MAKING THE TRANSITION

ADOPTING INDUSTRY BASED STANDARDS:
A GUIDELINE DEVELOPED BY THE TRA EDUCATION FOUNDATION

Jump Start Your Culinary Arts Program Today!
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This program made possible by  
AMERICAN EXPRESS FOUNDATION
INTRODUCTION

TRAEF has programs for all school districts interested in pursuing industry specific foodservice and business education and is a most appropriate source for providing materials to meet industry-based standards.

As part of TRAEF’s mission, a Career Awareness Program has been developed to educate teachers, administration and students about the foodservice industry. This program seeks to provide an effective link between restaurants, students, and schools in their communities, which is critical in moving the standard of teaching toward the industry and recruiting qualified students to careers in the hospitality industry.

Currently, the restaurant industry employs an estimated 12.2 million people, making it the nation’s largest employer outside of government. From 2005 to 2015, the number of foodservice managers is projected to increase by 11%. For this reason, future foodservice manager positions are going to require highly skilled, well-educated professionals.

TRAEF is focused on supporting education and training, and by doing this, we hope the qualifications of both the existing work force and the future foodservice management will improve. By supporting educators through various programs, our goal is to raise the level of skills that are taught at the high school level.

Here’s a fact to take back to the classroom – more than three out of five foodservice managers have annual household incomes of $50,000 or more.

To download a Restaurant Industry Fact Sheet, click on the Industry Research tab on the National Restaurant Association website (www.restaurant.org) and click on Industry Fact Sheet.
What is ‘Making the Transition’?

TRAEF has identified over 1,000 Texas schools that teach some form of foods-related course, many of which need guidance in enhancing current programs or transitioning from more traditional studies to industry-based education. The TRAEF spends a substantial amount of time, effort and resources to promote the adoption of industry-based programs in secondary education to assure students graduate with the skills, knowledge and understanding to meet industry standards.

‘Making the Transition’ is an initiative developed by the TRAEF that assists school districts in understanding how current industry-based education and support programs meet hospitality industry needs. As part of this initiative, Making the Transition seeks to introduce industry-related programs by way of:

- **Enhancing** current high school programs that align with the foodservice industry
- **Adding** a Culinary Arts component to a high school
- **Transitioning** exclusively to a Culinary Arts program

The goal behind *Making the Transition* is to provide school districts with a comprehensive guide to making these transitions. This guide will facilitate your understanding of how TRAEF programs can aid in moving students into the workplace with career opportunities, certifications and industry supported employee skills that will further their developing hospitality careers. The comprehensive step-by-step handbook can also aid in guiding school districts in enhancing, implementing or transitioning their current programs to include industry-based education and support programs that meet hospitality industry standards.

TRAEF not only seeks to educate instructors, counselors, and career and technology directors, but also to educate key school district decision makers throughout Texas with the aim of demonstrating how TRAEF materials can aid in shifting to or adding industry-based Culinary Arts programs.

**TRAEF Education Foundation is committed to:**

- Continuing support, attend and develop relationships at a variety of educational conferences annually.
- Continuing expansion of the Texas Restaurant Association’s Industry Support Initiative, charging TRA’s 24 chapters with adopting school districts that support industry-based education and programs and providing instruction utilizing TRAEF/NRAEF curricula. TRA members work directly with educators to assure delivery of relevant programs.
- Reaching out to key decision makers in school districts. Through formal events--featuring first class student showcase dinners prepared by Culinary Arts students—district executives and administrators can experience first hand the successes of TRAEF programs, both at an organizational level and in the lives of students served.
Identifying Your Program/Enhancements
In Texas, four academic programs have been identified that relate to foodservice. Of course, every school district is different. Your school may have one or all components outlined below. The four program types below serve as a general guideline to give school districts an idea of which components to enhance and/or transition. Following this section, you will find a detailed description of each program.

**Program Type One**

Schools in this category will generally include *Lifetime, Nutrition & Wellness or Food Science & Technology* programs with limited food production.

Under this program type, schools include the following:
- Family and Consumer Sciences Teacher
- Non-commercial equipment
- Basic/limited food production
- Career Awareness component
- Nutrition/Safety & Sanitation

**Program Type Two**

Schools under this category include *Lifetime, Nutrition & Wellness or Food Science & Technology* AND/OR a *Culinary Arts and Culinary Arts Practicum*. In this case, Nutrition and Food Science or Food Science & Technology would serve as a prerequisite course to Culinary Arts or Food Production, Management and Services program containing commercial equipment.

Under this program type, schools include the following:

**Lifetime Nutrition & Wellness or Food Science & Technology:**
- Non-commercial equipment
- Basic/limited food production
- Career Awareness component
- Family and Consumer Sciences Teacher
- Nutrition/Safety & Sanitation

**Career Preparation/Work-based Learning:**
- Commercial equipment at assigned business/industry work-based training sites
- Limited Food Production
- Basic Catering
- Safety & Sanitation
- Family and Consumer Sciences Teacher

**Culinary Arts:**

**Pre-employment Laboratory Education:**
- Commercial Equipment
- Culinary Arts and Culinary Practicum
- Trade and Industrial Education or Family and Consumer Sciences Teacher

**Restaurant Management:**

**Pre-employment Education:**
- Non-commercial Equipment
- Career Awareness component
- Student Internship Program
- Restaurant Management/Safety & Sanitation
- Family and Consumer Sciences Teacher, Trade and Industrial Education or Business Teacher
Identifying your program cont.

**Program Type Three**
Schools in program type three include a *Lifetime, Nutrition & Wellness or Food Science & Technology* program AND /OR a *Culinary Arts, Culinary Arts Practicum, and Restaurant Management* program, and a component that includes a dining room or café. Again, the *Nutrition & Wellness or Food Science & Technology* program will serve as a prerequisite to a full-blown Culinary Arts program. In addition, the culinary lab contains a separate dining room or café that can be utilized for catering or events.

Ideally, the Restaurant Management instructor and Culinary Instructor would work closely to ensure student success.

Under this program type, schools include the following:
*Lifetime, Nutrition & Wellness or Food Science & Technology*

AND/OR have added or transitioned into offering *Culinary Arts and Culinary Arts Practicum* programs which include a dining room or café with the following components:
- Commercial Equipment
- Culinary Arts and Practicum
- High Volume Catering AND/OR High Volume Food Production
- Trade and Industrial Education or Family and Consumer Sciences Teacher
- Dining room or café/restaurant

*Restaurant Management:*
*Pre-employment Education:*
- Non-commercial Equipment
- Career Awareness component
- Student Internship Program
- Restaurant Management/Safety & Sanitation
- Family and Consumer Sciences Teacher, Trade and Industrial Teacher or Marketing/Business Teacher

**Program Type Four**
Schools under this category include a *Nutrition & Food Science or Food Science & Technology* program AND offer an entrepreneurial component as part of the *Culinary Arts and Culinary Arts Practicum* programs. An example of this program is a student run enterprise (SRE) with branded restaurant/café or dining room component.

Under this program type, schools include the following:
*Nutrition & Food Science or Food Science & Technology*

AND have transitioned into offering *Entrepreneur and Restaurant Management* courses and *Culinary Arts and Practicum* courses. This type of program includes a branded restaurant with the following components:
- Commercial Equipment
- Culinary Arts and Practicum
- Entrepreneurship and Restaurant Management
- Trade and Industrial Education or Family & Consumer Science Teacher
- Dining room or café/restaurant
- High Volume Catering AND/OR High Volume Food Production
- Branded restaurant open for business – schedule set forth by instructor
- Entrepreneurial component accompanies restaurant
- Marketing or Business instructor
RECOMMENDED CURRICULUM/PROGRAM ENHANCEMENTS
**Program Type One**

**Recommended Enhancements:**

**ServSafe Starters Employee Guide, Texas Foodhandler** – The ServSafe Starters Employee Guide is a Texas Foodhandler program accredited by the Texas Department of State Health Services. This program is accepted in all Texas jurisdictions, including the Texas jurisdictions that require employees to receive a Texas foodhandler permit. If a Texas foodhandler permit is required, provide a copy of the Employee Guide's Certification of Completion to the local health department along with local fee, if any, to obtain a Texas foodhandler permit.

**ServSafe Food Protection Manager Certification** – Many Nutrition & Food Science instructors are adopting this certification across the state. With cutbacks due to lack of program funding, ServSafe is a cost-effective way to enhance any program related to foodservice. TRAEF trains over 100 instructors each year during the Professional Development Conference for Family and Consumer Sciences Teachers. For more detailed information about the ServSafe program, see page 28.

**Student Certifications** – School districts can choose to implement the certification component as part of the ServSafe program. Schools can opt to either subsidize the cost of the exam answer sheet or place the responsibility on the student to purchase their own. If the school chooses to place the responsibility on the student, this may give the student ownership of his or her certification. (See page 31)

**Foodservice Industry tools** – The TRAEF offers free CD's and handouts related to careers in the foodservice industry. Ten Good Reasons for a Career in Foodservice is utilized as a career recruitment tool throughout Texas, targeting high school students who are considering career opportunities in the foodservice industry. The video dispels many of the preconceived notions that young people have about working in the foodservice industry and exposes the industry’s fun, exciting; people oriented, and fast paced business aspects. Additional handouts and resources are available on www.restaurantville.com. A listing of colleges that offer culinary and restaurant management programs can be found in the appendix of this guidebook on page 58.

**Program Type Two**

**Recommended Enhancements:**

**Texas ProStart and the FS Prep Culinary Curriculum** – Texas ProStart is an initiative that provides schools with outstanding curriculum, promotes teacher excellence, student achievement and industry support, and assists school districts with state-of-the-art facilities. Texas ProStart prepares students for careers in the restaurant and foodservice industry. Students gain valuable restaurant and foodservice skills through their academic and workplace experiences.

The TRA Education Foundation’s FS Prep curriculum has a reputation for excellence and it is a vital part of ProStart – Texas. FS Prep is an industry-based curriculum that is aligned with the Texas Education Agency’s current TEKS and incorporates the Nationally Recognized ProStart curriculum. FS Prep can be scaled and cross purposed to meet the needs of introduction to culinary arts and restaurant management as well as advance culinary arts instruction.

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**ServSafe Food Protection Manager Certification** - The FS Prep incorporates the ServSafe certification program as part of its core curriculum. Students pursuing careers as chefs will eventually be required to become certified. A student earning a food manager certification out of high school will have the opportunity to begin building a solid portfolio and assure his or her marketability with regard to their success. See page 28 for detailed information about ServSafe.

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Identifying your program type two cont.

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Industry Support Initiative – The TRA Board of Directors has adopted education as a major focus of bridging the gap between industry and education by reaching out to schools with culinary and food production programs in local communities and assisting them with the implementation of a culinary curriculum.

Commercial Equipment – It is important to evaluate the key concentrations of the instructor’s lesson planning to determine the type of equipment you will utilize most. A listing of recommended equipment is provided in the Making the Transition guide on TRA’s website – www.restaurantville.com

Program Type Three
Recommended Enhancements:

ServSafe - The FS Prep incorporates the ServSafe certification program as part of its core curriculum. Students pursuing careers as chefs will eventually be required to become certified. A student earning a food manager certification out of high school will have the opportunity to begin building a solid portfolio and assure his or her marketability with regard to their success. See page 31 for detailed information about ServSafe.

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Commercial Equipment – It is important to evaluate the key concentrations of the instructor’s lesson planning to determine the type of equipment you will utilize most. A listing of recommended equipment is provided in the Making the Transition guide on TRA’s website – www.restaurantville.com

Program Type Four
Recommended Enhancements:

It is a common misconception that a school must have TRAEF’s E-101 program to have an operating restaurant. This is not the case. A school can indeed have a full-service restaurant in operation without having adopted the E-101 program.

ServSafe - The FS Prep incorporates the ServSafe certification program as part of its core curriculum. Students pursuing careers as chefs will eventually be required to become certified. A student earning a food manager certification out of high school will have the opportunity to begin building a solid portfolio and assure his or her marketability with regard to their success. See page 31 for detailed information about ServSafe.

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Identifying your program type four cont.

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Industry Support Initiative – The TRA Board of Directors has adopted education as a major focus of bridging the gap between industry and education by reaching out to schools with culinary and food production programs in local communities and assisting them with the implementation of a culinary curriculum.

Commercial Equipment and Dining Room Component – It is important to evaluate the key concentrations of the instructor’s lesson planning to determine the type of equipment you will utilize most. A listing of recommended equipment is provided in the Making the Transition guide on TRA’s website – www.restaurantville.com

E-101 Program - The Entrepreneur 101 (E-101) program is a high school program that utilizes a school-based restaurant to teach the students entrepreneurial skills and how to own and run a business. As part of the E-101 program, students will undertake responsibility as the owners and operators of this business with the assistance of experienced business professionals and educators. For further information about the E-101 program can also be found on TRA’s website – www.restaurantville.com under the Education tab.

Maximizing Your Program’s Potential

Getting Started. If you are an instructor with little or no commercial foodservice experience, you will find the following guidelines helpful in running a quality culinary program in no time:
1. **Read Student Textbooks.** Read your student texts from cover to cover, identifying skills you may need help in developing.
2. **Familiarize Yourself.** Familiarize yourself with the FS Prep lesson plans and this Guide to Getting Started. It will answer many of your questions.
3. **Training.** Find the additional training necessary in becoming an effective culinary instructor. Seek as many opportunities for professional development as possible. The Texas Restaurant Association Education Foundation (800-395-2872) and the Texas Beef Council offer workshops and educational materials suited for the high school educator throughout the year. Colleges, accredited schools and universities may afford similar opportunities. Contact the one closest to you. Johnson and Wales in Rhode Island and the Culinary Institute of America in New York also conduct summer workshops for high school teachers.
4. **Internships.** Many restaurant and hotel kitchens will allow high school instructors to participate in job shadowing programs. The instructor can learn more about the skills and abilities required for the work place through watching, listening and even hands on performance and coaching. Try to identify an industry mentor that will help you along the way in problem solving.
5. **On-the-job training** is another alternative that can help the inexperienced teacher acquire new skills or help experienced instructors stay current. Restaurants and hotels are often seeking summer help to fill in for vacationing employees or to temporarily supplement the kitchen staff during high season or special events.
6. **Video Tapes** that you may choose to order are a wonderful resource for you and your students to learn practical culinary techniques. Watch them in advance and practice, practice, practice.

Maximize Your Potential. In order to provide your school with maximum industry involvement and create potential mentoring, apprenticeship and internship opportunities, it is advisable to:

1. **Join your local chapters of the Texas Chef’s Association and Texas Restaurant Association (TRA).**
2. **Schedule a meeting with your local restaurant association or contact the chapter president of your local restaurant association.** Contact local TRA chapter restaurant association – information for your area located at www.restaurantville.com under TRA Chapters

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3. Reach out to local organizations that coordinate food related events in your area OR schedule a meeting with the local restaurateurs or chefs in your area. Offer to provide student volunteers and become involved in Groundhog Job Shadow Day, at www.jobshadow.org

4. Take your program seriously. You’ll see that by taking your program seriously and creating a professional environment, doors will begin to open up to you. Set ground rules for your program:
   1. Students must submit application for program;
   2. Students must wear proper attire at all times;
   3. Look the part – if you look professional, you are setting an example.
   4. Work with what you have and make the best of it!
   5. Become involved in school and community activities where your services are needed.

5. Take industry related field trips. Search Google for local manufacturing plants, vendors, farmers markets etc. to learn steps taken to manufacture goods all the way to retail of goods.

6. Educate yourself. READ! READ! READ! Subscribe to industry related magazines. Read books related to the hospitality industry and culinary arts.

7. Form an Advisory Committee of members from the local foodservice and hospitality industry.

8. Form alliances with local colleges, schools and universities providing culinary education. Investigate opportunities for articulation.

9. Seek opportunities for positive media exposure and keep your program in the public eye.

10. Join cooperative hospitality teacher’s organizations such as the Hospitality Educator’s Association of Texas (HEAT).

11. Stay in contact with your fellow FS Prep and ProStart instructors. For a listing contact TRAEF

12. Contact your local restaurant association for potential mentors, speakers and internship sites. For additional information about restaurant associations in your area contact the Texas Restaurant Association at (800-395-2872).

13. Subscribe to industry trade magazines such as Restaurant Business, Nations Restaurant News and Food Service News to stay current with industry trends.

Recommended Program Activities

Whether the instructor is a seasoned professional or a foodservice industry novice, the following activities round out a well-structured course:

- **Field trips to specialty purveyors, such as produce, meat, seafood and poultry.** Most purveyors will be happy to arrange a tour with advanced notice.

- **Field trips to foodservice operations.** These can be problematic based on the time of day and volume of business. When scheduling field trips to foodservice operations attempt to let the students see varying industry segments, from white tablecloth to quick-serve restaurants. Local culinary colleges and schools are always a good choice. They tend to stimulate the students desire to continue their culinary education.

- **Guest speakers and visiting chefs add dimension and an industry perspective.** If there is a product or technique outside your comfort level, find a visiting chef to do a demonstration. If you need to bring the industry to life for your students, invite a successful restaurant owner to speak. These guests can become key in your connections to your local foodservice community for mentoring and internship programs for your students.

- **Establish an integrated program that encourages collaborative efforts and student projects between academic and career and technical teachers.** Integrated programs offer you outside resources and expertise without leaving the school.

- **Find and develop opportunities to merge your curriculum with other departments when it makes sense.** For example, the communications, marketing and art departments could work with your class on the creation and design of a menu.

- **Seek American Culinary Federation ACESS accreditation (800-624-9458).** This is a non-profit organization of professional chefs that has the only nationally recognized chef certification program. FS Prep is designed to meet their standards. Their help can be important in developing credibility for your program and will help bolster articulation with post secondary schools.
ENHANCING THE CULINARY ENVIRONMENT
Enhancing the Culinary Environment

Getting Started

There are many variables involved in the design of a well-constructed culinary arts facility. A good starting point is to address a few major factors before involving a consultant or architect in the design process. A few considerations that dictate designing a culinary arts kitchen include:

1. **SERVICE:** What type of service will the program offer? Will the instructor operate a catering, take-out, or banquet style service out of that facility? Is the plan to include a dining room for sit-down restaurant-style service? If so, what will the seating capacity be? Will the program cater to a large number of events, functions, and meetings serving large quantities? Will the course curriculum include a significant baking a pastry component? Addressing these key factors will begin to mold the beginnings of the kitchen design process.

2. **SITE CONSIDERATIONS AND LIMITATIONS:** Will the high school be building out an entirely new Career and Technology building or will an existing traditional laboratory be renovated? These and other variables could significantly affect your bottom-line. Keep in mind, in most cases; it is more costly to renovate existing spaces than it is to build from ground up.

3. **BUDGET AND TIME:** School Districts should have a realistic budget when deciding to build a culinary arts laboratory. A timeline should also be established for the project. Often times, budgets and amount of work involved are drastically underestimated.

4. **SPACE ALLOCATION:** How will the space be used and what spaces will be allocated for what activities? Will the instructor need a traditional classroom with classroom style seating? Will the space require a dining room? What type of commercial equipment will be required for the skill sets being taught by the instructor? Where will food preparation take place away from the rest of the commercial kitchen in order to decrease the risk of cross contamination? Also, take into consideration workflow patterns, production load and ergonomic accommodations to building constraints. Will your space be large enough to accommodate dry storage areas, walk-in coolers and freezers or small enough that your space will only accommodate reach-ins and smaller dry storage areas? What type of security devices or equipment will be necessary to ensure safekeeping of small equipment and sharp objects? It is important to take the above criteria into account before plunging into the design process.

5. **MENU:** What type of menu will the program incorporate? If the plan is to deliver a basic array of skill-sets and a wide variety of standard menu items, the high school may consider incorporating standard type commercial equipment. If the program will feature more advanced skill-sets and menu items, this may involve the standard commercial equipment along with an array of more specific equipment. Deciding what type of specific equipment the menu will require is a good start.

High Schools should have a clear understanding of the above design elements while satisfying guidelines for safety and sanitation in the culinary environment. This includes complying with basic codes, statutory legislation, and regulatory limitations.

Other key items to consider include deliveries made to the schools facility. Do supplier delivery vehicles have adequate and easy access to the facility when making deliveries? It may be a good idea to seek out potential bids from potential food suppliers and interview representatives from those companies. This may also give you an idea of minimum drop requirements suppliers have and how much space you will need to accommodate deliveries as many suppliers have specific drop requirements and guidelines.

**DESIGNING YOUR CULINARY ARTS FACILITY**

Do your research! This may take a significant amount of time but in the end, it will not only save you the headaches of poor design but could end up saving you a substantial amount of money.

**Step 1: Seek out other culinary arts facilities in Texas.** It is very common for high school administrators to tour Texas, visit existing culinary arts programs, and interview the instructors. Discuss function, design, likes and dislikes of their spaces, and specific desires they may have if they could redesign the facility.

**Step 2: Selecting a consultant, designer, and architect.** Do not be afraid to ask for credentials and request a portfolio of previous work. Request references from previous projects and do not hesitate to visit these facilities, interview individuals using the space, and investigate the functionality of your designers work. Seek out experts that have plenty of experience in restaurant design and more specifically, high school culinary kitchen design as these facilities may require many different standards and will need to accommodate difference workflow patterns and production procedures. These individuals should be reliable sources of information as well as deliver a wealth of knowledge. Safety and sanitation will also be a prime driver in your design as these are core course subjects that must be delivered by the instructor.

**Step 3: Advisory Boards.** Once you have taken the above into consideration, it is a good rule of thumb to seek out expert advice. It is perfectly acceptable to coordinate a pre-build out advisory committee consisting of professional chefs, architects, restaurateurs, and consultants in your local area. Your advisory committee will be able to give you advice throughout the process on key decisions such as equipment placement, facility construction and design, and kitchen layout and function.
Commercial Equipment
The following information provided by David Benedict CFSP, Edward Don and Company, Common Food Service Design Issues

Before considering your purchase of commercial equipment, take the time to research the following checklist:

1. **Determine the scope of your project**
   A. What is the average number of students that will be using the space?
   B. Determine number of Instructors
   C. What is your budget?

2. **Training Facilities**
   A. Will Existing Foodservice Facilities be utilized or will a kitchen be shared?
   B. Will the program administrator be partnering outside of school. The following are examples of potential partnering businesses:
      i. Private Restaurants
      ii. Healthcare
      iii. Corporate Feeders
      iv. Colleges and Universities
      v. Private Cooking Schools
      vi. Country Clubs
      vii. Chains
   C. Before purchasing, test kitchen usage by partnering with Foodservice Equipment Manufacturers Reps.

3. **Is the school planning on building their own training facility**
   A. How much space is necessary?
   B. Who will be designing the space?
      i. Architects
      ii. Consultants
      iii. Foodservice Designer
   C. The design process
      i. Determine the flow of a kitchen
      ii. Determine Layout
      iii. Rough In
      iv. MEP
      v. Shop Drawings

4. **Budgeting – How much can I afford?**
   A. Would I be better off acquiring used equipment/previously owned equipment

It is important to take the time to research the various ranges of equipment available on the market. What is the best purchase you can make to meet your needs and will be the best value for your budget? Whether you are working with an architect, consultant, or foodservice designer, the following lists will come in handy when designing the numerous components that make up your space:

<table>
<thead>
<tr>
<th>General Area</th>
<th>Dry Storage (How often do you receive deliveries)</th>
<th>Cold Storage (How often do you receive deliveries)</th>
<th>Preparation</th>
<th>Bakery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offices</td>
<td>Hose bibbs</td>
<td>Freezer and cooler sizes / how many compartments</td>
<td>Mixer</td>
<td>Hoods / fire suppression system</td>
</tr>
<tr>
<td>Employee areas (bathroom / dressing / lockers / dining)</td>
<td>Power washing</td>
<td>Height</td>
<td>Processors / slicers / mixers</td>
<td>Ingredient storage / bins</td>
</tr>
<tr>
<td>Mechanical room area (water heaters / panels / power / electric / phone / alarms)</td>
<td>S/S wall panels</td>
<td>Finishes</td>
<td>Reach-in refrigerators and freezers</td>
<td>Baker’s table</td>
</tr>
<tr>
<td>Condensing unit locations</td>
<td><strong>Dry Storage (How often do you receive deliveries)</strong></td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td>Sinks / work surfaces</td>
<td>Prep table / sink</td>
</tr>
<tr>
<td>Receiving</td>
<td><strong>Dry Storage (How often do you receive deliveries)</strong></td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td>Disposers</td>
<td>Scale</td>
</tr>
<tr>
<td>Scale</td>
<td>Enough space / rooms</td>
<td>Water meter</td>
<td>Cutting board storage</td>
<td>Water meter</td>
</tr>
<tr>
<td>Landing and sorting area</td>
<td>Shelving quantity / size / tiers</td>
<td>Mixer</td>
<td>Drawers</td>
<td>Mixer</td>
</tr>
<tr>
<td>Paperwork area</td>
<td>Durnage racks</td>
<td><strong>Dry Storage (How often do you receive deliveries)</strong></td>
<td>Pot racks</td>
<td>Dough divider / rounder</td>
</tr>
<tr>
<td>Cleaning area for soiled packaging</td>
<td>Mobile rack area</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td>Storage bin / area storage</td>
<td>Sheeter/moulder</td>
</tr>
<tr>
<td>Fly fans</td>
<td>Can racks</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td>Panning space / racks</td>
<td>Proofer/Retarder</td>
</tr>
<tr>
<td>Pressure washing</td>
<td>Space for vendor supplied racks / product</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td>Oven type / style</td>
<td>Cooling space / racks</td>
</tr>
<tr>
<td>CO2 storage tank location</td>
<td>Locked area for alcohol / wine / beer / chocolate/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bag N Box rack location</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil Storage Area for “RTI” type system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Cleanup / Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janitor closet</td>
<td><strong>Hose bibbs</strong></td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mop Sink</td>
<td>Power washing</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical Storage</td>
<td>S/S wall panels</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can washing (inside / outside)</td>
<td>Mobile rack area</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dumpster location</td>
<td><strong>Mobile rack area</strong></td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mop racks</td>
<td><strong>Mobile rack area</strong></td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floor troughs and grates</td>
<td><strong>Door type / material / ramps</strong></td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Door sizes and style / window</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ceiling / wall trim closure</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Light level for Health Dept. requirements</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kickplates / corner guards / bumpers</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shelving quantity / size / tiers</td>
<td><strong>Cold Storage (How often do you receive deliveries)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Decorating / icing area
Refrigerator / freezer
Soiled pot/pan washing

Cooking
Hoods / fire suppression system
Conbi ovens
Convecton ovens
Cook and hold ovens
Fryers / filters / dump stations
Ranges (oven style and top configuration)
Salamanders
Charbroiler / griddles
Steamers / kettles
Braising pans
Pasta boilers
Refrigerator / freezer
Casters / gas lines / disconnects / filler faucets
Serving and Holding, Chef's Counter
Dish / plate storage (heated or non-heated dispensers / carts / shelving)
Plating areas
Heat lamps
Sinks
Refrigerated bases
Hot food wells / filler faucet / drain
Soup warmers
Hot food drawers
Microwave
Cold bins (refrigerated / ice)
Tray rest / storage
Electrical outlets / POS / printer area
Load Centers
Electrical and Data Chases
Flow with regard to cooking and expediting

Cold Pantry
Refrigeration space
Salad prep unit
Sandwich prep unit
Toaster / microwave / sandwich grill
Ice cream cabinet / dipperwell
Dessert flexibility
POS / printer area

Banquet Plating and Service
Plating space
Bain Marie / hot food wells
Glass filling / ice / water
Ice machine capacity
Beverage area (soda / glass filling / tea / coffee / alcohol storage)
Vendor supplied equipment
Refrigeration space (salads / desserts)
Banquet carts, hot and cold, space needed for in use and storage
Linen / glass / flatware storage
Portable bars

Food Safety
Thawing
Chilling
Storage
Cross contamination of different products
Cross contamination of raw to cooked product
Cutting board availability/storage/cleaning
Hand sink availability
Trash handling
Cleanability (casters / finishes)

Bar
Back bar storage (cold / dry)
Other beverages (soda / coffee / espresso)
Clean / soiled glass storage
Ice machine capacity
Frozen drink machines
Ice cream freezer
Blender station / dump station
Sinks / glasswasher
Hand sinks
Locked area for liquor
Popcorn or Chips
POS / printer location

Ice making
Cubers / flakers
Bin size
Water filters
Transporting

Complimentary Food Area
Sizing of cold / hot areas
Backup hot and cold equipment
Dish / bowl dispensing
Open countertop area
Sneeze guards
Waffle baker
Toasters (popup / conveyor)
Microwave
Beverage equipment
Vendor supplied equipment
Independent dishwashing

Room Service
Telephone area / POS
Staging area / trays / carts
Determination of any duplicate equipment needed, based on room count

Beverages (all areas)
Juice / milk / tea
Water filler (glass / pitchers)
Coffee / espresso / grinders
Water filters
Beer / wine
Soda system
Liquor

Dishwashing
Steam venting
Primary water supply incoming temperature / booster needs
Soiled dish table / pre-soak / pre-rinse / trough
Clean dish table
Trash can space / cart space
Chemical storage area
Rack shelf / empty rack storage / wall shelves
Disposer
Hose reel

Pot washing
Compartment size
Drainboard size
Disposer
Powerwash features
Wall shelves / pot racks
Carts / dollies
Clean utensil storage area and shelving

Other Food Offerings or Venues
Pizza program
Carts and kiosks
Special events (poolside / outside tents)
Snack and beverage retail store
Miscellaneous
Hand sinks for all areas
Floor troughs
General area floor drains
Bag in box soda
Bulk CO2
Chases for Beer Lines and Soda Lines

Local Health Code / Building Code / ADA Issues
Approved type of sinks - NSF
Approved depth of sink
Approved number of sinks - 3 compartments. Vs. 4 compartments.
Approved Drainboard size
Minimum amounts of dry storage shelving
Adequate number of hand sinks
Adequate hoods per local code
Is garbage disposal required? / Is garbage disposal not allowed?
Is Employee Changing Area required?
Are all of the paths and aisle ways ADA accessible?
Are the restrooms ADA compliant?
Are the serving counters at ADA service height 34”?
Is the kitchen and preparation areas ADA compliant?
Are there minimum lighting requirements?
Sample Commercial Equipment List with average cost

The following sample equipment list serves as a guideline to provide a general idea of type of equipment utilized in a standard commercial kitchen as well as the average cost out of equipment. Keep in mind, higher range and/or lower range equipment will affect cost and that other equipment may be incorporated in addition to the list provided below.

### Needs List - Major Equipment

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>$ est. per unit</th>
<th>$ total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dish machine, commercial with racks</td>
<td>$ 3,500.00</td>
<td>$ 3,500.00</td>
</tr>
<tr>
<td>1</td>
<td>Exhaust hood - dish machine</td>
<td>$ 7000.00+</td>
<td>$ 7000.00+</td>
</tr>
<tr>
<td>1</td>
<td>Dryer, clothes, heavy duty</td>
<td>$ 600.00</td>
<td>$ 600.00</td>
</tr>
<tr>
<td>1</td>
<td>Exhaust system w/automatic fire extinguisher</td>
<td>$ 1,500.00</td>
<td>$ 1,500.00</td>
</tr>
<tr>
<td>1</td>
<td>Freezer, 49 cu. Ft., reach-in, stainless steel front</td>
<td>$ 2,900.00</td>
<td>$ 2,900.00</td>
</tr>
<tr>
<td>1</td>
<td>Garbage disposal, commercial</td>
<td>$ 1,150.00</td>
<td>$ 1,150.00</td>
</tr>
<tr>
<td>1</td>
<td>Grill, two thermostats</td>
<td>$ 400.00 - 2000.00+</td>
<td>$ 400.00 - 2000.00+</td>
</tr>
<tr>
<td>1</td>
<td>Ice machine, 240 lb capacity</td>
<td>$ 1,100.00</td>
<td>$ 1,100.00</td>
</tr>
<tr>
<td>1</td>
<td>Oven, microwave, commercial, heavy duty</td>
<td>$ 1,010.00</td>
<td>$ 1,010.00</td>
</tr>
<tr>
<td>1</td>
<td>Ovens, stackable, convection, gas</td>
<td>$ 6,000.00</td>
<td>$ 6,000.00</td>
</tr>
<tr>
<td>1</td>
<td>Range, (flat top) with 6 burners (include conventional ovens)</td>
<td>$ 4,500.00</td>
<td>$ 18,000.00</td>
</tr>
<tr>
<td>1</td>
<td>Refrigerator, 49 cu ft, double, reach-in</td>
<td>$ 2,200.00</td>
<td>$ 2,200.00</td>
</tr>
<tr>
<td>1</td>
<td>Sink, hand-washing, single bowl</td>
<td>$ 400.00</td>
<td>$ 400.00</td>
</tr>
<tr>
<td>1</td>
<td>Sinks, stainless steel, 2 compartment vegetable</td>
<td>$ 600.00</td>
<td>$ 600.00</td>
</tr>
<tr>
<td>1</td>
<td>Sinks, stainless steel, 3 compartment pot</td>
<td>$ 800.00</td>
<td>$ 800.00</td>
</tr>
<tr>
<td>1</td>
<td>Storage units, dish storage, flat shelving</td>
<td>$ 400.00</td>
<td>$ 400.00</td>
</tr>
<tr>
<td>2</td>
<td>Storage units, dry food storage shelving</td>
<td>$ 400.00</td>
<td>$ 800.00</td>
</tr>
<tr>
<td>1</td>
<td>Storage units, pot and pan, flat shelving</td>
<td>$ 400.00</td>
<td>$ 400.00</td>
</tr>
<tr>
<td>1</td>
<td>Washer, clothes, heavy duty</td>
<td>$ 600.00</td>
<td>$ 600.00</td>
</tr>
<tr>
<td>1</td>
<td>Work Tables, stainless steel</td>
<td>$ 200.00</td>
<td>$ 1,200.00</td>
</tr>
<tr>
<td>1</td>
<td>Salamander</td>
<td>$ 1,750.00</td>
<td>$ 1,750.00</td>
</tr>
<tr>
<td>1</td>
<td>Flat Griddle on cabinet base</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Wish List - Major Equipment

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>$ est. per unit</th>
<th>$ total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Pan Carrier, Cambro (hot food storage)</td>
<td>$ 275.00</td>
<td>$ 550.00</td>
</tr>
<tr>
<td>1</td>
<td>Pan Carrier Dolly</td>
<td>$ 175.00</td>
<td>$ 175.00</td>
</tr>
<tr>
<td>1</td>
<td>Griddle - top flat and grooved</td>
<td>$ 1,400.00</td>
<td>$ 1,400.00</td>
</tr>
<tr>
<td>1</td>
<td>Fryer, deep (check with nutrition laws in state – fried foods are prohibited in high schools in TX)</td>
<td>$ 1,100.00</td>
<td>$ 1,100.00</td>
</tr>
<tr>
<td>1</td>
<td>Steamer or combi-oven</td>
<td>$ 2,000.00</td>
<td>$ 2,000.00</td>
</tr>
<tr>
<td>1</td>
<td>Steam table</td>
<td>$ 1,350.00</td>
<td>$ 1,350.00</td>
</tr>
<tr>
<td>1</td>
<td>Overhead food warmer</td>
<td>$ 1,400.00</td>
<td>$ 1,400.00</td>
</tr>
<tr>
<td>1</td>
<td>Kettle, steam jacket</td>
<td>$ 2,500.00+</td>
<td>$ 2,500.00</td>
</tr>
<tr>
<td>1</td>
<td>Cooler, walk-in</td>
<td>$ 2,200.00</td>
<td>$ 2,200.00</td>
</tr>
<tr>
<td>1</td>
<td>Marble slabs</td>
<td>$ 60.00 +</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>Commercial dishwasher</td>
<td>$ 5,000.00</td>
<td>$ 5,000.00</td>
</tr>
<tr>
<td>1</td>
<td>Mop sink</td>
<td>$ 200.00</td>
<td>$ 200.00</td>
</tr>
<tr>
<td>1</td>
<td>Walk in Cooler</td>
<td>$ 131.00 per sq ft</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>Walk-in Freezer</td>
<td>$ 131.00 per sq ft</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>Cooler/ Freezer shelving (4 tier 6x6 unit)</td>
<td>$ 500.00+</td>
<td>$ 500.00+</td>
</tr>
<tr>
<td>1</td>
<td>Prep Sink with Worktable &amp; Overhead Shelf</td>
<td>$ 500.00+</td>
<td>$ 500.00+</td>
</tr>
<tr>
<td>1</td>
<td>Refrigerated Dressing Table</td>
<td>$ 200.00+</td>
<td>$ 200.00+</td>
</tr>
<tr>
<td>1</td>
<td>Hot Table - Four Wells</td>
<td>$ 1500.00+</td>
<td>-</td>
</tr>
<tr>
<td>Quantity</td>
<td>Description</td>
<td>$ est. per unit</td>
<td>$ total</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>Holding Station with heat light for fryer</td>
<td>$1200.00+</td>
<td>$1200.00+</td>
</tr>
<tr>
<td>1</td>
<td>60 QT Floor Mixer</td>
<td>$5500.00+</td>
<td>$-</td>
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<tr>
<td>1</td>
<td>Hand sink - Drop in for water station</td>
<td>$525.00+</td>
<td>$525.00+</td>
</tr>
<tr>
<td>1</td>
<td>Custom Cabinet-Wait Station with Sink</td>
<td>$500.00+</td>
<td>$500.00+</td>
</tr>
<tr>
<td>1</td>
<td>Custom wait station with overhead cabinets</td>
<td>$500.00+</td>
<td>$500.00+</td>
</tr>
<tr>
<td>1</td>
<td>Beverage machine</td>
<td>$1500.00+</td>
<td>$1500.00+</td>
</tr>
<tr>
<td>1</td>
<td>Point of Sale System with Software</td>
<td>$1500.00+</td>
<td>$1500.00+</td>
</tr>
<tr>
<td>1</td>
<td>Washer/Dryer Combo - king size</td>
<td>$1400.00+</td>
<td>$1400.00+</td>
</tr>
<tr>
<td>1</td>
<td>Buffet Counter</td>
<td>$1500.00+</td>
<td>$1500.00+</td>
</tr>
<tr>
<td>1</td>
<td>Demonstration table with overhead mirror</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>1</td>
<td>Mixer floor model, 20 qt</td>
<td>$2,000.00</td>
<td>$-</td>
</tr>
<tr>
<td>1</td>
<td>Combi oven</td>
<td>$13,000.00+</td>
<td>$-</td>
</tr>
</tbody>
</table>

### Needs List - Small Equipment

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>$ est. per unit</th>
<th>$ total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Blender, 2 qt</td>
<td>$250.00</td>
<td>$250.00</td>
</tr>
<tr>
<td>6+</td>
<td>Immersion Blenders</td>
<td>$75.00</td>
<td>$450.00</td>
</tr>
<tr>
<td>4</td>
<td>Cart, utility</td>
<td>$135.00</td>
<td>$540.00</td>
</tr>
<tr>
<td>2</td>
<td>Bus Carts with bins</td>
<td>$200.00+</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Coffee maker, 2 pot, 2 built-in warmers, automatic with air pot decanters</td>
<td>$600.00+</td>
<td>$600.00</td>
</tr>
<tr>
<td>1</td>
<td>Food processor, Robot Coupe</td>
<td>$729.00</td>
<td>$729.00</td>
</tr>
<tr>
<td>4</td>
<td>Mixer, bench model 5-qt and 12 qt</td>
<td>$1,600.00</td>
<td>$6,400.00</td>
</tr>
<tr>
<td>1</td>
<td>Overhead mirror(s)</td>
<td>$600.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>1 - 2</td>
<td>Scale, baker's balance</td>
<td>$350.00</td>
<td>$700.00</td>
</tr>
<tr>
<td>3 - 4</td>
<td>Scale, spring balance</td>
<td>$50.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>6</td>
<td>Digital Scale</td>
<td>$140.00</td>
<td>$840.00</td>
</tr>
<tr>
<td>1</td>
<td>Pot Rack</td>
<td>$600.00+</td>
<td>$600.00+</td>
</tr>
<tr>
<td>4</td>
<td>Storage units, food storage bins, floor model on casters</td>
<td>$300.00</td>
<td>$1,200.00</td>
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<tr>
<td>1</td>
<td>Vacuum cleaner</td>
<td>$400.00</td>
<td>$400.00</td>
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<tr>
<td>4</td>
<td>ingredient bins</td>
<td>$190.00</td>
<td>$760.00</td>
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<tr>
<td>12</td>
<td>metro shelves</td>
<td>$250.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>1</td>
<td>Hot holding box</td>
<td>$2,800.00</td>
<td>$2,800.00</td>
</tr>
<tr>
<td>3-4</td>
<td>Speed racks</td>
<td>$150.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>8</td>
<td>Student uniforms</td>
<td>$50.00+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rubber fatigue floor mats</td>
<td>$60.00+</td>
<td></td>
</tr>
</tbody>
</table>

### Wish List - Small Equipment

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>$ est. per unit</th>
<th>$ total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Blender, 1 gallon</td>
<td>$950.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Cash Register or POS System</td>
<td>$200.00+</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fry Kettle, 15 qt capacity (check with nutrition laws in state – fried foods are prohibited in high schools in TX)</td>
<td>$1400.00+</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Microwave cookware, assorted set</td>
<td>$20.00+</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Percolator, 30 cup</td>
<td>$36.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overhead camera's with LCD projector (laptop compatible)</td>
<td>$9200.00+</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Steamer</td>
<td>$200+</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Proof box</td>
<td>$1000.00+</td>
<td></td>
</tr>
</tbody>
</table>
# Sample Equipment List - Small wares

The following is a basic equipment list that does not include start-up equipment for a commercial kitchen.

<table>
<thead>
<tr>
<th>Qty</th>
<th>Description</th>
<th>$ est. per unit</th>
<th>$ total</th>
<th>Qty</th>
<th>Description</th>
<th>$ est. per unit</th>
<th>$ total</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>disher sets</td>
<td>$35.00</td>
<td>$280.00</td>
<td>16</td>
<td>7-piece cookware sets</td>
<td>$80.00</td>
<td>$1,280.00</td>
</tr>
<tr>
<td>16</td>
<td>12&quot; utility tongs</td>
<td>$5.00</td>
<td>$80.00</td>
<td>8</td>
<td>medium sized woks</td>
<td>$20.00</td>
<td>$160.00</td>
</tr>
<tr>
<td>8</td>
<td>16&quot; utility tongs</td>
<td>$8.00</td>
<td>$64.00</td>
<td>16</td>
<td>Stock pots</td>
<td>$60.00</td>
<td>$960.00</td>
</tr>
<tr>
<td>8</td>
<td>spoodles</td>
<td>$5.00</td>
<td>$40.00</td>
<td>16</td>
<td>Roasting Pans</td>
<td>$21.00</td>
<td>$336.00</td>
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<tr>
<td>32</td>
<td>SS spoons</td>
<td>$8.00</td>
<td>$256.00</td>
<td></td>
<td>Sub-Total</td>
<td></td>
<td>$2,736.00</td>
</tr>
<tr>
<td>16</td>
<td>wire whips</td>
<td>$6.00</td>
<td>$96.00</td>
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## Table & Glassware

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<tr>
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<td>12</td>
<td>mop heads</td>
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<tr>
<td>4</td>
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<tr>
<td>12</td>
<td>bus tubs</td>
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<td>$96.00</td>
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<td>kitchen towels, dz</td>
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## Dining Room

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Program and Facilities Inspection Checklist

Educators, use the following checklist to as a guideline for industry standard facilities and program implementation.

Current Facilities. Does the high school have a commercial teaching lab in place?

High School has the following:
- Traditional Home Economics style laboratory (i.e. non-commercial equipment)
- Dining Room/Commercial Kitchen
- A demonstration kitchen containing industrial equipment (See equipment checklist below)
- A classroom and demonstration kitchen in place
- Facility under construction to incorporate commercial kitchen and dining room.
- PC Computers with Windows 98+ (including Microsoft Word, Excel, PowerPoint software)
- Program in Place
  - High school should have an existing culinary arts/food production program in place
  - If school has traditional Introductory Food Science and Nutrition or Introductory Food Science and Technology – ServSafe Certification Program is recommended
- Administration (Career and Technology Director, Principal, Superintendent, Counselors, Instructor)
  - It is important that the school administrators completely support the program in for program to be successful.
  - Administration (Very Supportive) Very Moderately Supportive
  - - Administration (Moderately Supportive) Very Moderately Committed
  - - Instructor Commitment

Facility under construction to incorporate commercial kitchen and dining room.
A classroom and demonstration kitchen in place
A demonstration kitchen containing industrial equipment (See equipment checklist below)
Dining Room/Commercial Kitchen
Traditional Home Economics style laboratory (i.e. non-commercial equipment)

Equipment Checklist

### Major Equipment
- Walk-in cooler and freezer
- Charbroiler
- Grill With Oven
- Steam Kettle
- Braising Pan
- 12-Qt Mixer
- 8 Burner Gas Stove
- Salamander
- Steamer
- Deep Fryers
- Convection Oven
- Reach-In Door Refrigerator
- Undercounter Refrigerator
- Open Top Sandwich Units
- Steam Table
- Ice Machine
- Ice Storage
- Robo-Coupes
- 5-Qt Mixer
- Double Vat Food Warmers
- Blenders
- 6-Foot Ss Prep Tables
- Anti-Fatigue Mat Rolls
- Hand Sink
- Mop Sink
- Dish Table
- Dish landing Table
- SS Utility Carts
- Dishwasher With Hood

### SMALL EQUIPMENT
- Full-size chafers
- Full-size chaffing pans
- Round chafers
- Full size sheet pans
- 1/2 size sheet pans
- Cutting board sets
- pan racks
- Cold Bowls
- full pans
- 1/2 size pans
- 1/3 pans
- 1/4 pans
- 1/6 pans
- 1/9 pans
- salad tongs
- Assorted ladles
- ramekins
- Sugar caddies
- 23 X 28-inch oval cork trays
- 16-inch round cork trays
- SS Spoons
- Wire Whips
- Hamburger Turner
- Potato cutter
- Misc. colanders
- Misc. funnels
- 3/4 qt. Mixing bowls
- 3 qt. Mixing bowls
- 5 qt. Mixing bowls
- 13 qt. Mixing bowls
- Meat Thermometers
- Charbroiler Brush
- Food Storage Boxes (12" X 18" X 9")
- Food Storage Boxes (18" X 26" X 13")
- Misc. Bain Maries
- Ingredient Bins

### Stock Pots with Covers
- 10 qt. – Qty:
- 16 qt. – Qty:
- 20 qt. – Qty:

### Non-stick frying pans
- 7" – Qty:
- 10" – Qty:
- 14" - Qty:

### Aluminum sauté pans
- 3 qt.
- 5 qt.
- 7.5 qt.

### Dishes
- 12" tongs
- 16" tongs
- ladles (various sizes)

### Knives & Cutlery
- Oriental Cleavers
- 8" Chef's Knives
- 6" Chef's Knives
- 10" Chef's Knives
- 3 1/2" Paring Knives
- Parisian Cutters
- Baker's Paring Knives
- Dough Cutters
- Grill Scraper
- Roast Slicers
- Sharpening Steels
- Cutting Board Racks

### Storage Equipment
- 2x8 rack shelves for walk-in
- 3x2 rack shelves for walk-in
- Can racks
- Mid mount 6 foot table top shelves
- 12' double deck SS pass thru counter
- 5-foot SS wall shelves
- Erecto-shelves

### Glassware
- Glassware

### Uniforms
- Uniforms

### Silverware
- Forks
- Knives
- Spoons
- Teaspoons
- Salad Forks
- Soup Spoons
- Steak Knives
- Coffee Mugs
- Wine Glasses

### Utility/Dish/Cleaning
- Pre-Rinse Basket
- Floor-Cleaning System
- Misc. Cleaning Supplies
- Rubbermaid Trash Cans (Misc.)
- Dishwashing Racks
- Warewashing Racks
- Foodwaste Disposals
- Brooms
- Dust Pans
- Floor Scrubs
- 18" Squeges
- 24" Squeges
- Mop Handles
- Mop Heads
- EZ Glider Glass Dollies
- Silverware Caddies
- Bus Tubs
- Silverware Trays
- Floor Rack System
- Broom Racks
Suggested Equipment by Program Type

In Section I, we identified four academic programs as they relate to foodservice. Using the four program types, we have outlined for your reference the type of suggested equipment that meets your program type. Again, the following information serves as a guideline. Of course, every school district is different. Your high school or facility may have one or all components outlined below.

**Program Type One**

Food Science program with limited food production.

Under this program type, schools include the following:
- Family and Consumer Sciences Teacher
- Non-commercial equipment
- Basic/limited food production
- Career Awareness component
- Nutrition/Sanitation

**Equipment:**
* Basic equipment needed for Nutrition Food Science course. See Texas Education Agency Guidelines.
* If incorporating Basic Safety and Sanitation Curriculum (i.e. Servsafe Employee Food Handler Program), the following equipment is recommended:
  - Hand sanitizer
  - Hand washing sink (or access to)
  - Aprons
  - Food thermometer(s)
  - Plastic Gloves
  - Cutting board availability/storage/cleaning
* Laptop computer, LCD projector, TV and DVD player may be needed if not available in the classroom.

**Program Type Two**

Schools under this category include Nutrition & Food Science AND/OR a Culinary Arts or Culinary Arts Practicum. In this case, Nutrition and Food Science could serve as a prerequisite course to Culinary Arts and Culinary Practicum containing commercial equipment.

Under this program type, schools include the following:

- Food Science: (see above information)
- Culinary Arts:
  - **Career Preparation/Work-based Learning:**
    - Commercial equipment at assigned business/industry work-based training sites
    - Culinary Arts
    - Trade and Industrial Education or Family and Consumer Sciences Teacher

  **Suggested Equipment: See pages 16-19**

- Culinary Arts Practicum:
  - **Pre-employment Laboratory Education:**
    - Commercial Equipment
    - Culinary Arts
    - Trade and Industrial Education or Family and Consumer Sciences Teacher

  **Suggested Equipment: See pages 16-19**
Suggested Equipment by Program Type cont:

Program Type Three
Schools in program type three include a Nutrition & Food Science program AND/OR a Culinary Arts and Practicum component that includes a dining room or café. Again, the Nutrition & Food Science program will serve as a prerequisite to a full-blown Culinary Arts program. In addition, the culinary lab contains a separate dining room or café that can be utilized for catering or events.

Under this program type, schools include the following:

Culinary Arts program which includes dining room or café with the following components:
- Commercial Equipment
- Culinary Arts and Practicum
- Trade and Industrial Education or Family and Consumer Sciences Teacher
- Dining room or café/restaurant

Suggested Equipment: See pages 16-19

Program Type Four
Schools under this category include a Nutrition & Food Science or Food Science & Technology program AND offer an entrepreneurial component as part of the Culinary Arts or Food Production, Management and Services programs. An example of this program is the TRA Education Foundation’s Entrepreneur 101 Program (E-101).

Under this program type, schools include the following:

Entrepreneur courses, Restaurant Management and a Culinary Arts program which includes a branded or school-branded restaurant with the following components:
- Commercial Equipment (see pages 23-25)
- Culinary Arts
- Restaurant Management
- Entrepreneur Course
- Trade and Industrial Education or Family & Consumer Science Teacher
- Marketing or Business instructor
- Dining room or café/restaurant (could be branded or non-branded – i.e. branded community restaurant or high school chooses to brand their own café or restaurant)
- Entrepreneurial component accompanies restaurant
### Suggested Equipment List Type Four**:
Culinary Component and Café/Restaurant:

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<th>Description</th>
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<th>$ total</th>
<th>Qty</th>
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<td>450-lb ice machine</td>
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<td>SS Utility carts</td>
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**SMALL EQUIPMENT**

<p>| 2 | robo-coupes | 1,339.00 | 2,678.00 | 1 | Dishwasher with hood | 5,318.00 | 5,318.00 |
| 1 | 5-qt mixer | 1,400.00 | 1,400.00 | 20 | Dishwashing racks | 30.00 | 600.00 |
| 2 | Double vat food warmers | 1,040.00 | 2,080.00 | 10 | Warewashing racks | 30.00 | 300.00 |
| 4 | Bun Pan Rack Covers | 130.00 | 520.00 | 1 | Semi-Automatic Slicer | 3,400.00 | 3,400.00 |
| 1 | Power Drive unit | 825.00 | 825.00 | 1 | Disposer accessories (2 A, 1 C) | 862.00 | 862.00 |
| 1 | 9-inch vegetable slicer | 578.00 | 578.00 | 10 | Brooms | 13.02 | 130.20 |
| 1 | Power Dicer Attachment | 700.00 | 700.00 | 6 | Dust pans | 25.22 | 151.32 |
| 6 | Full-size chafers | 296.00 | 1,776.00 | 4 | mop handles | 515.00 | 2,060.00 |
| 12 | Full-size chafing pans | 24.60 | 295.20 | 3 | 18&quot; squeeze | 48.12 | 192.48 |
| 4 | Round chafers | 250.70 | 1,002.80 | 10 | EZ Glider glass dollies | 120.02 | 1,200.20 |
| 20 | Full size sheet pans | 17.00 | 340.00 | 4 | silverware caddies | 22.91 | 91.64 |
| 20 | 1/2 size sheet pans | 12.00 | 240.00 | 12 | bus tubs | 8.45 | 101.40 |
| 5 | Cutting board sets | 160.66 | 803.30 | 4 | silverware trays | 10.60 | 42.40 |
| 4 | pan racks | 515.00 | 2,060.00 | 10 | floor rack system | 13.08 | 130.80 |
| 4 | Cold Bowls | 162.64 | 650.56 | 3 | broom racks | 22.67 | 68.01 |
| 6 | 6&quot; deep full pans | 25.05 | 150.30 | 6 | Power Dicer Attachment | 700.00 | 700.00 |
| 6 | Full size lids | 12.15 | 72.90 | 1 | Semi-Automatic Slicer | 3,400.00 | 3,400.00 |
| 18 | 1/6 pans, 4&quot; deep | 4.95 | 59.40 | 5 | Cutting board sets | 160.66 | 803.30 |
| 18 | 1/6 pans, 6&quot; deep | 12.80 | 230.40 | 96 | Crystal tumbler (16 oz) | 1.37 | 131.52 |
| 18 | 1/3 pans, 6&quot; deep | 9.65 | 173.70 | 4 | 15 1/2 inch round serving trays | 46.87 | 187.48 |
| 18 | 1/3 pans | 4.65 | 83.70 | 4 | 15 1/2 inch rectangular serving trays | 41.25 | 165.00 |
| 18 | 1/4 pans, 4&quot; deep | 7.15 | 128.70 | 4 | 19 1/4 inch rectangular serving trays | 48.12 | 192.48 |
| 18 | 1/4 pans lids | 4.15 | 74.70 | 4 | 21 inch oval sunburst serving trays | 108.95 | 435.80 |
| 12 | 1/6 pans, 4&quot; deep | 4.95 | 59.40 | 4 | 21 1/2 inch rectangular diamond serving tray | 86.79 | 347.16 |
| 12 | 1/6 pans lids | 3.60 | 43.20 | 2 | fluted 17-inch Sunburst bowl | 165.56 | 331.12 |
| 12 | 1/9 pans, 4&quot; deep | 5.45 | 65.40 | 2 | 3-piece cruets sets | 23.36 | 46.72 |
| 12 | 1/9 pans lids | 3.75 | 45.00 | 200 | 8&quot; salad/buffet plates | 2.04 | 408.00 |
| 24 | 1.2 qt. Poly-Tuf crock | 4.41 | 105.84 | 60 | Sherbet dishes | 1.46 | 87.60 |
| 12 | 1.5 qt. Poly-Tuf crock | 5.90 | 70.80 | 210 | tulip sundae glasses | 2.92 | 613.20 |
| 12 | 2.7 qt. Poly-Tuf crock | 7.04 | 84.48 | 2 | daisy button punch bowls | 63.78 | 127.56 |
| 24 | 6-inch salad tong | 2.61 | 62.64 | 2 | glass ladies | 15.00 | 30.00 |
| 2 | 9-inch salad tong | 3.65 | 7.30 | 24 | 9&quot; banana split dish | 2.88 | 69.12 |
| 24 | Assorted dressing ladles | 66.12 | 66.12 | 200 | tall ice tea glasses 16-oz | 3.14 | 628.00 |
| 12 | Pasta forks | 2.68 | 32.16 | 200 | banquet goblets 10 1/2 oz | 3.14 | 628.00 |
| 48 | 4-oz fluted ramekins | 2.06 | 98.88 | | | 4,428.76 |
| 24 | Tortilla servers | 4.85 | 116.40 | | | |</p>
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<td><strong>8328.11</strong></td>
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**Quantity and price per unit may vary according to facility needs of high school, quality, brand, and allotted square footage.**
Instructor Certification Requirements/Qualifications set forth by the Texas Education Agency

With Texas educators, parents, and business and community representatives, the State Board for Educator Certification (SBEC) has created new standards for beginning educators in an entry-level position. These standards are focused upon the Texas Essential Knowledge and Skills (TEKS), the required statewide public school curriculum.

Teacher certification requirements and qualifications vary from program to program. Requirements are listed for each of the following:

**Family and Consumer Sciences Education Teacher**

1. A bachelor's degree from an accredited college or university with a major in family and consumer sciences
2. Appropriate Texas classroom teaching certificate
   a. Family and Consumer Sciences, Composite, grades 6-12
   b. Hospitality, Nutrition, and Food Sciences, grades 8-12
   c. Human Development & Family Studies, grades 8-12

**Alternative Certification**

Alternative certification is required for individuals who already have a college degree. These programs, which include accelerated routes into teaching, offer training on how to be an effective teacher, as well as additional courses you might need in the subject area you wish to teach. Many of these programs can be completed in a year, during which you may have a paid teaching position in a public school classroom.

1. A bachelor's degree from an accredited college or university
2. Successful completion of the appropriate prerequisite content and professional knowledge certification examination(s) for the area(s) sought.
   a. Hospitality, Nutrition, and Food Sciences or
   b. Family and Consumer Sciences, Composite

**Trade and Industrial Education Teacher**

Under Trade and Industrial Education, the following is required:

1. Statement of Qualifications
2. Bachelor's or associate's degree from an accredited institution with three years of full-time wage-earning experience within the last 8 years or high school diploma or GED with five years of full-time wage-earning experience within the last 8 years
3. Licensure or certification in occupation
4. Successful completion of teacher certification program and TExES exam for Trade and Industrial Education

All exams will be administered by Educational Testing Service (ETS) (http://texes.ets.org) with the exception of Family and Consumer Sciences (FCS) exams, which will be administered by The American Association of Family and Consumer Sciences (www.AAFCS.org).

The following educator competencies serve as a suggested guideline to follow. This outline is ideal for instructors who are just getting started with their career in secondary level education seeking suggestions on competencies. This document is also ideal for administrators seeking to hire qualified individuals to teach foods-related courses.

**Suggested ProStart Educator Competencies**

**Qualities**

- **Team Builder and Motivator**: build a team environment with his or her students. Also be able to motivate his or her students with positive results.
- **Effective Communicator**: must be able to communicate with their students and potential customers effectively.
- **Organized and Focused**: focused on the task at hand, while providing customer service, managing their students, and managing the operations of culinary and/or restaurant environment all at the same time.
- **Customer Service Oriented**: Must have background in customer service, building customer relationships, providing exceptional service, and resolving customer issues quickly.
- **Leadership**: provides leadership to their students, while allowing the students to do their jobs and develop new skills
Suggested ProStart Educator Qualifications/Competencies cont.

**Duties & Responsibilities:**
- Understand completely all policies, procedures, standards, specifications and guidelines of the program.
- Ensure that all food and products are of good quality and prepared and served following set standards.
- Ensure restaurant laboratory achieves objectives in appearance of facility, and sanitation/cleanliness.
- Develops and ensures execution of monthly marketing plan for their program.
- Continually strives to develop students in all areas of managerial and culinary skill sets.
- Develop budget and oversee the execution of the budget over the year
- Fully understand and comply with all federal, state, county, and municipal regulations that pertain to health, safety, and labor requirements of the restaurant/lab space, students and outside guests.
- Ensures that excellent standards of hygiene and cleanliness are maintained in/around the restaurant laboratory at all times– particular focus on the kitchen, kitchen equipment, dining room/area and food storage areas
- Enforce kitchen, personal and food hygiene within the kitchen.
- Be responsible for the correct use of all kitchen equipment.

**Competencies:**
- A bachelor’s or associate’s degree from an accredited institution
- Three years of full-time wage-earning experience in the restaurant industry within the last 8 years
- Professional culinary training or minimum three years experience in culinary arts
- Able to communicate and understand the predominant language(s) of the restaurant’s trading area.
- Knowledge of service, food, and beverage, generally involving at least three years of front-of-the-house operations and/or assistant management positions.
- Possess excellent basic math skills and have the ability to operate a cash register or POS system.
- Able to reach, bend, stoop, and frequently lift up to 50 pounds.
- Capable of preparing, cooking and serving all consumables as required skill sets of a culinary professional on quality, quantity, food hygiene and portion control.
- Knowledgeable in estimating food, overhead, and labor costs, and establishes menu prices accordingly.
- Knowledgeable in safety, sanitation, and workplace safety

**Sanitation Certifications and Accreditations**

**About ServSafe**

**ServSafe® Food Protection Manager Certification**
FS Prep is the only industry-based high school culinary curriculum that incorporates ServSafe certification. As part of the FS Prep program, students are eligible to take the ServSafe exam. Exam payment is decided by the local school or district. Additional ServSafe testing is offered by local universities depending on the city. The ServSafe certification is good for 5 years. After 5 years, students can take continuing education units and retest. Instructors must be ServSafe certified to teach this portion of the curriculum.

**Types of Certifications**
The Texas Department of State Health Services (TDSHS): Food Protection Management Certification and National Restaurant Association Educational Foundation’s ServSafe Food Protection Manager Certification are both recognized management certifications for sanitation in the state of Texas. The difference between the two is reciprocity between Health Departments outside of Texas. ServSafe meets the requirements set forth by the Conference for Food Protection (CFP) thus the certification is transferable to other states.
ServSafe® Program

ServSafe® is a food safety program providing high-quality food safety education and training materials for the restaurant and foodservice industry. Advancing food safety training for more than 25 years, the ServSafe® program is recognized and accepted by more federal, state and local jurisdictions than any other food safety program. User-friendly and flexible, ServSafe® training materials provide a complementary mix of components to satisfy each level of an operator’s food safety needs. Successful completion of this training earns the nationally recognized “Food Protection Management Certification.” This comprehensive program offers an assessment, an optional preparatory course in food safety and the FoodGuard online exam.

ServSafe Certification for High School Instructors

Many FC&S instructors are adopting food safety programs across the state. ServSafe is a way to enhance any program related to foodservice. It is recommended that the individual be ServSafe certified to teach the ServSafe program. For this reason, TRAEF offers:

- ServSafe training each year at the FCSTAT Professional Development Conference
- Certified testing locations in each of the metropolitan areas (Dallas, Houston, San Antonio, or Austin)
- ServSafe classroom at any AceMart Restaurant Supply as part of a partnership with AceMart

ServSafe Training at the FCSTAT Professional Development Conference

Under the new Career Cluster system, AchieveTexas, the FCSTAT Conference includes attendees from Hospitality & Tourism, Education & Training and Human Services Career Clusters and is held in August each year. Attendees must complete early registration and prepay a nonrefundable session fee for ServSafe training (covers book, training, and certification exam).

Certified testing locations in Dallas, Houston, San Antonio, or Austin

ServSafe Proctored Exams. If you have completed training and need to take the ServSafe® exam, The Texas Restaurant Association Education Foundation has certified testing locations conveniently located in Dallas, Houston, Austin, and San Antonio, available for your testing needs. Please call TRA at (800) 395-2872 to reserve your space for exams proctored in Austin. Please contact the respective restaurant association to reserve your space:

<table>
<thead>
<tr>
<th>Proctored Exam Locations</th>
<th>Greater Dallas Restaurant Association</th>
<th>San Antonio Restaurant Association</th>
<th>Greater Houston Restaurant Association</th>
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<tbody>
<tr>
<td>1400 Lavaca Austin, TX 78767 512-457-4100</td>
<td></td>
<td></td>
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</tbody>
</table>

ServSafe classroom training at any Ace Mart Restaurant Supply Store

Instruction is delivered at five of AceMart Restaurant Supply superstore locations. Enroll in the TRA-certified ServSafe® training nearest you. To enroll online visit www.acemart.com or visit your local Ace Mart—any location can reserve your placement. Seats are limited and you must prepay to confirm your seat. Log on to www.restaurantville.com/ certification/ServSafe classroom.

How do I become a registered ServSafe Food Safety Instructor?

There are two tests required to become a certified ServSafe Instructor. A standard ServSafe exam and an Instructor exam. When you take ServSafe yourself, the instructor exam is for those participants wishing to teach ServSafe. No waiting period is required when applying for instructor status if the instructor exam is taken. If the participant takes the standard exam, he/she will be required to wait 90 days to apply for instructor status.
ServSafe Certification for High School Instructors cont.

Note to Instructors: Servsafe instructors will be required to take an un-proctored open book online exam in order to obtain instructor status.

Score a 75 or above on the Instructor ServSafe Exam.

Be sure the person administering your exam is aware they need to order the instructor exam version (let your test provider know when you make your reservation).

- Apply to be a ServSafe Instructor.
  - Go to www.servsafe.com
  - Register for the site: see “access my account” / “New User? “Register here”
  - On the front page of www.servsafe.com, see “Instructor Resource Center” / “ServSafe Food Safety”/ “For Instructors-Proctors” / “Become a Food Safety Instructor or Proctor
  - Read information on “Dual Role (Instructor & Proctor)”, then click on “Apply”
  - Log in

- ServSafe Instructor Online Advanced Test.

Incoming instructors are required to complete an online, open book, non-proctored exam designed to help ensure instructors better understand the rationale behind food safety, so they are able to demonstrate more well-rounded food safety knowledge and answer questions frequently asked by students. Remember to review not only what was learned in the classroom but also the history and the reasons for Food Safety training before taking the exam.

About Instructor “Dual Role” Tutorial.

All Dual Instructor/Proctor applicants will receive training on how to deliver ServSafe training through a 90-minute online training tutorial

Please Note:

All Instructors/Dual Roles must maintain a current ServSafe Food Protection Manager Certification. When your ServSafe Certification expires, you will be required to re-take the ServSafe Food Protection Manager Certification Examination as well as the Instructor Advanced Test.

How Does My School Adopt ServSafe? – Quick Review

I want to implement ServSafe in my school. What do I need to do?

1. Teacher takes certification training (Instructors must be certified and have received a 75 or above on the instructor version of the exam to teach ServSafe and take and online open book non-proctored exam on www.servsafe.com). Where?
   - FCS conference
   - Ace Mart
   - Study Textbook or take TRA’s Food Safety training online at www.restaurantville.com – have exam proctored at one of TRA Certified Testing Locations
2. Receive certification in mail
3. Complete information on www.nreaef.org to become trainer
4. Order products from NRA Education Foundation – www.servsafe.com (online)

Exam Answer Sheets

- School districts can choose to implement the certification component as part of the ServSafe program. Schools can opt to either subsidize the cost of the exam answer sheet or place the responsibility on the student to purchase their own. If the school chooses to place the responsibility on the student, this may give the student ownership of his or her certification.

How Do I certify My Students?

- Train students on all course materials. Length of training may vary based on instructor. On average, Texas High School instructors teach Servsafe at the very beginning of the semester and may take between 2-8 weeks to complete entire training program.

- Order Exam SHEETS (SSEAS-or SSONELINEEX if not already ordered).
  - Contact the National Restaurant Association Solutions to order EXAM ANSWER SHEETS
  - Shipping is Free and should be ordered more than nine days prior to the exam date to avoid rush shipping fees.
  - Have exams shipped to a physical address as NRAEF ships via UPS and a signature is required upon delivery.
    - If desired, the exam can be administered Online if you have the facility.
    - Individual cost $38.00, or $36.00 or the online voucher

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During the course of the program, the student will be afforded the opportunity to work toward certifications that will provide post-secondary credit and help the student build their portfolio. Upon successful completion of this program, the student can be awarded:

- A Certificate of Recognition from the Texas Restaurant Association Education Foundation (contact the TRAEF to request certificates for graduating seniors).
- ServSafe® Food Protection Manager Certification from the National Restaurant Association Educational Foundation (NRAEF)
- Texas Chef’s Association (TCA) Professional Certification
- ProStart Certificate of Completion (COA)
- Eligibility to apply for educational scholarships through the Texas Restaurant Association Education Foundation (TRAEF)

### Student ServSafe Certification

**FS Prep and ServSafe**

As part of the FS Prep curriculum, it is recommended that students receive the food safety instruction contained within the National Restaurant Association’s ServSafe instructional requirements and guidelines, utilizing recommended ServSafe materials as they relate to the FS Prep program.

FS Prep recommends the ServSafe Food Protection Manager Certification due to its nationally recognized status and because in many cases, it will transfer to reciprocal states without the student having to start over should they move from Texas. Please note: The cost of individual testing and certification through the NRAEF is higher per student than TDSHS certification alone due to requirements for reciprocity set by the Conference for Food Protection (CFP). CFP is an organization with representatives from the FDA, USDA, state and local health departments as well as the restaurant industry that recommends standards for safe food handling.

**Optional Certification Procedure**

The instructor, school, or school district may opt to supplement the ServSafe examination with a TDSHS Food Protection Management exam. In this case, the instructor would need to request an application for accreditation directly through the TDSHS Retail Foods Division.

The program content incorporated within the FS Prep recommended instructor resources will fill the requirements for teaching to this test. If the TDSHS examination is to be utilized, it is highly suggested that the TRAEF’s Compliance Guide be used as a supplement to the student text. There are attendant fees for both instructors and schools to become accredited.

*ServSafe® is a registered trademark of the National Restaurant Association Educational Foundation.*

### Texas Chef’s Association (TCA) Professional Certification

The Certified Culinary Specialist certification is a competency and skill-based certification program awarded by the Texas Chefs Association to FS Prep students to recognize foodservice students for their industry knowledge and culinary skills. The Certified Culinary Specialist integrates three training components: skills and knowledge; performance assessment and testing; and recognition and achievement. Students are required to have experience and training in a commercial kitchen with industry-based equipment.

As part of their portfolio, students are required to submit a resume; (2) letters of recommendation; paid or unpaid experience; one association related activity (TRA, TCA, or TH&MA); scores of academic exams; samples of student’s leadership and professional development; sanitation training (ServSafe or the Texas Department of Health); safety training; management training; and student recipes/food projects and photographs.

Students will be certified upon successful completion of an academic exam proctored by TCA; a professional portfolio reviewed by TCA; and a skills and competency exam evaluated by TCA. The cost is $20 per student.

Minimum requirements:

- Completion of 300 in school culinary lab hours + 80 hours paid or unpaid job experience hours in foodservice
- 125 classroom hours + 540 Co-op job training hours of experience in a culinary arts or foodservice facility
- Completion of 275 lab hours in Food & Beverage in a hospitality program in a hotel or other training facility + 100 classroom hours
- High school graduation
ProStart Certificate of Completion (COA)

Benefits of the National Certificate of Achievement (COA)

1. Articulation Agreements
   - The NRA Solutions has established national articulation agreements with more than 60 leading post-secondary institutions across the country
   - Articulation agreement process encourages post-secondary education
   - These articulation benefits are available only to students who earn the COA
   - Colleges and universities recognize that ProStart objectives match many introductory culinary and hospitality management courses
   - The articulation benefits can include any of the following:
     - Class credits
     - Work experience credits
     - Scholarships

Industry Recognition
   - NRA Solutions is continually working to build industry recognition of the ProStart COA and the benefits of employing students who have earned the Certificate
   - Earning the COA can lead to an increased starting wage or greater initial responsibility

Articulation Agreements
   - Makes a college education more affordable and faster to earn credit
   - National articulation agreements are housed in the ProStart Collegiate Passport (available at www.prostart.restaurant.org)

NRAEF Scholarship Program
   - Students who earn their National Certificate of Achievement are eligible to apply for scholarships each year they are in college.
     - 2011 graduating high school seniors can apply for the 2011 scholarship by deadline date: August 17, 2011
     - ProStart alumni who are current undergraduates will have the opportunity to apply in 2012
     - Educators can apply for scholarships to attend NRAEF Summer Institutes – Application will be available November 2011.

National Certificate of Achievement (COA) Requirements
   - Complete course of study (Foundations Level 1 and level 2)
   - Successfully pass 2 annual exams (can be a combo of year 1/level 1 and year2/level 2)
   - 400 hours of industry work experience (conducted over 2 years of enrollment in the program)

Work Component
   - 400 hours of relevant industry experience
     - 200 allowable hours unpaid alternative experience
       - Working in foodservice-industry related manufacturers’, suppliers’ or vendors’ offices.
       - School-based enterprises (foodservice or restaurant)
       - Foodservice/culinary volunteer community service
       - Working in association offices, national chain corporate offices, state trade show events, festival food tents, etc.
       - Experience or jobs in travel and tourism (convention and visitor’s bureau, convention centers, airlines, attractions.)
     - 200 of the 400 hours must be paid internship experience
   1. See Student Work Experience Checklist
   2. Process for Placement
     - Identify willing worksites/mentors
     - Match with appropriate student based on student’s qualifications and interests
     - Review and sign Student Work Experience Checklist
     - Monitor student’s progress
   3. Mentor’s Guide – details steps to establishing a successful mentor/mentee relationship

Testing
   Testing Resources
   - All the forms necessary to administer the exams are available online in the Exam Administration Handbook at www.prostart.restaurant.org.
   - The ProStart web site also has many tools to assist ProStart educators. Visit www.prostart.restaurant.org.
   - To access the exams and secure Prostart resources, click on “Register as an Educator” under Educator Services
**Accessing the Exams**

- The National Restaurant Association writes new exams annually for each year of the curriculum.
- In order to offer your students the benefits of electronic certificates, please download and administer the new exam released this fall.

**Answer Sheets**

- Answer Sheets are purchased separately through Pearson Prentice Hall for $17.97 each
- For your Pearson rep, visit www.pearsonschool.com/frmca

**Administering the Exam**

- Please make sure that all students put the correct Exam Form Number on their answer sheet
- Please stress the importance of writing legibly and filling in the bubbles clearly
- Be sure that students use the same name each year i.e. if he’s John Smith on year 1, he shouldn’t be Johnny Smith, Jonathan Smith, John Smith Jr. etc the next year
- Not doing all of the above can lead to delays and possible scoring errors

**Returning the Exam**

- When you return the answer sheets to the Service Center, nothing should accompany them except the Examination Information Form
- Please do not send Year 1/Level 1 and Year 2/Level 2 answer sheets in the same package
- Do not send Workplace Validation Forms with answer sheets – these go directly to your state coordinator, Yvonne Loya.

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**Processing the ProStart National Certificate of Achievement**

**Required Paperwork**

- Student Work Experience Checklist
- Workplace Validation Forms
- Pay stubs supporting 400 hours worked

**Paperwork Flow**

- Upon completing their required 400 hours, the student/mentor should submit the signed Work Experience Checklist and pay stubs to the educator
- The educator will begin filling out the Workplace Validation Form
- The educator then forwards all the documentation to the Texas ProStart coordinator, Yvonne Loya: yloya@tramail.org. Mailing address: 1400 Lavaca St., Austin, Texas 78701. Sending them directly to NRA Solutions does not expedite the process, it slows it down. The forms should not be submitted until the students have taken both Year 1 and Year 2 exams
- Upon review, the coordinator will then forward the Workplace Validation Form to NRAEF
- The form must be signed by the coordinator, not the educator

**Paperwork Flow**

- Visit www.prostart.restaurant.org for deadlines on submitting validation forms.
- If students are applying for the NRAEF Scholarship for ProStart National Certificate of Achievement Students, Visit www.prostart.restaurant.org for deadlines on submitting validation forms

**Releasing the COA**

- After the Workplace Validation Forms are received and NRAEF verifies that the student passed both exams, the COA will be released
- This process can take up to 3 weeks after the exams have been scored
- The certificates for the entire class will all be sent to the last address used on the Examination Information Form and cannot be sent to individual student’s homes

**Questions? Contact your Texas ProStart coordinator, Yvonne Loya:** yloya@tramail.org. Mailing address: 1400 Lavaca St., Austin, Texas 78701

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**Affiliate Organizations**

In addition, based on the school or school board’s decision to become affiliated with the respective organizations, the student may be eligible for:

- A certificate of completion from the American Culinary Federation Education Institute (ACFEI) Education Services Committee. The student can become certified through this organization in addition to receiving continuing education hours.
- Career path assistance from the TRAEF and its affiliated chapters. Contact the TRA Education Foundation for assistance in your local area at 800/395-2872.
IDENTIFYING SCHOOLS
Types of Schools

Assessing schools as you would a business:

Different school districts will have different needs as to the type of program that will succeed within their demographics, budget, current facilities, size and willingness of their school board. It is important that each school district have a clear understanding of what will and will not succeed. The following criteria are factors to take into consideration when deciding what program to implement:

Size

Size has a lot to do with the type of program that can be implemented and supported by school districts. Generally 4-5A schools which have populations of 1000 students or more at the high school level can support more career and technology programs. It is simply a mathematics equation. With athletics and other extra curricular activities that demand school time of students, school boards must prioritize the expenditures by the number of students enrolled in the program. In saying this, 4-5A school districts tend to support programs that can enroll enough students for at least two classes of each subject. This provides them with the ability to support the staff cost of the program. It is with this size school district that the TRAEF has had the greatest success in adopting the laboratory programs that support our industry.

Smaller schools (1-3A which have a population of up to 1,000 students) will look to programs that have a smaller cost involved in providing education. Cost effective programs can be implemented within the schools’ four walls and provide the most efficient means of moving toward the industry. Certification programs that do not necessitate a laboratory are most favorable. Implementing a ServSafe curriculum in these high schools would be the best start.

Current Facilities

Another factor is the high school campuses current facilities. Several schools are going through a transformation in the laboratory spaces related to food preparation. For years a traditional residential kitchen was the staple of high schools for teaching food and nutrition courses. While in the past these labs were useful in teaching basic cooking and nutrition skills, they were not equipped to prepare students for the real environment within a professional kitchen. The following list categorizes types of labs that exist, in high schools across the state:

Traditional Family and Consumer Sciences Kitchen: Generally a lab equipped with residential cooking and refrigeration units. These labs can be good for providing programs that teach basic sanitation, nutrition, and food preparation principles. Many instructors are now adopting ServSafe Food Manager Certification as part of their curriculum. ServSafe can be used to introduce students to our industry and assure student marketability. Instructors may also choose to use this course as a basis for internship programs such as ProStart.

Industry Lab: An industry lab is generally a lab that has stations equipped with industry type equipment that can provide more extensive culinary exploration. These labs can be used to implement the FS Prep curriculum and even provide entrepreneurial skills in planning and executing catering operations. They can be self-contained and provide industry specific certifications and learning opportunities.
Industry Lab and Dining Area: Generally a lab with industry specific equipment that can operate a limited full service school based restaurant. These labs can implement the FS Prep curriculum and a modified version of the E-101 program.

New Construction of an Existing School: Several school districts are challenged with growth and are in need of additional facilities. These schools are ripe for providing the necessary up-to-date facilities that meet the industry needs. It is important to begin discussing your program during the planning phase of these facilities to make sure that the laboratories are built to industry standards. Do not hesitate to solicit the assistance of your local restaurant association chapter.

New School to be Built: These school districts are growing and generally in urban and suburban areas. The type of programs that will be built are flexible and need industry input. The ability to implement career & technology programs within a school that is in its planning stage of can allow for the school district to plan the necessary resources to meet the needs of the community. Generally speaking these schools are in an area that also has a significant growth in the hospitality industry and are more receptive to programs that will meet the industry’s needs.

Budgets

Career and Technology Education Budgets: State funding in education has continued to decrease. More and more schools are faced with shortages. A district that generates sufficient local funding, because of its property wealth to meet its funding needs will not qualify for state funding under the Foundation School Program. Creative solutions including industry financial support may be a solution to providing the necessary resources to implement industry specific programs.

School districts receive additional state funding to offer courses in career and technology education (CTE). The “weighted allotment” for CTE funding is to cover the cost of courses that are more expensive to teach because they involve smaller class size or special equipment and supplies. Not all courses in CTE receive the weighted funding. The weighted allotment for each full-time equivalent student is 1.35. School districts may also support career and technology programs because the state provides additional funding to the district for each student that is enrolled on a career and technology program.

Federal Carl D. Perkins funds are another source of revenue for CTE programs. Eligible recipients are local education agencies, including open-enrollment charter schools that have career and technology education programs. Each eligible recipient that receives a Perkins grant can use the funds to develop new and/or improve career and technology education programs. Use of these funds include activities such as modifying or upgrading equipment to meet current business and industry specifications, acquisition of new state-of-the-art instructional equipment, training in all aspects of an industry, and professional development. Federal funds may not be used for construction, renovation, and/or remodeling of facilities.
To: Culinary Arts/Food Production Instructors  
Career and Technology Education Directors

On behalf of the National Restaurant Association Educational Foundation (NRAEF) and the Texas Restaurant Association Education Foundation, it is our pleasure to introduce you to the ProStart® program. When you join the ProStart program, you are joining a network of more than 1,600 educators and 93,000 students in 47 states, territories and districts who are using the ProStart curriculum. This is an exciting time to be a part of the restaurant and foodservice industry – in the next decade, the industry is predicted to need an additional 2 million employees! The industry is relying on programs such as ProStart to help prepare students to take leadership roles as they move into the industry. We thank you for helping ignite your students’ passion for the restaurant industry and introducing them to the wonderful opportunities that lie in their future.

Over the past decade, ProStart has been successful because it is a true program, offering many resources for you and your students. These resources range from professional development opportunities to scholarships to marketing materials. The Texas ProStart is an initiative developed by the TRAEG that incorporates:

- culinary and restaurant management curriculum (called FS Prep),
- teacher excellence, industry support,
- state of the art facilities,
- and student achievement

Schools implementing Texas’ FS Prep curriculum receive the benefits of the Texas ProStart program as the textbooks for NRAEF’s nationally recognized ProStart curriculum are incorporated into this curriculum. In reviewing the enclosed sample material, you will discover each module is aligned with three industry related textbooks and is electronically delivered to allow instructors to control the flow of classroom delivery. The lessons are also aligned with the Texas Essential Knowledge and Skills (TEKS) for culinary courses under the Hospitality & Tourism Career Cluster administered by the Texas Educational Agency (TEA).

FS Prep incorporates up to four industry student certifications that will give students the competitive edge when seeking employment in the hospitality industry. School districts have used Carl Perkins funds to implement this program and enhance their CTE curriculum.

As a bundled curriculum package, FS Prep includes and is referenced with the following textbooks:

- Foundations of Restaurant Management & Culinary Arts, Levels 1 & 2, National Restaurant Association Educational Foundation (NRAEF) (ProStart Program)
- ServSafe Essentials, Food Manager Certification Program, NRAEF
- Professional Cooking, Wayne Gisslen

The Texas ProStart program is a newly implemented initiative for Texas high schools. FS Prep is the culinary component of the Texas ProStart initiative. Additional components include teacher excellence, industry support, state of the art facilities, and student achievement. Schools implementing the FS Prep curriculum receive the benefits of the Texas ProStart program. Our goal is to provide instructors with a turnkey program in an effort to more easily focus on what is important—teaching students interested in a professional career in the culinary arts.

Sincerely,

Yvonne Loya  
Director of Education/Texas ProStart Coordinator  
TRA Education Foundation

Please contact TRAEG today to order FS Prep and enlist in the Texas ProStart program.
PO BOX 1429 • AUSTIN, TEXAS 7876701429 • PHONE: 800/395-2872 • FAX: 512/472-2777 • WWW.RESTURANTVILLE.COM
Important Information about Texas ProStart and NRAEF Partnerships

We are proud to announce an exciting partnership between, the Texas Restaurant Association Education Foundation (TRAEF), the National Restaurant Association Educational Foundation (NRAEF) and Pearson Prentice Hall. The NRAEF and publisher Pearson Prentice Hall are proud to launch a revised and updated version of the ProStart curriculum. The new textbook is called *Foundations of Culinary Arts & Restaurant Management*. As part of this partnership, all Texas schools that participate in the Texas-based FS Prep program qualify for the ProStart program.

**ProStart Program Requirements**

As outlined by the TRAEF and its board of directors, Texas has specific requirements for program fulfillment. All schools must meet the following requirements to be considered a ProStart/FS Prep program:

1. **Facilities.** Commercial Grade Facility (*see page 12 of this guide*)
2. **Training.** Instructors must have professional industry knowledge and/or acquire knowledge through short courses offered by the TRA Education Foundation (*see page 41 of this guide*)
3. **Support.** Support of your Administration
4. **Involvement.** Community Involvement (*see page 11 of this guide*)
5. **Texas ProStart Curriculum.** Must order FS Prep Instructors resource kit and FS Prep teacher resources that accompany FS Prep program (*see page 41 of this guide*)

*If requirements 1-4 have not been met to date, TRAEF will be available to assist school districts in making this transition once school is on board with the Texas ProStart program.*

Please be advised that components of the program will be serviced and supported at various levels. Please refer to the following for information regarding orders, support, and customer service needs:

**National Restaurant Association Education Foundation** –

- **Host** national events, online community for educators and students, and ProStart instructor professional development;
- **Provide** NATIONAL: scholarships, complimentary NRA student & educator membership, communication to educators;
- **Service & Maintain** ProStart curriculum and exams, national articulation agreements.

**Pearson Prentice Hall** –

- Order fulfillment of all *Foundations of Culinary Arts & Restaurant Management* materials. While Texas has specified minimum guidelines pertaining to instructional resources, competencies, and facilities; additional **teaching tools** that accompany *Foundations of Restaurant Management & Culinary Arts* may be purchased through Pearson Prentice Hall.

**Texas Restaurant Association Education Foundation** –

- Order fulfillment of the FS Prep Instructor resource kit, Servsafe materials ordered with the FS Prep resource only, and Professional Cooking textbooks other than *Foundations of Culinary Arts & Restaurant Management*
- State instructor professional development – Culinary Educators Training Conference (CETC), Teacher Externship Program, Servsafe Teacher Training
- State program support and assistance
- Fulfillment of all components of the Texas ProStart initiative
- Coordination of state student culinary and restaurant management competitions

Furthermore, please note that if you are introducing a Restaurant Management program, *Foundations of Culinary Arts & Restaurant Management* Levels 1 & 2 textbooks are ideal for this course. In essence, they can serve dual purpose and are aligned with the Texas Essential Knowledge & Skills (TEKS) for your Culinary and Restaurant Management courses.

**The benefits of Texas ProStart are (see informational materials on Texas ProStart program):**

- FS Prep Curriculum aligned with Texas Education Agency’s current Texas Essential Knowledge and Skills (TEKS)
- Access to instructor curriculum training, educator training and development, and instructor scholarships
- Advance access & reduced rates at CETC & Opportunity to gain industry experience through TRAEF’s paid Teachers Externship Program
- Industry news, current events and information, and exclusive discounts courtesy of the Texas Restaurant Association
- National program recognition and support from the National Restaurant Association
- Access to teacher certification (Certified Secondary Foodservice Educator certification or CSFE)
- Access to students certification(s) – (see page 33)
- Teacher Resources, templates, and online discussion forums (online via teacher’s only website)
- Texas-based student culinary and restaurant management competitions. Qualifying students will move on to national competitions for the chance to win scholarships.
The Texas Restaurant Association Education Foundation is proud to bring the Texas ProStart® program to culinary arts educators. We took the benefits of the national ProStart program and added a Texas twist:

- **Outstanding Curriculum**
- **Teacher Excellence**
- **Industry Support**
- **State-of-the-Art Facilities**
- **Student Achievement**

### Outstanding Curriculum

The TRA Education Foundation’s **FS Prep curriculum** has a reputation for excellence and it is a vital part of ProStart – Texas. FS Prep is an industry-based curriculum that is aligned with the Texas Education Agency current TEKS. The curriculum can be scaled and cross purposed to meet the needs of introduction to culinary arts and restaurant management as well as advanced culinary arts instruction.

### Teacher Excellence

Texas ProStart program teachers will have access to a myriad of training, continuing education and certification opportunities. The TRA Education Foundation offers a yearly Culinary Educators Training Conference, ServSafe instructor training and a Teacher’s Externship program. Texas ProStart program teachers have access to online teachers’ only websites offering discussion groups, templates and other resources. The Foundation has established a peer and industry network to provide instructors support and assistance.

### Industry Support

Industry plays a vital role in constructing a strong career pathway for schools, teachers and students. The Texas Restaurant Education Foundation works closely with schools to help them get the most from the Texas ProStart program, offering teacher resources, mentoring, a speaker’s bureau, field trip planning assistance and more. By connecting teachers with restaurant industry leaders in their communities, the Foundation is able to strengthen the relationship between educators, their students and the industry.

### State-of-the-Art Facilities

Texas ProStart program schools offer commercial grade facilities for their students and teachers. The TRA Education Foundation has assisted many schools in making the transition from non-commercial facilities to professional grade kitchens.

### Student Achievement

Students enrolled in the Texas ProStart program will learn in the best facilities under the expert guidance of remarkable teachers with the full support of the dynamic Texas restaurant industry. They will have the opportunity to gain certifications, compete in local, state and national competitions, earn thousands in scholarships and meet industry leaders in their communities.

### Career Pathways

All students can succeed in school, career and life if they plan their individual pathways to success. The hospitality and tourism career path offers more opportunities – and they are more varied – than almost any other industry in the world. From restaurant managers, owners, chefs, caterers and pastry chefs to sales, event planning, marketing and operations, there are countless rewarding careers in this dynamic industry.

**Texas Restaurant Association Education Foundation** 800-395-2872 • [www.restaurantville.com/education](http://www.restaurantville.com/education)

ProStart® is a registered trademark of the National Restaurant Association Educational Foundation and used under license by National Restaurant Association Solutions, LLC, a wholly owned subsidiary of the National Restaurant Association.
Outstanding Curriculum

FS Prep

The FS Prep Instructional Resource
The Texas ProStart program curriculum can be scaled and cross purposes to meet the needs of introduction to culinary arts and restaurant management courses as well as advanced culinary arts instruction. The Texas Restaurant Association Education Foundation’s excellent FS Prep curriculum is a vital part of the Texas ProStart program and sets our program apart from others.

The Texas ProStart program curriculum is aligned with the Texas Education Agency’s current Texas Essential Knowledge and Skills (TEKS) and includes the FS Prep culinary arts curriculum.

FS Prep is a two year comprehensive culinary and foodservices instructional resource that includes:

- 88 customizable daily lesson plans
- lab and lecture guides
- supplementary materials
- tests and quizzes

Texas ProStart curriculum also incorporates ServSafe certification. ServSafe is a food safety program that is recognized and accepted by more federal, state and local jurisdictions than any other food safety program. It is the industry standard for food safety.

SERVSAFE

- FS Prep is the only high school culinary curriculum that offers ServSafe Certification.
- Students are eligible to take the ServSafe exam.
- Payment is up to school or district
- Instructors must be ServSafe certified to teach the course.
- ServSafe can be offered by local universities depending on the city.
- Certification is good for 5 years. After 5 years, the students can take continuing Ed units and submit them every 5 years.
- The TRA Education Foundation offers teacher training and is currently looking into 2 training sessions.
- TRAEF also trains instructors at the Family and Consumer Science Conference every July.
- Once the exam is passed, the individual can take it to their municipal health department for a small fee. (Depends on city.)

Texas ProStart text books and resources:

(The FS Prep Resource Kit Order Includes One Of Each Of The Following textbooks/Resources)

- FS Prep Instructional Resource (Lesson Plans, Electives, Getting Started Guide), TRA Education Foundation
- Professional Cooking, 7th Edition, Wayne Gisslen
- Foundations of Restaurant Management & Culinary Arts Levels 1 & 2, National Restaurant Association Educational Foundation (NRAEF)
- ServSafe® Essentials, Fifth Edition, National Restaurant Association Educational Foundation
- Kitchen Safety, It’s Up to You Safety Series, TRA Education Foundation
- Texas Inspection Survival Guide, TRA Education Foundation
- Texas Beef Council’s Beef U: A Foodservice Guide to Beef

The benefits of Texas ProStart are (see informational materials on Texas ProStart program):

- FS Prep Curriculum aligned with Texas Education Agency’s current Texas Essential Knowledge and Skills (TEKS)
- Access to instructor curriculum training, educator training and development, and instructor scholarships
- Advance access and reduced rates at CETC
- Opportunity to gain industry experience through TRAEF’s paid Teachers Externship Program
- Industry news, current events and information, and exclusive discounts courtesy of the Texas Restaurant Association
- National program recognition and support from the National Restaurant Association
- Access to teacher certification (Certified Secondary Foodservice Educator certification or CSFE)
- Access to students certification(s) - Student Certificate of Achievement (COA), ServSafe Certification, Culinary Specialist, TRAEF Certificate of Completion and access to state and national student scholarships

Benefits cont.
Teacher Resources, templates, and online discussion forums (online via teacher’s only website)

Texas-based student culinary and restaurant management competitions. Qualifying students will move on to national competitions for the chance to win scholarships.

Articulation with Post Secondary Institutions
FS Prep aligns with Advanced Technical Credit (ATC) program for Family and Consumer Sciences; Food Production Management Service I & II and Culinary Arts I & II

The Advanced Technical Credit (ATC) Program is an advanced placement program for students interested in preparing for college and a technical career that requires postsecondary education. The Standard Articulation Agreement sets common statewide standards for the award of college credit for selected, content-enhanced high school courses. Any student who successfully completes statewide-articulated secondary courses, graduates from any secondary school in the state, and meets the requirements outlined in the Standard Articulation Agreement, is eligible to receive articulated credit from any participating public two-year college in the state that offers the corresponding college courses.

The Statewide Articulation Crosswalk is a resource for schools and colleges to readily identify high school courses included in the Advanced Technical Credit (ATC) Program and the college equivalent course(s). The crosswalk is used in conjunction with the Statewide Articulation Guidelines. The following courses are included in the Statewide Articulation Crosswalk for 2006-2007: Culinary Arts I, N122T501 (CUL1-TP); PL/Food Production, Management, and Services I, 1229T003 (FPMS1-TP); and Food Production, Management, and Services Career Preparation I, 1229T003 (FPCP1-TP). Additional information on statewide articulation may be found on the ATC website at www.atctexas.org.

Teacher Excellence

Texas ProStart program teachers have access to a myriad of training, continuing education and certification opportunities.

Culinary Educators Training Conference
Held each summer, this continuing education conference was developed to promote industry-based culinary arts to educators in an effort to reach new standards in high school foodservice education. The conference is designed for educators who want to increase their knowledge and improve their skills.

Instructors teaching Nutrition & Food Science or Technology, Food Production, Management & Services, and Culinary Arts are qualified to attend. Teachers will receive hands-on training, information and resources on the latest trends in the foodservice industry, and the opportunity to network with industry professionals.

Teacher’s Externship Program - This program connects teachers with local restaurants and sets up a summer four-week externship. The teacher works in all aspects of the restaurant – front of the house, back of the house and management – to gain increased understanding of and appreciation for the operations of a restaurant. The restaurant pays the teacher a minimum wage and the TRAEF Education Foundation provides a stipend. It is a wonderful way for teachers to gain real world experience that they can share with their students.

Texas ProStart Getting Started Guide
This guide includes a program summary and instructor’s guide; suggested curriculum outline; TEKS alignment and templates and sample documents to assist the instructor as he/she begins to teach the Texas ProStart curriculum.

ServSafe instructor training - ServSafe ® is a food safety program providing high-quality food safety education and training materials for the restaurant and foodservice industry. TRAEF trains and certifies over 200 high school instructors each year who, in turn, train and certify high school students in food-related courses.

Other benefits:
  • Access to Certified Secondary Foodservice Educator Certification (CSFE)
  • Online teachers’ only websites and discussion forums
  • Network of industry experts and peers
**Industry Support**

The connection between industry and schools ensures that teachers and students get the most from the Texas ProStart program. By linking teachers with restaurant industry leaders in their communities, the TRA Education Foundation strengthens the relationship between industry and education.

The Foundation provides a connection to industry leaders who facilitate field trips, mentoring and guest speaking opportunities.

The **Making the Transition** guide assists school districts in understanding how industry based education and support programs benefit students and ultimately the industry.

The Making the Transition Guide includes:

- criteria for identifying where in the continuum of foodservice academic programs a school falls
- recommended curriculum enhancements to assist schools reach the next level
- information on facility enhancements including site design, budget, and more.
- extensive equipment list categorized by priority.

**State-of-the-Art Facilities**

The goal of the Texas ProStart program is for participating schools to offer commercial grade facilities for their students and teachers. To that end, the TRA Education Foundation assists schools in making the transition from non-commercial facilities to professional grade kitchens.

**Student Achievement**

Of course the ultimate measure of success of the Texas ProStart program is the success of students who learn in the best facilities under the expert guidance of remarkable teachers with the full support of the dynamic Texas Restaurant industry.

In addition to the outstanding curriculum, teachers and facilities, students also have access to:

- Certifications including Student Certificate of Achievement, ServSafe Certification, Texas Chefs Association Professional Certification and a Certificate of Completion from the TRA Education Foundation.
- Industry supported scholarships for pursuing a post-secondary degree in culinary arts or restaurant management.

Culinary and restaurant management competitions at the state and national level.

**Student Benefits:**

-Motivates students to achieve higher standards
-Combines formal education with career based education to create entrepreneurial success after high school
-Prepares students for the reality of management in the food service industry
-National certification upon completion from The National Restaurant Association (NRA), Texas Restaurant Association Education Foundation and Texas Chefs Association (TCA)
-Articulation agreements with top Culinary and Hospitality Institutes in Texas and many other post secondary schools nationwide.

**Texas Chef Association (TCA) Certification**

- The TCA Certification will be the same as the American Culinary Federation (ACF) Certified Culinarian Certification only it will be issued by TCA
- Requirements: Students must pass ServSafe and keep a portfolio requiring 160 hours of work experience. (For those who cannot complete –TCA will try to work something out)
- Exam Requirements: Written examination and practical examination
- TCA will administer exam by appointment to all students at a high school who meet these qualifications.
- TCA certification has approval by the Texas Chefs Association, the Texas Hotel Motel Association (THMA); the Texas Restaurant Association Education Foundation (TRAEF); and the Texas Education Agency (TEA)
Articulation:
- The crosswalk committee determined that students could receive up to 12-hrs credit in a blanket articulation agreement with community colleges.
- They did so by crosswalking TEKS (Texas Essentials Knowledge and Skills) and WEKM (Workforce education course manual)
- Articulations will vary with universities – Currently working with the Art Institute of Houston and University of Houston.

Hours:
- 3 hours – ServSafe
- 3 hours – nutrition (for T&I program – students will have to take the nutrition program available thought Family and Consumer Science –as an elective)
- 6 hours - Culinary

ACRONYM GUIDE
ACF = American Culinary Federation
NRAEF = National Restaurant Association Educational Foundation
T&I = Trade and Industry
TCA = Texas Chefs Association
TEA = Texas Education Agency
TEKS = Texas Essential Knowledge and Skills
THMA = Texas Hotel Motel Association
TRAEF = Texas Restaurant Association Education Foundation
WECM = Workforce Education Course Materials
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Appendix: Available Resources and Tools

Texas Education Agency and Achieve Texas**

What is AchieveTexas?
AchieveTexas is an education initiative designed by the Texas Education Agency to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

AchieveTexas is designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students can see the “usefulness” of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States’ Career Clusters initiative (www.careerclusters.org) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Programs of Study (POS) have been developed for each of the Career Clusters. The POS represent a recommended sequence of coursework based on a student’s interest or career goal.

Goals of AchieveTexas:
- Career Clusters and Programs of Study (POS) are an integral part of the Texas education system.
- Every student prepares a personalized graduation plan in middle school to plan for grades 9–16 and beyond. The student chooses a Career Cluster and POS to guide his or her learning in the context of personal career interests. Plans are evaluated and updated annually.
- Clusters span all grades (P–16+). Career awareness begins in elementary school and transitions into career exploration in middle school. Career concentrations in high school help students transition into career preparation in postsecondary. All participants experience career advancement in employment.
- The education system is seamless between high school and postsecondary institutions. Students have opportunities in a POS to earn dual credit and articulated credit that flows seamlessly into postsecondary education or training.
- Partnerships are in place throughout the system. Partnerships are established statewide and locally between business and education. Educational institutions form meaningful partnerships.
- Academics are woven throughout the P–16+ curriculum. There is an integration of academic and technical knowledge and skills within the curriculum. Interdisciplinary teaching takes place and academics are taught in context. Curriculum alignment occurs between secondary and postsecondary education.
- Career guidance is dramatically enhanced. All students have access to quality assessment and career information resources. Career counseling is provided with a strong emphasis on career and college readiness.
- All students take part in extended learning opportunities. Every student chooses extended learning experiences such as service learning, internships, apprenticeships, and work-based learning.
- Professional development supports the cluster system. Professional development is a critical part of the teacher’s career. Schools of education train teachers for career clusters.

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

The Hospitality and Tourism Cluster is focused on careers in the management, marketing and operation of restaurants and other foodservices, lodging, attractions, recreation events, and travel related services. The instructional content for this cluster is organized into four federally-identified career pathways:
- Restaurant and food/beverage services
- Lodging
- Travel and tourism
- Recreation, amusements and attractions

Hospitality and Tourism Cluster Courses
- Principles of Hospitality and Tourism
- Hotel Management
- Restaurant Management
- Travel and Tourism Management
- Culinary Arts
- Practicum in Culinary Arts
- Hospitality Services
- Practicum in Hospitality Services
- Food Science
## Recommended Course Sequence for Hospitality and Tourism Cluster

### Hospitality and Tourism

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#### The Course Crosswalk for Hospitality and Tourism Cluster

<table>
<thead>
<tr>
<th>Hospitality and Tourism Course Crosswalk</th>
<th>Future Possibilities</th>
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<tbody>
<tr>
<td>1997</td>
<td>2010</td>
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<tr>
<td>Food Production, Management, and Services I</td>
<td>Embedded in Restaurant Management and Culinary Arts</td>
</tr>
<tr>
<td>Food Production, Management, and Services II</td>
<td>Embedded in Culinary Arts and Practicum in Culinary Arts</td>
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<tr>
<td>Hospitality Services I</td>
<td>Hospitality Services</td>
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<tr>
<td>Hospitality Services II</td>
<td>Practicum in Hospitality and Tourism</td>
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<tr>
<td>Institutional Maintenance Management and Services I</td>
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<tr>
<td>Institutional Maintenance Management and Services II</td>
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<tr>
<td>Hotel Management</td>
<td>Hotel Management</td>
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<tr>
<td>Restaurant Management</td>
<td>Restaurant Management</td>
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<tr>
<td>Travel and Tourism Marketing</td>
<td>Travel and Tourism Management</td>
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<tr>
<td><strong>Fourth Science Recommendation</strong></td>
<td><strong>Food Science</strong></td>
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<td><strong>Fourth Math Recommendation</strong></td>
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### Innovative Courses

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Culinary Arts I</td>
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<tr>
<td>Culinary Arts II</td>
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<tr>
<td>International Cuisine</td>
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<tr>
<td>Introduction to Culinary Arts</td>
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<tr>
<td>Introduction to Culinary Arts II</td>
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<tr>
<td>Leadership Development in Families, Careers, and Communities</td>
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<tr>
<td>Introduction to Travel and Tourism</td>
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<tr>
<td>Introduction to Culinary Arts and Entrepreneurial Principles</td>
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<tr>
<td>Culinary Arts I</td>
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<tr>
<td>Culinary Arts II</td>
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The following information is the listing of Career and Technical Education Courses that are approved for the 2010-2011 school year under the Hospitality and Tourism Cluster.

<table>
<thead>
<tr>
<th>Code</th>
<th>Translation</th>
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<tbody>
<tr>
<td>13022200*</td>
<td>Principles of Hospitality and Tourism (1/2-1) (PRINHOSP)</td>
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<td></td>
<td>The hospitality and tourism industry encompasses lodging, travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</td>
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<tr>
<td>13022300*</td>
<td>Hotel Management (1/2-1) (HOTELMGT)</td>
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<td></td>
<td>This course focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course will focus on, but not be limited to, professional communication, leadership, management, human resources, technology, and accounting. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</td>
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<tr>
<td>13022400*</td>
<td>Restaurant Management (1/2-1) (RESTMGT)</td>
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<td>This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</td>
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<tr>
<td>13022500*</td>
<td>Travel and Tourism Management (1/2-1) (TRTORMGT)</td>
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<td>This course incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</td>
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<tr>
<td>13022600*</td>
<td>Culinary Arts (1-2) (CULARTS)</td>
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<td>Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</td>
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<tr>
<td>13022700*</td>
<td>Practicum in Culinary Arts (2-3) (PRACUL)</td>
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<td>(1) This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.</td>
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<td></td>
<td>(2) Students are taught employability skills, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success.</td>
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<td>(3) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.</td>
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<td>(4) Students are encouraged to participate in extended learning experience such as career and technical student organizations and other leadership or extracurricular organizations.</td>
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<tr>
<td>13022710*</td>
<td>Practicum in Culinary Arts II (2-3) (PRACUL2)</td>
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<tr>
<td>13022800*</td>
<td>Hospitality Services (1-2) (HOSPSRVS)</td>
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<td>Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers.</td>
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</tbody>
</table>
addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction may be delivered through laboratory training or through internships, mentoring, or job shadowing. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>13022900*</td>
<td>Practicum in Hospitality and Tourism (2-3) (PRACHOSP)</td>
<td>(1) A unique practicum experience provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. (2) Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success. 3) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</td>
</tr>
<tr>
<td>13022910*</td>
<td>Practicum in Hospitality and Tourism II (2-3) (PRACHOS2)</td>
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<tr>
<td>13023000*</td>
<td>Food Science (1) (FOODSCI)</td>
<td>1) Food Science. In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. (2) Nature of science. Science, as defined by the National Academy of Sciences, is the &quot;use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process.&quot; This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. (3) Scientific inquiry. Food scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked. (4) Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information). (5) Science, systems, and models. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment. (6) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</td>
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* Valid for use on the 090 teacher record, 410 record for weighted funding (if student attendance requirements are met), and 415 course completion record.

** Source: Texas Education Agency **
Texas Essential Knowledge and Skills (TEKS)

TRA Education Foundation’s FS Prep Curriculum aligns with the Texas Essential Knowledge and Skills for Culinary Arts, Culinary Arts Practicum, and Restaurant Management. The Knowledge and Skills for the course are referenced throughout the FS Prep lesson plans in which corresponding topics are discussed. Due to the nature of the FS Prep Curriculum, there may be only a limited reference within the lesson plan, with most of the topic covered in the accompanying textbooks. Also, many of the Knowledge and Skills are very broad and may have only a limited reference but are covered extensively throughout FS Prep.

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter I. Hospitality and Tourism

§130.221. Implementation of Texas Essential Knowledge and Skills for Hospitality and Tourism.
The provisions of this subchapter shall be implemented by school districts beginning with the 2010-2011 school year.

Texas Essential Knowledge and Skills - Culinary Arts

§130.226. Culinary Arts (One to Two Credits).

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Restaurant Management, Lifetime Nutrition and Wellness, or Principles of Hospitality and Tourism.

(b) Introduction. Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(c) Knowledge and skills.

(1) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:

- (A) compose industry appropriate documents;
- (B) comprehend a variety of texts such as operations and training manuals;
- (C) calculate correctly using numerical concepts such as percentages and estimations in practical situations, including weight and measures;
- (D) understand scientific principles used in culinary arts;
- (E) read and comprehend standardized recipes;
- (F) write and convert standardized recipes; and
- (G) calculate and manage food costs.

(2) The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:

- (A) create formal or informal presentations;
- (B) properly answer business phones;
- (C) write instructions for a specific restaurant or culinary procedure or the use of a piece of equipment; and
- (D) attend and participate in a staff meeting.

(3) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:

- (A) demonstrate a proactive understanding of self-responsibility and self-management;
- (B) explain the characteristics of personal values and principles;
- (C) demonstrate positive attitudes and work habits;
- (D) demonstrate exemplary appearance and personal hygiene; and
- (E) evaluate the effects of exercise and nutritional dietary habits and emotional factors such as stress, fatigue, or anxiety on job performance.

(4) The student develops principles in time management, decision making, effective communication, and prioritizing. The student is expected to:

- (A) apply effective practices for managing time and energy;
- (B) analyze various steps in the decision-making process; and
- (C) analyze the importance of balancing a career, family, and leisure activities.

(5) The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:

- (A) research the major job duties and qualifications for all staff and managerial positions to facilitate selection of career choices in culinary arts;
- (B) update a personal career portfolio;
- (C) demonstrate proper interview techniques;
- (D) establish personal short-term and long-term goals; and
- (E) examine food service related community service opportunities.
(6) The student understands the history of food service and the use of the professional kitchen. The student is expected to:

(A) research famous chefs from history and note their major accomplishments;
(B) identify global cultures and traditions related to food;
(C) summarize historical entrepreneurs who influenced food service in the United States;
(D) analyze how current trends in society affect the food service industry;
(E) use large and small equipment in a commercial kitchen;
(F) develop food production and presentation techniques;
(G) demonstrate moist and dry cookery methods;
(H) demonstrate the preparation skills of items commonly prepared in food service operations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry, meat, pastas and grains, and fruits and vegetables;
(I) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts;
(J) demonstrate proper receiving and storage techniques;
(K) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; and
(L) demonstrate types of table setting, dining, and service skills.

(7) The student uses technology and computer applications to manage food service operations. The student is expected to:

(A) use technology tools appropriate for the industry;
(B) operate technology applications to perform workplace tasks;
(C) explain the use of point-of-sale systems;
(D) demonstrate knowledge in computer programs used for food production; and
(E) evaluate information sources for culinary arts.

(8) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:

(A) apply team-building skills;
(B) apply decision-making and problem-solving skills;
(C) determine leadership and teamwork qualities in creating a pleasant working atmosphere; and
(D) participate in community leadership and teamwork opportunities to enhance professional skills.

(9) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:

(A) determine basics of safety in culinary arts;
(B) assess workplace conditions and identify safety hazards;
(C) determine the basics of sanitation in a professional kitchen;
(D) assess food hazards and determine ways to prevent food hazards; and
(E) prepare for a state or national food sanitation certification or other appropriate certifications.

(10) The student recognizes and models work ethics and legal responsibilities. The student is expected to:

(A) understand and comply with laws and regulations specific to the food service industry; and
(B) demonstrate a positive work ethic.

(11) The student demonstrates the knowledge and skills required for careers in the restaurant, food, and beverage industry. The student is expected to:

(A) understand the basics of nutrition;
(B) analyze the concepts of customer service and determine the critical moments of good service;
(C) develop a marketing plan;
(D) identify purchasing specifications and write purchase orders;
(E) determine proper receiving, storage, and distribution techniques;
(F) analyze international cuisines;
(G) detail ways to achieve high rates of customer satisfaction; and
(H) analyze how guests are affected by employee attitude, appearance, and actions.

Texas Essential Knowledge and Skills - Practicum in Culinary Arts

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education
Subchapter I. Hospitality and Tourism
§130.227. Practicum in Culinary Arts (Two to Three Credits).
(a) General Requirements. This course is recommended for students in Grades 11-12. Recommended prerequisite: Culinary Arts or Hotel Management.
(b) Introduction.
(1) This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.
(2) Students are taught employability skills, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success.

(3) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(c) Knowledge and skills.

(1) The student uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field. The student is expected to:

- (A) identify employment opportunities;
- (B) demonstrate the application of essential workplace skills in the career acquisition process;
- (C) complete employment-related documents such as job applications and I-9 and W-4 forms; and
- (D) demonstrate proper interview techniques in various situations.

(2) The student develops skills for success in the workplace. The student is expected to:

- (A) comprehend and model appropriate grooming and appearance for the workplace;
- (B) demonstrate dependability, punctuality, and initiative;
- (C) develop positive interpersonal skills, including respect for diversity;
- (D) demonstrate appropriate business and personal etiquette in the workplace;
- (E) exhibit productive work habits, ethical practices, and a positive attitude;
- (F) demonstrate knowledge of personal and occupational health and safety practices in the workplace;
- (G) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;
- (H) prioritize work to fulfill responsibilities and meet deadlines;
- (I) evaluate the relationship of good physical and mental health to job success and personal achievement;
- (J) demonstrate effective verbal, non-verbal, written, and electronic communication skills; and
- (K) apply effective listening skills used in the workplace.

(3) The student demonstrates work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. The student is expected to:

- (A) illustrate how personal integrity affects human relations on the job;
- (B) demonstrate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
- (C) analyze employer expectations;
- (D) demonstrate respect for the rights of others;
- (E) demonstrate ethical standards; and
- (F) comply with organizational policies.

(4) The student applies academics with job-readiness skills. The student is expected to:

- (A) apply mathematical skills to business transactions;
- (B) develop a personal budget based on career choice;
- (C) interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems; and
- (D) organize and compose workplace documents.

(5) The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:

- (A) research and compare published workplace policies;
- (B) apply responsible and ethical behavior;
- (C) summarize provisions of the Fair Labor Standards Act;
- (D) describe the consequences of breach of confidentiality; and
- (E) research laws related to culinary arts professions.

(6) The student applies the use of self-development techniques and interpersonal skills to accomplish objectives. The student is expected to:

- (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and
- (B) apply leadership and career development skills through participation in activities such as career and technical student organizations.

(7) The student uses concepts and skills related to safety in the workplace. The student is expected:

- (A) identify and apply safe working practices;
- (B) solve problems related to unsafe work practices and attitudes;
- (C) explain Occupational Safety and Health Administration regulations in the workplace; and
- (D) analyze health and wellness practices that influence job performance.
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:

(A) analyze the future employment outlook in the occupational area;
(B) describe entrepreneurial opportunities in the area of culinary arts;
(C) compare rewards and demands for various levels of employment in the area of culinary arts;
(D) evaluate strategies for career retention and advancement in response to the changing global workplace;
(E) summarize the rights and responsibilities of employers and employees; and
(F) determine effective money management and financial planning techniques.

(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:

(A) evaluate employment options, including salaries and benefits;
(B) determine factors that affect career choices such as personal interests, abilities, priorities, and family responsibilities;
(C) determine continuing education opportunities that enhance career advancement and promote lifelong learning; and
(D) demonstrate effective methods to secure, maintain, and terminate employment.

(10) The student understands the history of food service and the use of the professional kitchen. The student is expected to:

(A) research famous chefs in history and note their major accomplishments;
(B) identify global cultures and traditions related to food;
(C) summarize historical entrepreneurs who influenced food service in the United States;
(D) analyze how current trends in society affect the food service industry;
(E) use large and small equipment in a commercial kitchen;
(F) develop food production and presentation techniques;
(G) demonstrate moist and dry cookery methods;
(H) demonstrate food preparation skills used in commercial food service preparations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry cookery, meat cookery, pastas and grains, and fruits and vegetables;
(I) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts;
(J) demonstrate proper receiving and storage techniques;
(K) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; and
(L) demonstrate types of table setting, dining, and service skills.

(11) The student documents technical knowledge and skills. The student is expected to:

(A) complete a professional career portfolio to include:
   (i) an updated resumé;
   (ii) official documentation of attainment of technical skill competencies;
   (iii) licensures or certifications;
   (iv) recognitions, awards, and scholarships;
   (v) community service hours;
   (vi) participation in student and professional organizations;
   (vii) abstract of key points of the practicum; and
   (viii) practicum supervisor evaluations; and
(B) present the professional career portfolio to interested stakeholders.

Texas Essential Knowledge and Skills - Restaurant Management

§130.224. Restaurant Management (One-Half to One Credit).
(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Hospitality and Tourism.
(b) Introduction. This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
(c) Knowledge and skills.
   (1) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant industry. The student is expected to:
      (A) organize oral and written information;
      (B) compose a variety of written documents such as agendas, menus, presentations, and advertisements;
      (C) calculate correctly using numerical concepts such as percentages and estimations in practical situations;
      (D) infer how scientific principles are used in the restaurant industry; and
      (E) use mathematics and science knowledge and skills to produce quality food products.
   (2) The student uses verbal and nonverbal communication skills to create, express, and interpret information for providing a positive experience for guests and employees. The student is expected to:
      (A) develop, deliver, and critique presentations;
      (B) analyze various marketing strategies for a restaurant or food venue;
      (C) demonstrate proper techniques for answering restaurant phones;
      (D) interpret verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients; and
      (E) apply active listening skills to obtain and clarify information.
(3) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:

- (A) generate creative ideas to solve problems by brainstorming possible solutions;
- (B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers; and
- (C) use principles of budgeting and forecasting to maximize profit and growth.

(4) The student uses information technology tools specific to restaurant management to access, manage, integrate, and create information. The student is expected to:

- (A) use information technology tools to manage and perform work responsibilities;
- (B) use technology applications to perform workplace tasks;
- (C) prepare complex multimedia publications;
- (D) demonstrate knowledge and use of point-of-sale systems; and
- (E) evaluate Internet resources for information.

(5) The student understands roles within teams, work units, departments, organizations, and the larger environment of the restaurant industry. The student is expected to:

- (A) explain the different types and functions of departments;
- (B) investigate quality-control standards and practices;
- (C) differentiate between various styles of restaurant services such as table, buffet, and fast food;
- (D) illustrate various place settings using proper placement of dining utensils; and
- (E) demonstrate the proper service techniques in food service operations.

(6) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:

- (A) assess workplace conditions with regard to safety and health;
- (B) analyze potential effects caused by common chemicals and hazardous materials;
- (C) demonstrate first aid and cardiopulmonary resuscitation skills;
- (D) apply safety and sanitation standards common to the workplace;
- (E) research sources of food-borne illness and determine ways to prevent them; and
- (F) determine professional attire and personal hygiene for restaurant employees.

(7) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:

- (A) apply team-building skills;
- (B) apply decision-making and problem-solving skills;
- (C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere; and
- (D) participate in community leadership and teamwork opportunities to enhance professional skills.

(8) The student knows and understands the importance of professional ethics and legal responsibilities within the restaurant industry. The student is expected to:

- (A) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions;
- (B) interpret and explain written organizational policies and procedures to help employees perform their jobs; and
- (C) develop guidelines for professional conduct.

(9) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:

- (A) demonstrate a proactive understanding of self-responsibility and self-management;
- (B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities;
- (C) analyze the effects of health and wellness on employee performance;
- (D) implement stress-management techniques; and
- (E) follow directions and procedures independently.

(10) The student develops principles in time management, decision making, effective communication, and prioritizing. The student is expected to:

- (A) apply effective practices for managing time and energy;
- (B) analyze various steps in the career decision-making process; and
- (C) discuss the importance of balancing a career, family, and leisure activities.

(11) The student knows and understands the importance of employability skills. The student is expected to:

- (A) demonstrate skills related to seeking employment in the restaurant industry;
- (B) identify the required training and educational requirements that lead toward an appropriate industry certification; and
- (C) select educational and work history highlights to include in a career portfolio.
(D) update a personal career portfolio;
(E) complete required employment forms such as I-9, work visa, W-4, and licensures to meet employment requirements;
(F) research the local and regional labor workforce market to determine opportunities for advancement;
(G) investigate professional development training opportunities to keep current on relevant trends and information within the industry; and
(H) explore entrepreneurship opportunities.

12) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:

(A) define job-specific technical vocabulary;
(B) analyze customer comments to formulate improvements in services and products and training of staff;
(C) detail ways to achieve high rates of customer satisfaction;
(D) use different types of payment options to facilitate customer payments for services; and
(E) demonstrate technical skills used in producing quality food service.

Source: The provisions of this §122.52 adopted to be effective September 1, 1998, 22 TexReg 5031.
Handy Websites

Texas Restaurant Association – www.restaurantville.com
National Restaurant Association – www.restaurant.org
National Restaurant Association Educational Foundation www.nraef.org
Texas Hotel and Lodging Association - www.texaslodging.com
Hospitality Educators Association of Texas - www.heat-wave.org
Restaurant Owner.com www.restaurantowner.com
Slow Food is the largest food association in the world which is committed to supporting and promoting the world's quality food and beverage patrimony – www.slowfood.com
Nation’s Restaurant News – www.nrn.com
Fun site where chefs can post messages to each other worldwide and attract international responses – www.webfoodpros.com
Chefs Collaborative is a national network of more than 1,000 members of the food community who promote sustainable cuisine by celebrating the joys of local, seasonal, and artisanal cooking – www.chefscollaborative.org
International Association of Culinary Professionals – www.iacp.com
Women Chefs and Restaurateurs – www.womenchefs.org
Center for Advancement of Foodservice Education (CAFÉ) – www.cafemeetingplace.com
The James Beard Foundation, a not-for-profit organization, was founded in 1985 at the suggestion of Julia Child to keep alive the philosophy, ideals, and practices that earned James Beard his reputation as the father of American gastronomy – www.jamesbeard.com
Great site for tons of recipes, and more: www-2.cs.cmu.edu/~mjw/recipes/other-sites.html
The Cook’s Thesaurus is a cooking encyclopedia that covers thousands of ingredients and kitchen tools. Visit this great site at: www.foodsubs.com/
PLATE is a professional culinary journal that is devoted exclusively to delivering innovative, creative ways to profitably menu specific protein categories, visit: www.plateonline.com/
Flavor & the Menu is a great magazine that cost online source for learning more about the role of taste and its importance to the foodservice industry. Just visit www.flavor-online.com/
The Culinary Institute of America’s online resource for culinary and foodservice professionals is: www.prochef.com
Students can learn history of cutlery and how it is made and maintained, courtesy of Canada Cutlery, Inc by visiting: www.canadacutlery.com/product/education_pq2.html
http://www.waitersworld.com/ - Waiters World is the culmination of several years’ focus on the needs of the professional waiter. It offers basic service skills, product knowledge, and taps into the international pool of experienced professional waiters around the world.

Professional Development for Instructors

Foodservice Educators Network international – www.fenj.org
Center for Advancement of Foodservice Education (CAFÉ) – www.cafemeetingplace.com
Texas Restaurant Association Education Foundation – www.restaurantville.com
American Culinary Federation – www.acfchefs.org
Texas Chefs Association – www.texchef.org
# Colleges that offer Culinary or Hotel/Restaurant Management Programs

**Texas**

<table>
<thead>
<tr>
<th>College Name</th>
<th>City, State</th>
<th>Address</th>
<th>Phone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvin Community College</td>
<td>Culinary Arts</td>
<td>3110 Mustang Rd Alvin, TX 77511</td>
<td>(281)756-3949</td>
<td><a href="http://www.alvincollege.edu/">www.alvincollege.edu/</a></td>
</tr>
<tr>
<td>Art Institute of Dallas</td>
<td>Culinary Arts, Restaurant &amp; Catering Management</td>
<td>Two North Park East 8080 Park Lane, #100 Dallas, TX 75231</td>
<td>(469) 587-1252 x. 363</td>
<td><a href="http://www.aid.edu/">www.aid.edu/</a></td>
</tr>
<tr>
<td>Art Institute of Houston</td>
<td>School of Culinary Arts</td>
<td>1900 Yorktown Houston, TX 77056</td>
<td>(713) 623-2040</td>
<td><a href="http://www.artinstitute.edu/houston/">www.artinstitute.edu/houston/</a></td>
</tr>
<tr>
<td>Alain &amp; Marie LeNotre</td>
<td>Culinary Institute in Houston</td>
<td>7070 Allenby Houston, TX 77022-4322</td>
<td>(713) 692-0077</td>
<td><a href="http://culinaryinstitute.edu/">http://culinaryinstitute.edu/</a></td>
</tr>
<tr>
<td>Austin Community College</td>
<td>Culinary Arts, Rest. Mgt., Travel &amp; Tourism, Event Planning</td>
<td>3401 Webberville Road, Austin, TX 78702</td>
<td>(512) 233-5174</td>
<td><a href="http://www.austincc.edu/evc/">www.austincc.edu/evc/</a></td>
</tr>
<tr>
<td>Center for Foods of the Americas</td>
<td>Culinary Arts</td>
<td>312 Pearl Parkway Blvd. #3 San Antonio, TX 78215</td>
<td>(210) 222-1113</td>
<td><a href="http://www.foodsoftheamericas.org">www.foodsoftheamericas.org</a></td>
</tr>
<tr>
<td>Central Texas College</td>
<td>Hospitality Management, Culinary Arts</td>
<td>PO Box 1800 Killeen, TX 76540</td>
<td>(254) 526-7161</td>
<td><a href="http://www.ctcd.edu/">www.ctcd.edu/</a></td>
</tr>
<tr>
<td>Collin County Comm. College</td>
<td>Hotel/Rest Mgt. &amp; Culinary Preston Ridge Campus</td>
<td>9700 Wade Blvd. Frisco, TX 75035</td>
<td>(972) 377-1672</td>
<td><a href="http://www.ccccd.edu/hospitality/">www.ccccd.edu/hospitality/</a></td>
</tr>
<tr>
<td>Culinary Academy of Austin</td>
<td>Culinary Arts</td>
<td>2823 Hancock Drive Austin, TX 78731</td>
<td>(512) 451-5743</td>
<td><a href="http://www.culinaryacademyofaustin.com/">www.culinaryacademyofaustin.com</a></td>
</tr>
<tr>
<td>The Culinary School of Fort Worth</td>
<td>Culinary Arts and Pastry Arts</td>
<td>6100 Camp Bowie Blvd Fort Worth, TX 76116</td>
<td>(817) 737-8427</td>
<td><a href="http://csftw.com">http://csftw.com</a></td>
</tr>
<tr>
<td>Del Mar College</td>
<td>Culinary, Hospitality, Travel Airport at Morgan St. Corpus Christi, TX 78404</td>
<td>(361) 698-1734</td>
<td><a href="http://www.delmar.com">www.delmar.com</a></td>
<td></td>
</tr>
<tr>
<td>El Centro College</td>
<td>Food &amp; Hospitality Services Main at Lamar Dallas, TX 75202</td>
<td>(214) 860-2217</td>
<td><a href="http://www.elcentrocollege.edu/">www.elcentrocollege.edu</a></td>
<td></td>
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<tr>
<td>El Paso Community College</td>
<td>Hospitality Travel Services</td>
<td>PO Box 20500 El Paso, TX 79995</td>
<td>(915) 831-2217</td>
<td><a href="http://www.epcc.edu/">www.epcc.edu</a></td>
</tr>
<tr>
<td>Galveston College</td>
<td>Foodservice Management &amp; Culinary Arts</td>
<td>4015 Ave Q Galveston, TX 77550</td>
<td>(409) 944-1230</td>
<td><a href="http://www.gc.edu/gc/">www.gc.edu/gc/</a></td>
</tr>
<tr>
<td>Houston Community College Central</td>
<td>Restaurant Management &amp; Culinary Arts</td>
<td>1300 Holman Houston, TX 77004</td>
<td>(713) 718-6000</td>
<td><a href="http://www.hccs.cc.tx.us">www.hccs.cc.tx.us</a></td>
</tr>
<tr>
<td>Lamar University—Beaumont</td>
<td>Culinary Arts / Rest. Mgt. Under family consumer sciences 4400 Martin Luther King Jr. Parkway Beaumont, TX 77710</td>
<td>(409) 880-8663</td>
<td><a href="http://www.lamar.edu/">www.lamar.edu</a></td>
<td></td>
</tr>
<tr>
<td>Le Cordon Bleu Institute of Culinary Arts Dallas</td>
<td>Dallas</td>
<td>11830 Webb Chapel Rd # 1200 Dallas, TX 75234</td>
<td>(214) 647-8500</td>
<td><a href="http://www.chefs.edu">www.chefs.edu</a></td>
</tr>
<tr>
<td>Northeast Texas Community College</td>
<td>Culinary Arts &amp; Hospitality</td>
<td>2886 FM 1735 Chapel Hill Road Mount Pleasant, TX 75456</td>
<td>(903) 856-7000</td>
<td><a href="http://www.ntcc.edu/index.php">www.ntcc.edu/index.php</a></td>
</tr>
<tr>
<td>Northwood University</td>
<td>Hotel, Restaurant Management</td>
<td>Farm Road 1382 Cedar Hill, TX 75104</td>
<td>(972) 273-3000</td>
<td><a href="http://www.northwood.edu">www.northwood.edu</a></td>
</tr>
<tr>
<td>Odessa College</td>
<td>Culinary Arts/Chef Training</td>
<td>201 W University Odessa, TX 79764</td>
<td>(432) 335-6400</td>
<td><a href="http://www.odesa.edu">www.odesa.edu</a></td>
</tr>
<tr>
<td>Remington College—Dallas</td>
<td>1800 Eastgate Drive Garland, TX 75041-5513</td>
<td>(972) 686-7878</td>
<td><a href="http://www.remingtoncollege.com/dallas">www.remingtoncollege.com/dallas</a></td>
<td></td>
</tr>
<tr>
<td>San Jacinto College/North Campus</td>
<td>Culinary &amp; Rest. Mgt.</td>
<td>5800 Uvalde Houston, TX 77049</td>
<td>(713) 458-4050</td>
<td><a href="http://www.sjcd.cc.tx.us">www.sjcd.cc.tx.us</a></td>
</tr>
<tr>
<td>San Jacinto College</td>
<td>Central Campus Restaurant Mgmt &amp; Chef's Training</td>
<td>8060 Spencer Highway P. O. Box 2007 Pasadena, TX 77501</td>
<td>(281)476-1501</td>
<td><a href="http://www.sjcd.cc.tx.us">www.sjcd.cc.tx.us</a></td>
</tr>
<tr>
<td>South Texas Community College</td>
<td>Culinary Arts/Chef Training</td>
<td>3201 W Pecan McAllen, TX 78501</td>
<td>(956) 618-8311</td>
<td><a href="http://www.southtexascollege.edu">www.southtexascollege.edu</a></td>
</tr>
<tr>
<td>St. Philip's College</td>
<td>Hospitality Operations</td>
<td>1801 Martin Luther King Dr. San Antonio, TX 78203</td>
<td>(210) 531-3315</td>
<td><a href="http://www.accd.edu/spc">www.accd.edu/spc</a></td>
</tr>
<tr>
<td>Stephen F. Austin State Univ.</td>
<td>Hospitality Administration</td>
<td>Box 13014, SFA Station Nacogdoches, TX 75962</td>
<td>(936) 468-2011</td>
<td><a href="http://www.sfasu.edu/hms">www.sfasu.edu/hms</a></td>
</tr>
<tr>
<td>Texas State Technical College—Waco</td>
<td>Foodservice/Culinary Arts</td>
<td>3801 Campus Dr. Waco, TX 76705</td>
<td>254/867-4868</td>
<td><a href="http://www.tstc.edu/">www.tstc.edu/</a></td>
</tr>
<tr>
<td>Texas State Technical College West Texas</td>
<td>Culinary Arts</td>
<td>650 East Highway 80 Abilene, TX 79601</td>
<td>(325) 672-7091</td>
<td><a href="http://www.tstc.edu/">www.tstc.edu/</a></td>
</tr>
<tr>
<td>Texas Woman's University</td>
<td>Institutional Administration</td>
<td>Department of Nutrition &amp; Food Svc PO Box 24134, TWU Station Denton, TX 76204</td>
<td>(940) 656-2000</td>
<td><a href="http://www.twu.edu">www.twu.edu</a></td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>Restaurant, Hotel and Institutional Mgt.</td>
<td>PO Box 41162 Lubbock, TX 79409</td>
<td>(806)742-3068</td>
<td><a href="http://www.hs.ttu.edu">www.hs.ttu.edu</a></td>
</tr>
<tr>
<td>University of Houston</td>
<td>Conrad N Hilton College of Hotel &amp; Restaurant Management</td>
<td>4800 Calhoun St. Houston, TX 77204</td>
<td>(713) 743-2600</td>
<td><a href="http://www.hrm.uh.edu">www.hrm.uh.edu</a></td>
</tr>
<tr>
<td>University of North Texas</td>
<td>Hotel &amp; Restaurant Management School of Human Resources Mgt.</td>
<td>PO Box 5248 Denton, TX 76203</td>
<td>(940) 565-2000</td>
<td><a href="http://www.unt.edu">www.unt.edu</a></td>
</tr>
<tr>
<td>Wiley College</td>
<td>Hotel &amp; Restaurant Management</td>
<td>711 Wiley Avenue Marshall, TX 75670</td>
<td>(903) 658-6889</td>
<td><a href="http://www.wiley.edu">www.wiley.edu</a></td>
</tr>
</tbody>
</table>
Careers in Foodservice

Foodservice is a growing business, and is expected to grow larger every year. There is a great need for qualified, knowledgeable, hardworking individuals to fill these jobs.

The opportunities in the industry are vast due to its size. Careers range from entry-level to upper-level management; from servers to executive chefs and managers; from students who have not yet finished high school or college, to those with masters or doctorate degrees.

Let’s take a look at some of these jobs available in foodservice:

**Entry-level jobs that can lead to advancement**
- Assistant manager
- Baker
- Cashier
- Cook
- Counter worker
- Dishwasher
- Driver
- Maintenance worker
- Server

**Positions at or near the top, which can be found in restaurants, health care, foodservice establishment headquarters, manufacturers or distributor offices:**
- Assistant manager
- Catering manager
- Corporate trainer
- Dietician
- Executive chef
- Food and beverage director
- Food production manager
- Foodservice manager
- Menu planner
- Merchandising supervisor
- Personnel director
- Recipe developer
- Sommelier

**Jobs that require some experience or certification, with on-the-job training usually provided:**
- Baker
- Banquet Chef
- Bartender
- Cashier
- Chef de Partie
- Dining room manager
- Meat cutter
- Pastry chef

**Positions often found at corporate headquarters of large foodservice chains:**
- Accountant/Financial Analyst/MIS
- Director of development/real estate
- Director of distribution/purchasing
- Director of franchising
- Director of management information systems
- Director of operations
- Director of personnel/human resources
- Executives
- Marketing department staff
- Public relations
- Quality control experts

**Other professions affiliated with the foodservice industry include:**
- Architects
- Builders
- Computer experts
- Consultants
- Dietary managers
- Event Planners/Caterers
- Instructors of culinary and foodservice subjects
- Interior designers
- Kitchen designers
- Lawyers
- Lobbyists
- Manufacturers of products, equipment and distribution server to foodservice operations
- Nutritionists
- Real estate professionals
- Tax experts
- Trainers

What will life be like in foodservice?

Of course, the answer to that depends on what the individual makes of it and how quickly he/she is willing to progress to obtain the job he or she desires.

Foodservice is an industry that will enable individuals to be creative and use their talents.

Students don’t have to be in direct contact with food to have a career in the restaurant industry. The following are some examples of other jobs found in foodservice.

It offers the opportunity to meet people every day, be on a fast career track and receive on-the-job training. Many jobs will offer flexibility and accommodate many lifestyles.