course also touches on the business components of a successful restaurant or food/beverage service and provides exposure to, and the opportunities to work on, professionalism, communication and teamwork skills needed to be a successful employee in the culinary industry.

<b>Unit 1</b> <b>What is Culinary Arts &amp; Food Service</b>	<b>Unit 2</b> <b>Culinary &amp; Food Service Careers</b>	<b>Unit 3</b> <b>Art &amp; Science of a Chef</b>	<b>Unit 4</b> <b>Inside the House</b>	<b>Unit 5</b> <b>Service &amp; Safety</b>
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# Introduction to Culinary

## ❖ **INDUSTRY VOCABULARY**

- ❖ The rich history of Hospitality & Culinary - economic impact
- ❖ **Customer service** as the foundation of all areas of Hospitality and Culinary
- ❖ Culinary and/or Restaurant Food and Beverage Services pathway careers
- ❖ Training, education and personal skill sets needed for a successful career
- ❖ Chefs and culinary entrepreneurs role in the field of culinary
- ❖ Culinary chefs/professionals and the variety of specialty areas
- ❖ Definition of RFB as any businesses that supply food to customers
- ❖ Basics of front of the house, back of the house
- ❖ Practicing safety and sanitation successfully is critical to a career in the field
- ❖ Professional communications/ethical behavior with customers and employees

# Culinary Skills Development I

**GRADE LEVEL:** 10-11th

**Prerequisites:** Introduction to Culinary Arts

## COURSE DESCRIPTION

The knowledge and skills that are gained in Skill Development I will inherently provide a solid foundation in applications that they will use in production kitchens and in the rest of their culinary career. In this course, they will be introduced to the fundamental concepts, skills and techniques of basic cookery and kitchen organization.

## COURSE SEQUENCE:

<a href="#"><u>Unit 1</u></a> <a href="#"><u>Kitchen Operations</u></a>		Unit 2 Professionalism	Unit 3 Cooking Techniques			Unit 4 Baking
Food Safety & Management	Kitchen Functions & Equipment	Professionalism in the Kitchen	Soups & Sauces	Vegetable & Starch Cookery	Poultry, Meat & Seafood Cookery	Basic Baking

# Culinary Skills Development I

## ❖ **INDUSTRY VOCABULARY**

❖ Food Safety & Sanitation

## ❖ **Foundations Mise en place**

❖ Knife Skills

❖ Communication in the Kitchen

❖ Management Styles - working with the “Chef”

❖ How Professional Kitchens are Structured

❖ Stocks, Soups and Sauces

❖ Vegetables/Starches

❖ Poultry/Meat/Seafood

❖ Baking Methods/Measurements/Math

# Culinary Skills Development II

**GRADE LEVEL:** 10-11th

**Prerequisites:** Introduction to Culinary Arts, Culinary Skills Development I

## COURSE DESCRIPTION

In this class scholars will use their prior knowledge and experience gained in previous coursework to continue developing the skills needed for a career in the foodservice industry. They will rotate through stations in the kitchen and dining room using culinary and customer service skills. This course also focuses on introducing them and beginning to develop the foundational business skills they will need to run a profitable culinary enterprise in the future.

SEPT	OCT	NOV-APR	MAY-JUNE
<a href="#"><u>Unit 1</u></a> Culinary Principles		<b>Unit 2</b> <b>Metals Station Rotation</b> <b>Stations:</b> Center of the Plate, Vegetable & Starch, Soup, Garde Manger, Bake Shop	<b>Unit 3</b> <b>Culinary Showcase</b>

# Culinary Skills Development II

## ❖ **INDUSTRY VOCABULARY**

- ❖ Cooking Processes: Coagulation proteins, Caramelization sugars, gelatinization of starches
- ❖ Cooking technique and their impact on the flavor, texture, moisture and color of the dish prepared
  - ❖ The anatomy of a plate: *color, texture, shape and size*
  - ❖ Seasoning : *brining, salts, herbs, marinades*
- ❖ Center of the plate: menus, profits, etc.
- ❖ Stocks, Soups and Sauces- Vegetables/Starches - Poultry/Meat/Seafood
- ❖ Garde Manger: creative presentation abilities and advanced knife skills
- ❖ Cheese/Dairy (?)
- ❖ Baking: *Breads, Doughs & Batters, Chocolate Section* (?)

# Kitchen & Restaurant Management

**GRADE LEVEL:** 12th

**Prerequisites:** Introduction to Culinary Arts, Culinary Skills Development I, Culinary Skills Development II

## COURSE DESCRIPTION

In this course students will learn what it takes to run a restaurant and/or the role of management in food and beverage operations. Throughout the they will learn the in's and out's of running a restaurant as a business and the systems involved. They will also look at company culture and the role it plays in a food and beverage operations success or failure. They will model what they learn by running the Metals Cafe for staff and guests; or through special events.

SEPT	OCT	NOV-APR	MAY-JUNE
<b>Unit 1</b> Introduction to Restaurant Ownership		<b>Unit 2</b> Metals Management Rotations Stations: Business, Culture and Systems	<b>Unit 3</b> Restaurant Design Capstone

# Kitchen & Restaurant Management

## ❖ INDUSTRY VOCABULARY

### ❖ Systems

- Basics of menu costing and budgeting
- Standardized recipe writing for profitability
- Importance of a strong training program
- Advanced customer service
- Internal customer service and employee relations
- Human Relations
  - Sexual Harassment training
  - Soft Skills /Employability skills

### ❖ Business

- How food costs impact on the bottom line of a restaurant
- Inventory as an effective way to control spending
- Standard financial forms needed to run a successful restaurant
- Cost of labor and wasted time on the bottom line
- Marketing your business successfully
- Daily/Weekly/Monthly/Yearly business decisions

# Kitchen & Restaurant Management

## ❖ Culture

- How to become more of a leader and less of a manager
- How to develop core values and create the foundation of your culture
- How to set clear expectations and hold your people accountable
- How to create a workplace where your people are friendly, supportive and willingly work together as a team
- How to build a team of highly engaged employees through trust, respect and a positive work experience

## ❖ Culinary Capstone

- *How to expand a restaurant from a well developed concept*
- *How to develop culture focused on excellent customer experiences*
- *How to develop systems that will ensure consistency in the operation*

# METALS CAFE

- ❖ Action Stations: Cook to Order
- ❖ Rotating Menus
- ❖ Coffee Station: Morning Service
- ❖ Housemade Baked Goods
- ❖ Yogurt - Fresh Fruit - Granola Bar
- ❖ POS System - Training
- ❖ Guest Chefs



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# Self- Study Review Form



Culinary Arts Academy (CA)- CTE Re-Certification Self-Study

This is a feedback form for members of the Culinary Arts Academy Self Study Committee - May 24th & 26th, 2021. Your input on this form will become part of the submission of the final application to the New York State Educations. The East EPO and our staff in the Culinary Arts Academy want to thank you for participating

\* Required





# STANDARDS

## Checklist of expectations for standards:

- The curriculum is set up to align with CDOS, CCTC, and Next-Gen standards in related CORE areas
- The standards are indicated in the curriculum crosswalk map & UbD Units
- The standards are reflected in the industry exam (SEE EXAM SECTION)



# PROGRAM STANDARDS

- 1- CDOS - Career Development Occupational Standards
- 2- CCTC - Advanced CTE Common Core Technical Core Standards
- 3- Next Gen ELA Standards
- 5- Next Gen Literacy Standards
- 6- Next Gen Math Standard



# INDUSTRY ASSESSMENT(S)

## Checklist of Elements of a the required Technical Assessment(s):

- Technical assessment measures student proficiency in the technical field
- The scheduling and administration of the technical assessment is appropriate.
- It is not required that the technical assessment be administered at the conclusion of the program.
- The number of times a student may take a particular technical assessment is determined.
- Existing laws and regulations related to administration of technical assessments are followed.
- A system is developed to collect student-level and program-level data on performance on the technical assessment.

# PRECISION EXAMS: Culinary Management #347



PRECISION EXAMS  
by youscience

## EXAM BLUEPRINT

### STANDARD

### PERCENTAGE OF EXAM

1- Knives & Food Service Equipment	6%
2- Sanitation & Food Safety	12%
3- Math & Cost Control	9%
4- Nutritional Guidelines	5%
5- Marketing	3%
6- Breakfast Foods	14%
7- Produce	10%
8- Bakery Food Production	16%
9- Grains, Potatoes & Legumes	11%
10- Poultry, Meat & Seafood	11%
11- Various Cuisines	3%

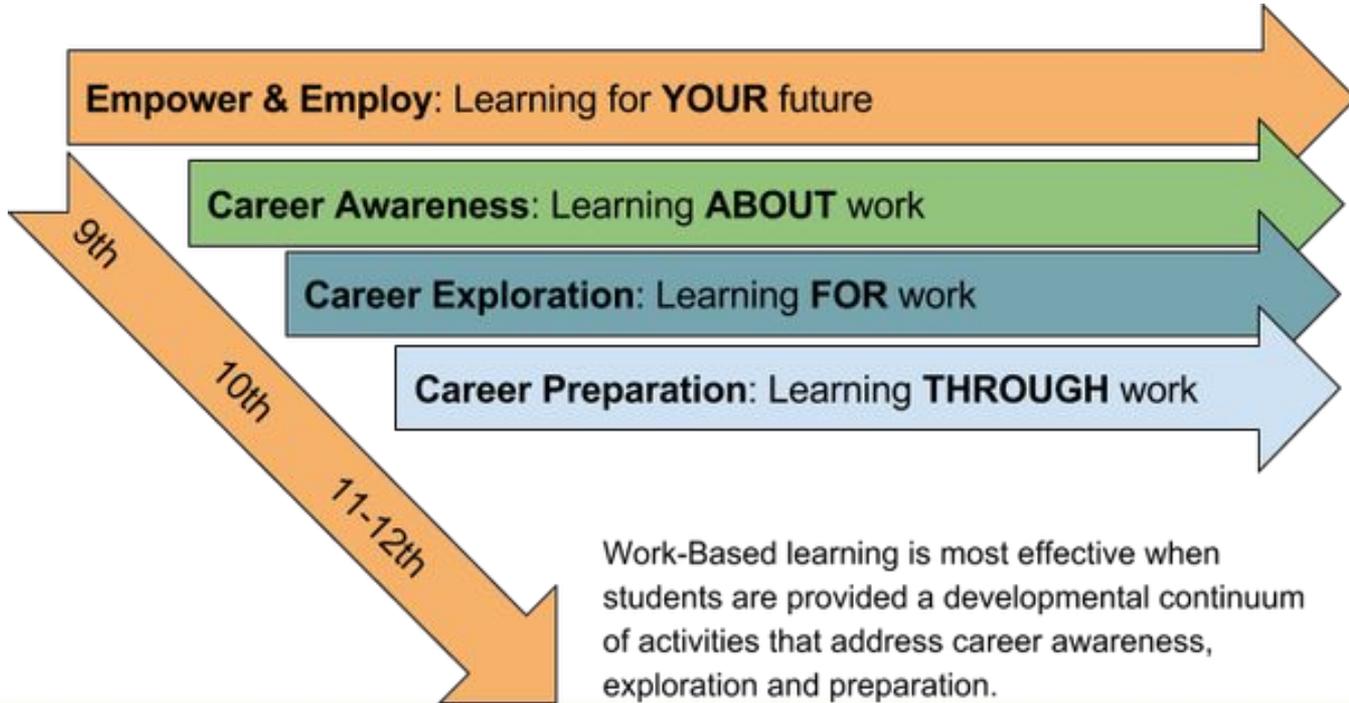


# WORK BASED LEARNING (WBL)

## Checklist of Elements relating to Work Based Learning:

- Work-based learning experiences are relevant to the program
- The school and the employer(s) cooperatively plan all work experiences
- Work-based learning experiences are provided for students with disabilities
- Work-based learning coordinators are appropriately certified
- The school is certified to offer credit for WBL experiences and complies with all NYSED regulations for offering credit

# WORK BASED LEARNING



# WORK BASED LEARNING

**East High School is registered with the NYS Ed to offer it's scholars at East the following opportunities for Workbased Learning:**

## **Career Exploration Internship Program (CEIP)**

*The focus of the program is meaningful, hands-on, career exploration*

## **Cooperative Work Experience Program (CO-OP)**

*paid, school-supervised work experience, supported by related in-school instruction in a specific career & technical discipline.*





# EMPLOYABILITY PROFILE

## Checklist of Elements relating to Employability Profile:

- Related to the program of study and includes **both general employability skills and the specific skills for the industry.**
- Each student in the program has been evaluated using this profile and a record or records are kept
- The profile is reviewed and updated by the student and the appropriate program/guidance personnel



EMPLOYABILITY PROFILE  
 East Culinary Arts Program  
 1801 East Main St. Rochester, NY 14609 585-288-3130



PERFORMANCE INDICATORS

NAME:

KITCHEN

N/A ----Not Applicable / No Exposure  
 1-----Does Not Meet Standards  
 2-----Needs Improvement  
 3-----Meets Standards  
 4-----Exceeds Standards

CULINARY SKILLS I-II-III

STANDARD	4	3	2	1	NA	STANDARD	4	3	2	1	NA
<b>EQUIPMENT</b>						<b>SANITATION/HOUSEKEEPING</b>					
Student can identify and demonstrate correct care and use of:						Demonstrates proper sanitary cleaning procedures for:					
Knives						Front of the House					
Slicing Machines						Back of the House					
Mixers						Storage Areas					
Food Processors/Blenders						Dishwashing Stations					
Broiler											
Pressure Steamer						<b>SAFETY</b>					
						Demonstrates proper knowledge and care with food safety					
Grill						Safe chemical storage					
Fryer						OSHA/State & County Regulations					
Steam Tables						Prevention of safety hazards					
Salad Bar						Safe Knife handling					
Food Chopper						Time and temperature control					
Proofer/Ovens						Proper personal hygiene					
						Prevent cross contamination					
<b>DISH MACHINE</b>						Cleaning and sanitizing					
The student demonstrates:						Fire classifications and extinguishing					
Correct setup-shutdown						HACCP					
Operation and handling of dishware						Thawing, Cooling, and Re-heating					
Proper maintenance and cleaning											

# INDUSTRY EMPLOYABILITY SKILLS

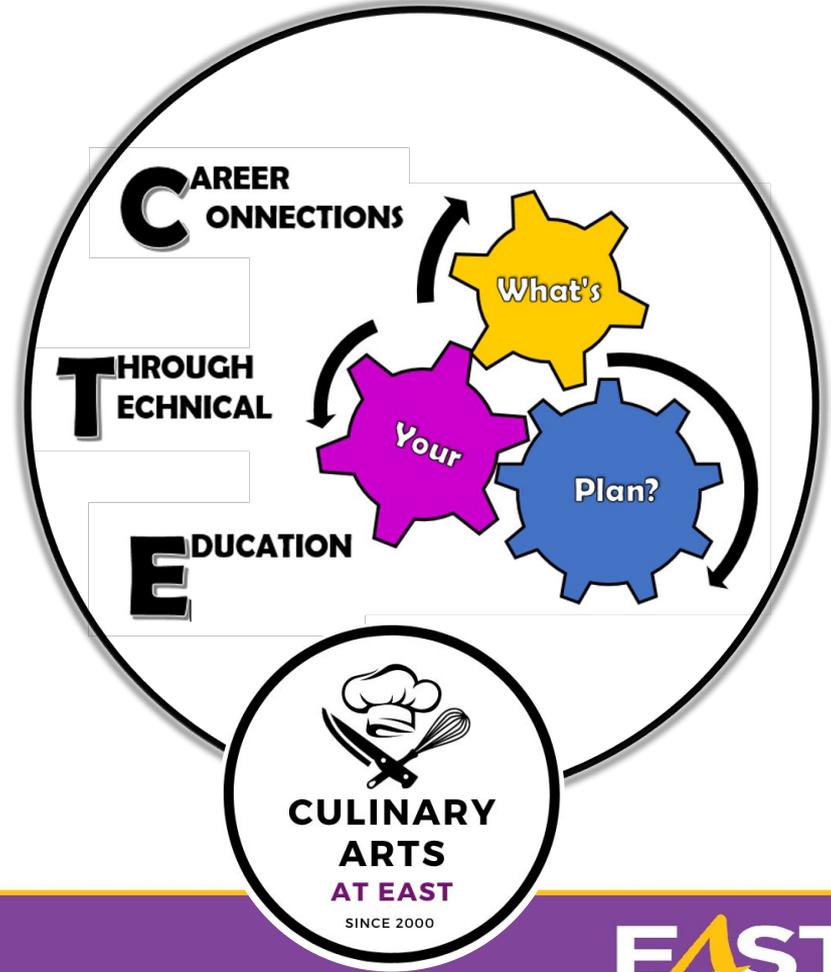




# NEXT STEPS:

-  Compile your recommendations and suggested actions- Self Study form
-  Submitting findings to External Review Committee - June 2nd
-  Submitting of application and materials - superintendent/board review





~THANK YOU FOR YOUR SUPPORT~