

Triumph Gulf Coast, Inc.



DISTRICT SCHOOLS

Culinary Arts



Culinary Arts

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- Attachment 1: Management’s Discussion and Analysis
- Attachment 2: Curriculum Frameworks
- Attachment 3: Approval and Authority Document
- Attachment 4: Restaurant & Event Management Pathway Suggested Equipment List



Port St. Joe Jr.-Sr. High School Culinary Arts Center and Electives Suite

Applicant Information

Applicant: Gulf District Schools (no co-applicants)

Applicant Information:

- Public School System
 - Governed by an elected five-member board
 - Superintendent: Jim Norton
- Federal Employer Identification Number: 59-6000626
- Primary Contact: Lori Price, Assistant Superintendent for Instruction
 150 Middle School Road
 Port St. Joe, Florida 32456
 Phone: 850.229.6940
 Fax: 850.227.1999
 eMail: lprice@gulf.k12.fl.us
 Website: www.gulfcoschools.com
- Comprised of two Pre-K through 6 Title I elementary schools & two 7-12 high schools
- Current Enrollment: 1953
- 2018 School Grades:
 - Port St. Joe Elementary: C
 - Port St. Joe Jr.-Sr. High School: B
 - Wewahitchka Elementary School: B
 - Wewahitchka High School: B

District Grade History

2018	B	2014	C
2017	B	2013	C
2016	B	2012	B
2015	B	2011	A

Participating School Information:

- Master School Identification Number: 0061
- Port St. Joe Jr.-Sr. High School
 - Principal: Joshua Dailey
 - Assistant Principal: Alicia Godwin
 - 100 Shark Drive
 - Port St. Joe, Florida 32456
 - Phone: 850.229.8251
 - Fax: 850.227.1803
 - Website: PSJHS.com
- Current Enrollment: 506

Demographic Breakdown of Students
(Source: most recent School Public Accountability Report)

White	38.7	78.0	74.1
Black or African American	22.3	12.8	14.5
Hispanic/Latino	32.4	4.0	4.8
Asian	2.7	0.2	0
Native American or Other Pacific Islander	0.2	0.1	*
American Indian or Alaska Native	0.3	0.2	*
Two or More Races	3.4	34.6	5.7
Disabled	13.4	17.5	12.8
Economically Disadvantaged	58.8	60.5	49.3
ELL	13.4	0.7	*
Migrant	0.5	0.2	0
Female	48.7	49.1	46.9
Male	51.4	50.9	53.1

Student Performance Data

(Source: most recent School Public Accountability Report and 2018 School Grade Report)

Graduation Rate	80.7	81.5	86.0
High School Dropout Rate	4.0	4.5	3.2
College Going	75	60	67
Percent of Scoring Satisfactory or Above/ELA	51	50	56
Percent of Scoring Satisfactory or Above/Math	64	62	63
Percent of Scoring Satisfactory or Above/Science	55	50	64

School Grade History

Year	Grade	Year	Grade
2018	B	2014	B
2017	B	2013	A
2016	B	2012	A
2015	A	2011	A

Professional Qualifications of Teachers (Source: most recent School Public Accountability Report)

	State %	District %	Local %
Bachelor's Degree	67.0	76.3	71.4
Master's Degree	30.9	22.9	29.6
Specialist Degree	1.0	0.8	0
Doctorate	1.1	0	0
Teaching In-Field	91.7	95.4	97.6
Teaching Out-of-Field	8.3	4.6	2.4

- Total Amount Requested: \$300,000
- Applicant has not applied for this proposed project in the past.
 - Pre-Application Number: 147

Gulf District Schools is in sound financial status. Management's Discussion and Analysis report is attached (See Attachment 1). The applicant has not filed for bankruptcy in the last ten (10) years.

Eligibility

1. Eligibility is based on the proposed program's preparation of students for future occupations and careers at a 7-12 institution with a campus in the disproportionately affected county of Gulf. The program increases students' skills and knowledge; encourages industry certifications; strengthens career readiness initiatives; and teaches transferable, sustainable workforce skills that are not confined to a single employer.

2. Project Title: Port St. Joe High School Culinary Arts

Project Description: Funds made available through Triumph Gulf Coast, Inc. will be used to renovate and equip an existing classroom space to create a full-service commercial kitchen, as well as a dining area, and point of sale location. The commercial kitchen will include all commercial appliances as recommended by Gulf Coast State College Culinary Program Director, Steve Withall and will meet specifications set forth by the Florida Department of Health/Gulf County. The class will also feature an instructional space to include a teacher demonstration area

equipped with and overhead projector system so that students can easily view demonstrations. This facility will be instrumental in students achieving industry certification in culinary arts. This project will demand extensive renovation. The retrofitting needed will include electrical, plumbing, A/C, and minor structural modifications which will encumber the largest percentage of funds.

In addition to producing graduates with skills that secure employment within the area, the project will provide additional opportunities as well. The program will act as a stepping stone to those students who choose to further their education at the collegiate level in the culinary arts, as well as those who may have interest in fields related to hotel and restaurant management and business. Other students may benefit from the program as it increases opportunities for part-time employment needed to supplement post-secondary education costs.

The classrooms selected for this project once housed a home economics program and lend themselves well for the intended purpose, but will require extensive retrofitting. The retrofit would include updated wiring and plumbing to accommodate necessary commercial appliances.

According to the Florida Department of Education CTE Curriculum Framework (see Attachment 2), the culinary arts program would offer a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills.

In addition to the four courses under Culinary Arts, the facility could be used for the following related courses and industry certifications:

Middle School Courses

- Exploring Hospitality and Tourism Careers
- Exploring Hospitality and Tourism Careers and Career Planning
- Fundamentals of Culinary Careers
- Fundamentals of Culinary Careers and Career Planning
- Orientation to Career Clusters

Secondary Courses/Programs

- Culinary and Hospitality Specialties
- Hospitality and Tourism
- Introduction to Nutrition
- Nutrition and Wellness
- Principles of Food Preparation

Project Location:

Port St. Joe Jr.-Sr. High School
100 Shark Drive
Port St. Joe, Florida 32456

Proposed Timeline:

September 2018: Submit application to Triumph board
Teacher begins certification process
January 2019: Begin retrofit of building (contingent upon receipt of funding)
Spring 2019: Students register for upcoming classes
Curriculum purchased
Appliances purchased
August 2019: Classes begin
May 2019: First cohort of students obtain industry certification
August 2019: Program expanded in second year to include monthly restaurant nights and catering gigs

Disproportionately Affected County: Gulf

3. Transformational Effect

Northwest Florida FORWARD is a thirteen-county regional strategic initiative that focuses on promoting economic growth and vitality. This project shares in its mission and goals.

The proposed project will promote a transformational affect by:

- Allowing students to develop assets and skills and become a workforce for growing area businesses
- Establishes an employer-driven workforce training initiative
- Expanding work-based learning and career exploration opportunities for students
- Developing employability skills to reduce employment barriers
- Strengthening the area's economy through enticing new businesses to the area and supporting the expansion of existing businesses
- Encouraging entrepreneurship and innovations which promote future economic growth
- Creating an area appeal to both residents and visitors and entice a new generation of talented and creative individuals and companies

4. Viability Data:

The objective of the program is to increase the output of transferable skills in order to increase economic benefits to the area. The program will have an impact locally and will create a return on investment in both human capital and in increased educational opportunities. Viability will be demonstrated by the following data:

- Student enrollment
- Industry certifications earned
- Graduation rate

- Graduate placement in a related business and/or continuance in post-secondary program

5. Long-Term Measures of Impact

Long-term impact will be measured by comparing the demand for related occupations, employment rates, and educational attainment rates for the county. It is anticipated that the proposed project will have a positive impact on these indicators.

6. Sustainability

A number of factors contribute to the sustainability of the proposed project whose implementation is in direct response to identified needs within the community. Gulf District School has a proven infrastructure and the capacity to sustain the proposed plan. The maintenance, staffing, and utilities will be assumed by the district. The financial management procedures will be consistent with the policies and procedures of the district and in compliance with Florida Department of Education (FDOE) regulations. FDOE student enrollment funding ensures long-term sustainability. Schools are funded through the Florida Education Finance Program (FEFP) and external sources such as grants and entitlements. However, there will be continued efforts to obtain additional funding through business partnerships and grant opportunities in an effort to enhance the program.

In addition, the program will contribute to its own financial viability through industry certifications, monthly restaurant nights in which the public may select from a planned menu, and catering gigs for local events such as family reunions and awards programs.

7. Measurement deliverables will include:

- Number of students earning industry certification
- Number of students completing 3 of the courses in the career pathway and qualify for a Bright Futures CTE scholarship
- Graduation rate
- Number of graduates finding employment in related field or furthering their studies in the field

Priorities

1. The proposed project will meet the following priorities:

- Increase household income in the disproportionately affected county of Gulf above the national average household income.
- Leverage or further enhance key regional assets, including educational institutions, research facilities, and military bases.

2. The proposed project meets the priorities listed above by:

- The proposed training program will lead to entry-level positions in the field that are above the minimum wages and to occupation on the high demand list developed by the Florida Department of Economic Opportunity

- The proposed program will serve as a foundation for related post-secondary majors resulting in higher salaries and increased income potential
 - The proposed project leverages collaborative relationships with community and business partners as well as economic development leaders and initiatives assuring high-quality outcomes
 - The district is able to gather data on the well-defined outcome measures.
3. The proposed project meets the discretionary priorities identified by the Board by:
- The proposed project is aligned with a regional objective to enhance CTE opportunities and its unique nature is unduplicated by any other area high school
 - The project would result in a workforce pool available beyond the district and throughout the region
 - Gulf District schools possesses the organizational ability to efficiently and effectively implement the proposed project
4. The proposed project will be located in the disproportionately affected county of Gulf.
5. & 6. This proposed project was not on a list of proposed projects and programs submitted to Triumph Gulf Coast, Inc. by any of the other disproportionately affected counties as a project and program located within its county and has not been recommended by any other county's Board of County Commissioners.

Approvals and Authority

1. If awarded grant funds based on this proposal, approval must be obtained from the Gulf County School Board prior to executing an agreement with Triumph Gulf Coast, Inc.
2. The Gulf County School board may hold special meetings as needed and is scheduled to meet on the following dates:
 - Tuesday, September 11, 2018
 - Tuesday, October 2, 2018
 - Thursday, October 8, 2018
 - Tuesday, November 20, 2018
 - Tuesday, December 4, 2018 (tentative)
 - Tuesday, January 8, 2019 (tentative)
 - Tuesday, February 5, 2019 (tentative)
3. Timeline & Milestones: See Proposed Timeline on page 7.
4. The undersigned, Lori Price, Assistant Superintendent for Instruction, has been given all necessary authority to execute this proposal on behalf of the applying entity, Gulf County School Board. (See Attachment 3)

Funding and Budget

1. \$300,000 is being sought for retrofit of facility and initial expense. Once program is established it will become self-sustaining and continue indefinitely.
2. The requested amount represents 85% of the total project cost.
3. Types and number of jobs and expected wage (Source: Bureau of Labor and Statistics):

Job Title	Number of Jobs	Hourly Wage	Annual Wage	Total Annual Cost
Chefs and Head Cooks	1.041	\$24.57	\$25.97	\$54,030
First-Line Supervisors	7.466	\$26.40	\$18.12	\$37,680
Cooks, Institutions & Cafeteria	1.518	\$12.53	\$13.02	\$27,090
Cooks, Restaurant	12.528	\$12.47	\$12.97	\$26,980
Food Preparation Workers	7.427	\$10.76	\$11.33	\$23,560

4. The potential award would supplement, but not supplant existing funding.

5. Project Budget

A. Project Costs:

Instructor salary/benefit for five years (contributed by Gulf District Schools)	\$260,000
Retrofit of plumbing	\$50,000
Additional lift station	\$18,000
Exhaust	\$15,000
Retrofit of electrical	\$50,000
AC/Mechanical	\$15,000
Flooring	\$20,000
Cabinetry	\$20,000
Tankless water heater	\$5,000
Engineering consultant	\$8,000
Curriculum Level 1 & 2 (student and teacher)	\$20,300
Certification exams	\$12,500
Professional development	\$7,500
Teacher Resource	\$5,000
Commercial-Grade appliances/large equipment	\$37,200
Safety/Sanitizing equipment	\$5,000
Baking equipment	\$1,000
Serving equipment	\$1,600
Smallwares	\$8,000

Chef Coats
Total Project Costs:

\$900
\$560,000

B. Other Project Funding Sources:

Gulf District Schools' contributions to this project total approximately \$260,000 for five years (\$52,000 the first year and each subsequent year) and is in the form of instructor salary and benefits.

Total Amount Requested: \$300,000

C. Budget Narrative

The applicant understands and acknowledges:

- By statute, the award contract must include provisions requiring a performance report on the contracted activities, must account for the proper use of funds provided under the contract, must include provisions for recovery of awards in the event the award was based upon fraudulent information or the awardee is not meeting the requirements of the award.
- That the applicant must regularly report to Triumph Gulf Coast, Inc. the expenditure of funds and the status of the project on a schedule determined by Triumph Gulf Coast, Inc.
- That the applicant will make books and records and other financial data available to Triumph Gulf Coast, Inc. as necessary to measure and confirm performance metrics and deliverables.
- That Triumph Gulf Coast, Inc. reserves the right to request additional information from the applicant concerning the proposed project.

ADDENDUM FOR WORKFORCE TRAINING PROPOSAL

1. Program Requirements

- A. This proposal supports a program that prepares students for future occupations and careers at K-12 institution at a campus located in the disproportionately affected county of Gulf. That campus is Port St. Joe Jr.-Sr. High School located at 100 Shark Drive, Port St. Joe, Florida.
- B. The proposed program will:
- Encourage industry certifications
 - Strengthen career readiness initiatives

Efforts to improve the economy of the area are reliant upon the workforce available in that area. The proposed career and technical education program can be instrumental in creating that workforce. Economic development leaders encourage new companies to bring employment opportunities to the communities. It is of vital importance that training opportunities are provided to the local workforce if economic progress to occur. Offering industry certifications at the high school level will result in graduates prepared to become a viable part of the area's workforce.

- C. This proposed program will provide participants in the disproportionately affected county of Gulf with transferable, sustainable workforce skills, but will not confine them to a single employer. Curriculum and instruction will emphasize broad, transferable skills and stress the understanding of all aspects of the industry. It will incorporate elements of the industry such as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community concerns, as well as health, safety and environmental issues. It provides technical skill proficiency, and includes competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.
- D. The Proposed program will operate in the disproportionately affected county of Gulf.
- E. This program will increase the output of transferable skills thus increasing economic benefits to the area. It will have a direct impact on Gulf County and will create a return on investment in both human capital and in increased educational opportunities. The program will be inherently viable as it is fully integrated into the organizational structure of the schools in the district. That viability will be seen in graduate placement in a related business and/or continuance in post-secondary program. Long-term impact will be measured by comparing the demand for related occupations, employment rates, and educational attainment rates for the county. It is anticipated that the proposed project will have a positive impact on these indicators.

2. Additional Information

- A. The proposed project is not an expansion of an existing training program.
- B. Training will be delivered by certified instructors in a classroom setting and features a large hands-on field component.
- C. Anticipated enrollment for the first year will be 75-80 students. Enrollment for subsequent years will be 125-140 students.
- D. This proposal provides for the retrofit of the facility and initial set-up and permits the implementation of a culinary arts program which will become self-sustaining and remain viable for an extended period.
- E. Several factors contribute to the sustainability of the proposed project whose implementation is in direct response to identified needs within the community. Gulf District School has a proven infrastructure and the capacity to sustain the proposed plan. The maintenance, staffing, and utilities will be assumed by the district. The financial management procedures will be consistent with the policies and procedures of the district and in compliance with Florida Department of Education (FDOE) regulations. FDOE student enrollment funding ensures long-term sustainability. Schools are funded through the Florida Education Finance Program (FEFP) and external sources such as grants and entitlements. However, there will be continued efforts to obtain additional funding through business partnerships and grant opportunities in an effort to enhance the program.

In addition, the program will contribute to its own financial viability through industry certifications, monthly restaurant nights in which the public may select from a planned menu, and catering gigs for local events such as family reunions and awards programs.

F. Certifications:

- Culinary Arts 1
- Culinary Arts 2
- Culinary Arts 3
- Culinary Arts 4

(See comprehensive list on page 6.)

Eighty percent of students enrolled are expected to obtain industry certification:

- Year 1: 60+
- Subsequent Years: 100+

G. Gulf District Schools' contributions to this project total approximately \$260,000 for five years (\$52,000 the first year and each subsequent year) and is in the form of instructor salary and benefits

Attachment 1: Management's Discussion and Analysis

GULF DISTRICT SCHOOL BOARD

MANAGEMENT'S DISCUSSION AND ANALYSIS

The management of the Gulf County District School Board has prepared the following discussion and analysis to (a) assist the reader in focusing on significant financial issues; (b) provide an overview and analysis of the District's financial activities; (c) identify changes in the District's financial position; (d) identify material deviations from the approved budget; and (e) highlight significant issues in individual funds.

The information contained in the Management's Discussion and Analysis (MD&A) is intended to highlight significant transactions, events, and conditions and should be considered in conjunction with the District's financial statements and notes to financial statements.

FINANCIAL HIGHLIGHTS

Key financial highlights for the 2016-17 fiscal year are as follows:

- The District's net position decreased by \$23,958.92 as a result of normal activity.
- The General Fund (the primary operating fund) in the fund financial statements reflects revenues and other financing sources that exceeded expenditures and other financing uses by \$840,075. This may be compared to last fiscal year's results in which General Fund revenues and other financing sources exceeded expenditures and other financing uses by \$391,782.
- General revenues in the government-wide statements account for \$20,241,657 of total revenues. Program specific revenues in the form of charges for services, grants, or contributions account for \$1,154,341 of total revenues.
- The District has \$21,419,957 in expenses, including \$1,154,341 that are offset by program specific charges for services, grants, or contributions. General revenues, primarily from ad valorem taxes and the Florida Education Finance Program (FEFP), provided resources for the remaining programs.

OVERVIEW OF FINANCIAL STATEMENTS

The basic financial statements consist of three components: (1) government-wide financial statements; (2) fund financial statements; and (3) notes to financial statements. This report also includes supplementary information intended to furnish additional details to support the basic financial statements.

Government-wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the District's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net position and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the District presented on the accrual basis of accounting. The statement of net position provides information about the District's financial position, its assets, deferred outflows of resources, liabilities, and deferred inflows of resources, using an economic resources measurement focus. Assets plus deferred outflows of resources, less liabilities and deferred inflows of resources equals net position, which is a measure of the District's

financial health. The statement of activities presents information about the change in the District's net position, the results of operations, during the fiscal year.

All of the District's activities and services are reported in the government-wide financial statements as governmental activities. The District's governmental activities include its education programs: basic, vocational, adult, and exceptional education. Support functions such as transportation and administration are also included. Local taxes and the State's education finance program provide most of the resources that support these activities.

Over a period of time, changes in the District's net position are an indication of an improving or deteriorating financial condition. This information should be evaluated in conjunction with nonfinancial factors, such as changes in the District's property tax base and student enrollment.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements and prudent fiscal management. Certain funds are established by law while others are created by legal agreements, such as bond covenants. Fund financial statements provide more detailed information about the District's financial activities, focusing on its most significant or "major" funds rather than fund types. This is in contrast to the entitywide perspective contained in the government-wide statements. All of the District's funds may be classified within one of the broad categories discussed below.

Governmental Funds: Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund financial statements to provide information on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the District's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental funds and governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the District's most significant funds. The District's major fund is the General Fund and the Special Revenue Fund - Other. Data from the other governmental funds are combined into a single, aggregated presentation.

The District adopts an annual appropriated budget for its governmental funds. A budgetary comparison schedule has been provided for the General Fund and the Special Revenue Fund - Other to demonstrate compliance with the budget.

Fiduciary Funds: Fiduciary funds are used to report assets held in a trustee or fiduciary capacity for the benefit of external parties, such as student activity funds. Fiduciary funds are not reflected in the government-wide statements because the resources are not available to support the District's own programs. In its fiduciary capacity, the District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes.

The District uses private-purpose trust funds to account for scholarship funds established by private donors, and uses agency funds to account for resources held for student activities and groups.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

Other Information

In addition to the basic financial statements and accompanying notes, this report also presents required supplementary information (RSI) concerning the District's progress in funding its obligation to provide other postemployment benefits to its employees, and other RSI relating to pension reporting.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

This section is used to present condensed financial information from the government-wide statements that compares the current fiscal year to the prior fiscal year.

Net position over time may serve as a useful indicator of a government's financial position. The following is a summary of the District's net position as of June 30, 2017, compared to net position as of June 30, 2016:

Net Position, End of Year

	Governmental Activities	
	<u>6-30-17</u>	<u>6-30-16</u>
Current and Other Assets	\$ 2,770,765.97	\$ 2,104,404.14
Capital Assets	15,158,833.29	15,343,913.67
Total Assets	<u>17,929,599.26</u>	<u>17,448,317.81</u>
Deferred Outflows of Resources	<u>4,482,741.45</u>	<u>2,050,387.00</u>
Long-Term Liabilities	14,091,841.18	9,946,209.69
Other Liabilities	118,441.94	185,775.21
Total Liabilities	<u>14,210,283.12</u>	<u>10,131,984.90</u>
Deferred Inflows of Resources	<u>408,954.58</u>	<u>1,357,512.00</u>
Net Position:		
Net Investment in Capital Assets	15,040,833.29	15,135,913.69
Restricted	448,621.89	364,811.21
Unrestricted Deficit	<u>(7,696,352.17)</u>	<u>(7,491,516.97)</u>
Total Net Position	<u>\$ 7,793,103.01</u>	<u>\$ 8,009,207.93</u>

The largest portion of the District's net position is investment in capital assets (e.g., land; buildings; furniture, fixtures, and equipment; improvements other than buildings; and motor vehicles), less any related debt still outstanding. The District uses these capital assets to provide services to students; consequently, these assets are not available for future spending.

The restricted portion of the District's net position represents resources that are subject to external restrictions on how they may be used. The unrestricted net position deficit of \$7,696,352.17 is primarily the result of reporting employer's proportionate share of the defined benefit pension plans offered by the State of Florida. The District's portion of these pension plans for the Florida Retirement System (FRS) and Health Insurance Subsidy (HIS) pension liabilities were \$7,042,691 and \$3,869,969, respectively, at June 30, 2017.

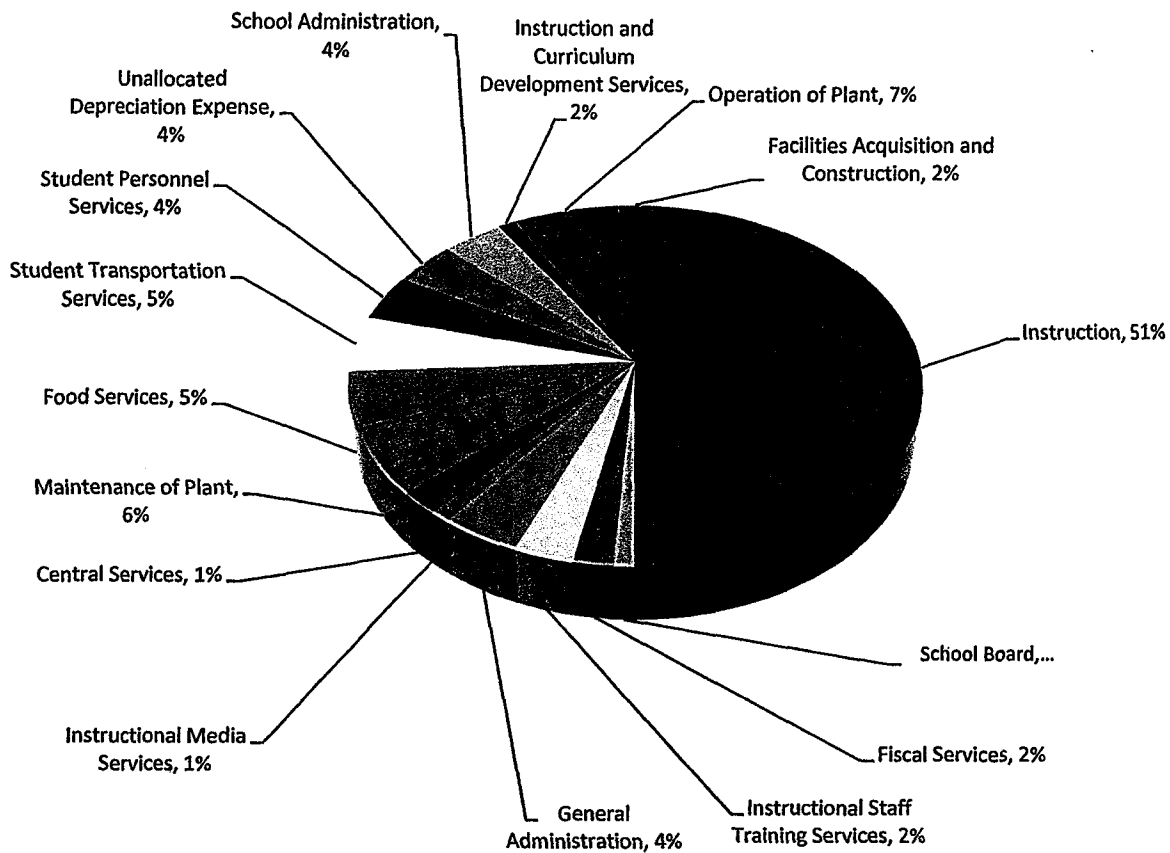
The key elements of the changes in the District's net position for the fiscal years ended June 30, 2017, and June 30, 2016, are as follows:

Operating Results for the Fiscal Year Ended

	Governmental Activities	
	6-30-17	6-30-16
Program Revenues:		
Charges for Services	\$ 313,239.46	\$ 334,551.35
Operating Grants and Contributions	606,825.06	597,009.32
Capital Grants and Contributions	234,276.17	178,455.16
General Revenues:		
Property Taxes, Levied for Operational Purposes	9,877,339.61	9,885,633.70
Property Taxes, Levied for Capital Projects	1,047,364.58	820,563.39
Grants and Contributions Not Restricted to Specific Programs	8,417,653.15	7,620,689.47
Unrestricted Investment Earnings	25,434.92	10,827.79
Miscellaneous	873,865.10	399,132.61
Total Revenues	21,395,998.05	19,846,862.79
Functions/Program Expenses:		
Instruction	10,884,700.06	9,532,166.43
Student Personnel Services	1,069,332.80	873,714.77
Instructional Media Services	281,931.72	261,052.85
Instruction and Curriculum Development Services	492,116.12	360,661.53
Instructional Staff Training Services	435,216.81	408,425.78
Instructional-Related Technology Board	46,309.81	40,014.15
General Administration	208,040.94	209,599.29
School Administration	796,492.16	773,035.16
School Administration	918,449.29	858,216.28
Facilities Acquisition and Construction	294,557.89	310,854.32
Fiscal Services	294,557.89	310,854.32
Food Services	366,100.05	332,855.05
Central Services	947,707.12	960,041.14
Central Services	208,720.60	187,870.62
Student Transportation Services	1,092,039.57	1,013,921.36
Operation of Plant	1,386,770.89	1,373,712.43
Maintenance of Plant	1,334,481.03	1,095,911.29
Administrative Technology Services	73,341.87	65,791.07
Unallocated Interest on Long-Term Debt	14,476.70	22,915.72
Unallocated Depreciation Expense	761,317.54	771,922.54
Total Functions/Program Expenses	21,612,102.97	19,452,681.78
Change in Net Position	(216,104.92)	394,181.01
Net Position, Beginning of Year	8,009,207.93	7,615,026.92
Net Position - Ending	\$ 7,793,103.01	\$ 8,009,207.93

Revenues from local sources for current operations are primarily received through property taxes. The increase in property taxes is related to the increase in the underlying property values within the county.

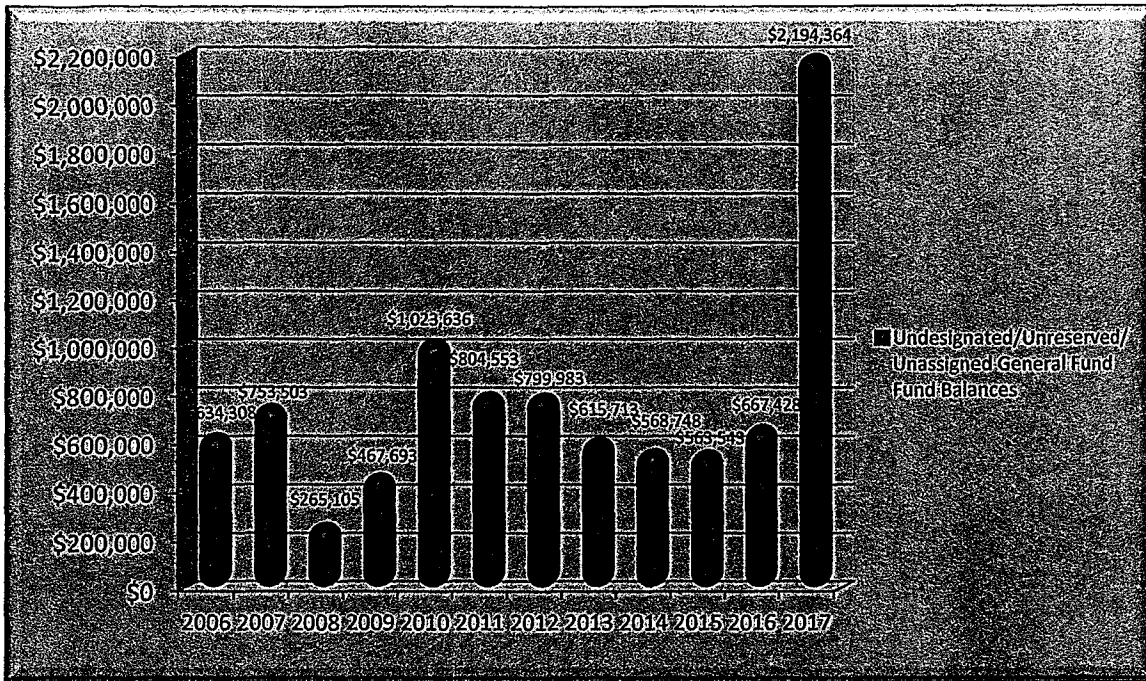
Instruction expenses represent 51 percent of total governmental expenses in the 2016-17 fiscal year. The following graph depicts the distribution of expenses of the District as a whole.



FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

This section provides an analysis of the fund balances of the District's major fund.

- Governmental Funds.** The Board has established a provision, in its strategic plan, to provide for an undesignated fund balance at fiscal year-end of 5 percent of FEFP funding. For comparison purposes, unassigned fund balance, implemented by GASB Statement No. 54, is essentially equivalent to the unreserved, undesignated fund balance classification required before GASB Statement No. 54. The following graph shows the undesignated, unreserved/unassigned fund balance of the General Fund from the 2005-06 through 2016-17 fiscal years. The increase from the 2008-09 fiscal year to the 2009-10 fiscal year was due to the District levying a voted school tax for operating purposes of 1 mill, which was extended through the 2016-17 fiscal year. The decrease in the 2010-11 to 2014-15 fiscal years occurred from lower tax revenues due to lower assessed property values. The District is currently experiencing an increase due to property value increases.



The General Fund total fund balance increased \$840,075.10 to \$2,506,872.22 at June 30, 2017. General Fund revenues totaled \$17,218,406.81, which was an increase from the prior fiscal year. The increase in revenue is mainly due to the increase in local property taxes resulting from rising property values. General Fund expenditures totaled \$17,527,993.18. The primary reason for the increase in fund balance was due to the sale of Highland View Elementary.

GENERAL FUND BUDGETARY HIGHLIGHTS

All budget variances for the General Fund were considered normal budget fluctuations.

CAPITAL ASSETS AND LONG-TERM DEBT

Capital Assets

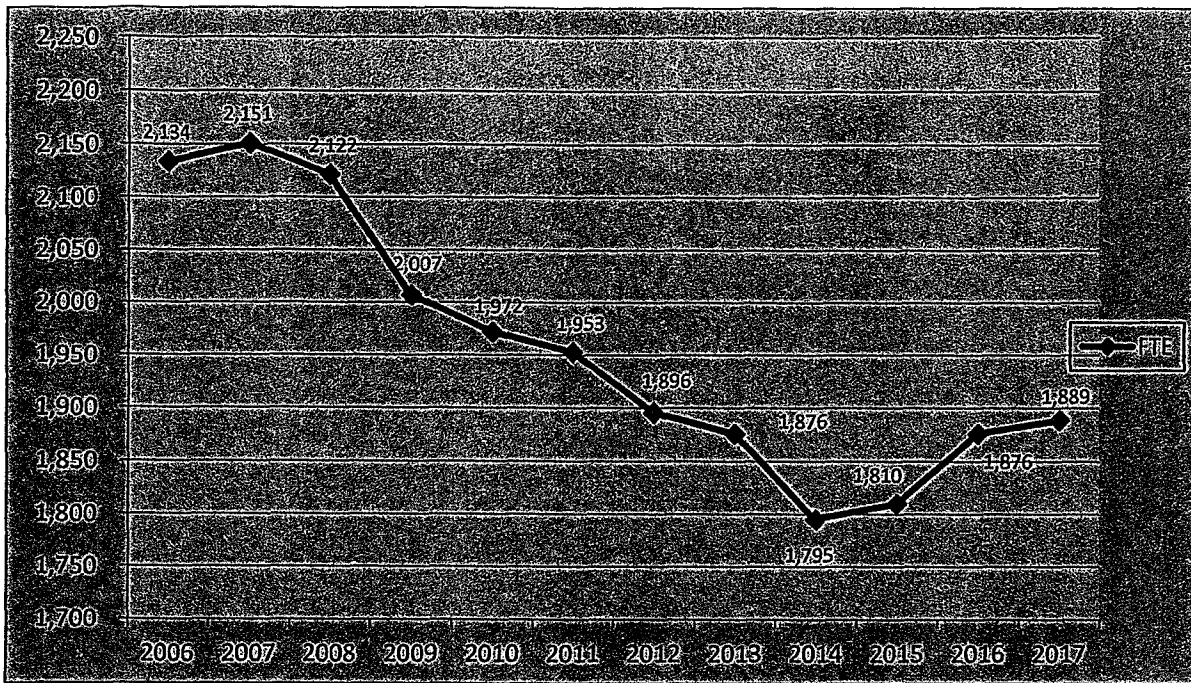
There were no major capital asset projects during the year. Additional information on the District's capital assets can be found in Note III.C. to the financial statements.

Long-Term Debt

There were no issuance or refunding of debt during the fiscal year. Additional information on the District's long-term debt can be found in Note III.H. to the financial statements.

OTHER MATTERS OF SIGNIFICANCE

Student Enrollment and Funding. Revenues from State sources comprise a significant sources of total available resources of the District. Revenues from State sources for current operations are primarily from the FERP administered by the Florida Department of Education (FDOE) under the provisions of Section 1011.62, Florida Statutes. In accordance with this law, the District determines and reports the number of full-time equivalent (FTE) students and related data to the FDOE. As shown in the following chart, the District experienced an increase in FTE during the 2016-17 fiscal year.



REQUESTS FOR INFORMATION

This report is designed to provide citizens, taxpayers, customers, investors, and creditors with a general overview of the Gulf County District School Board's finances and to demonstrate compliance and accountability for its resources. Questions concerning information provided in the MD&A or other required supplementary information, and financial statements and notes thereto, or requests for additional financial information should be addressed to the Director of Finance, Gulf County District School Board, 150 Middle School Road, Port St. Joe, Florida, 32456.

Attachment 2: Curriculum Frameworks

Florida Department of Education
Curriculum Framework

Program Title: Culinary Arts
Program Type: Career Preparatory
Career Cluster: Hospitality & Tourism

Secondary – Career Preparatory

Program Number	8800500
CIP Number	0420040210
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	FAM CON SCI CULINARY 7 G
CTSO	FCCLA SkillsUSA
SOC Codes (all applicable)	35-2021 – Food Preparation Workers 35-3021 – Combined Food Preparation and Serving Workers, Including Fast Food 35-2014 – Cooks, Restaurant 11-9051 – Food Service Managers
CTE Program Resources	http://www.fdoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

The content includes but is not limited to all aspects of preparation, presentation, and serving of food; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8800510	Culinary Arts 1	1 credit	35-2021	2	VO
B	8800520	Culinary Arts 2	1 credit	35-3021	2	PA
C	8800530	Culinary Arts 3	1 credit	35-2014	3	PA
D	8800540	Culinary Arts 4	1 credit	11-9051	3	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science Honors	Physical Science	Physics 1
8800510	6/87 7%	5/80 6%	29/83 35%	3/69 4%	26/67 39%	2/70 3%	5/69 7%	27/82 33%	6/66 9%	26/74 35%	4/72 6%
8800520	8/87 9%	2/80 3%	27/83 33%	4/69 6%	24/67 36%	3/70 4%	3/69 4%	26/82 32%	8/66 8%	27/74 36%	3/72 4%
8800530	26/87 30%	28/80 35%	5/83 6%	29/69 42%	5/67 7%	25/70 36%	26/69 38%	7/82 9%	23/66 35%	7/74 9%	27/72 38%
8800540	27/87 31%	22/80 28%	3/83 4%	23/69 33%	#	23/70 33%	25/69 36%	2/82 2%	19/66 29%	1/74 1%	22/72 31%

** Alignment pending review # Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8800510	24/67 36%	14/75 19%	20/54 37%	16/46 35%	16/45 36%	**	**
8800520	17/67 25%	8/75 11%	17/54 31%	12/46 26%	12/45 27%	**	**

8800530	11/67 16%	20/75 27%	8/54 15%	**	14/45 31%	14/45 31%
8800540	13/67 19%	22/75 29%	8/54 15%	**	10/45 22%	10/45 22%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Regulated Programs

It is strongly recommended that teachers obtain employee food handler training certification (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html>) as well as food safety manager training/certification (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html>).

Information on Department of Health rules that affect culinary programs is available at <https://www.flrules.org/gateway/chapterhome.asp?chapter=64E-11>.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Culinary Arts.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Culinary Arts.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Culinary Arts.
- 04.0 Identify career and employment opportunities.
- 05.0 Demonstrate and incorporate workplace safety procedures.
- 06.0 Demonstrate personal productivity.
- 07.0 Utilize operational systems.
- 08.0 Use and care for commercial tools and equipment.
- 09.0 Describe the principles of basic food science.
- 10.0 Demonstrate how to read, follow, and prepare recipes.
- 11.0 Describe the basic principles of nutrition.
- 12.0 Exhibit the ability to follow state mandated guidelines for food service.
- 13.0 Identify and explain front-of-the-house and back-of-the-house duties
- 14.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards.
- 15.0 Exhibit and utilize safe, secure, and sanitary work procedures.
- 16.0 Apply principles of food science in cooking and baking techniques.
- 17.0 Apply principles of nutrition in menu planning, cooking, and baking.
- 18.0 Perform front-of-the-house duties.
- 19.0 Perform back-of-the-house and inventory duties.
- 20.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Culinary Arts.
- 21.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Culinary Arts.
- 22.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary Arts.
- 23.0 Research career and advancement opportunities in professional cooking and baking.
- 24.0 Follow food identification, selection, and purchasing, receiving, storing, and inventory guidelines.
- 25.0 Practice advanced cooking and baking techniques.
- 26.0 Apply scientific principles in cooking and baking.
- 27.0 Prepare and present food products to meet creativity aspects as well as quality standards.
- 28.0 Demonstrate management skills.
- 29.0 Comply with laws and regulations specific to the food service and hospitality industry.
- 30.0 Develop a business plan.
- 31.0 Create and prepare menus for various nutritional needs.
- 32.0 Utilize cost-control techniques to maximize profitability.
- 33.0 Interpret and incorporate guidelines and policies for food service establishments.
- 34.0 Compare and analyze the relationship of nutrition to wellness.
- 35.0 Create and prepare menus for customers on special diets.

36.0 Compare and analyze menus of food establishments.

Florida Department of Education
Student Performance Standards

Course Title: Culinary Arts 1
Course Number: 8800510
Course Credit: 1

Course Description:

This course covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Culinary Arts.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	
01.02.3	Analyze the author's purpose in providing an explanation, describing a	

Correlation to CTE Program Standard #

Florida Standards

procedure, or discussing an experiment in a text, defining the question the author seeks to address.

LAFS.910.RST.2.6

01.03 Integration of Knowledge and Ideas

01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LAFS.910.RST.3.7

01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

LAFS.910.RST.3.8

01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

LAFS.910.RST.3.9

01.04 Range of Reading and Level of Text Complexity

01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.

LAFS.910.RST.4.10

02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Culinary Arts.

02.01 Text Types and Purposes

02.01.1 Write arguments focused on discipline-specific content.

LAFS.910.WHST.1.1

02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

LAFS.910.WHST.1.2

02.02 Production and Distribution of Writing

02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.4

02.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Florida Standards

Correlation to CTE Program Standard #

02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	LAFS.910.WHST.2.5
02.03	Research to Build and Present Knowledge	LAFS.910.WHST.2.6
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Culinary Arts.	
03.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
03.04	Model with mathematics.	MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06	Attend to precision.	

Florida Standards		Correlation to CTE Program Standard #
03.07	Look for and make use of structure.	MAFS.K12.MP.6.1
03.08	Look for and express regularity in repeated reasoning.	MAFS.K12.MP.7.1 MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	Regulatory Compliance
04.0	Identify career and employment opportunities. – The student will be able to:			
04.01	Discuss history and trends of the food service industry.	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6 LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		
04.02	Identify occupations in the food service and hospitality industry and their impact on the economy.	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6; LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		
04.03	Identify levels of training required for food service and hospitality occupations.	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6 LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		
04.04	Identify professional organizations related to hospitality/food service.	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6 LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		
05.0	Demonstrate and incorporate workplace safety procedures. – The student will be able to:			
05.01	Follow standard procedures for physical hazard control.	LAFS.910.RI.2.4	SC.912.N.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSSS-Sci	Regulatory Compliance
05.02 Identify and utilize first-aid procedures for accidents and injuries common to the food service industry.	LAFS.910.RI.2.4	SC.912.N.1.1	
05.03 Follow the standards for infectious disease control.	LAFS.910.RI.2.4	SC.912.L.14.52; SC.912.L.14.6	
05.04 Identify and apply sanitary procedures in maintaining the facility including proper waste disposal methods and recycling.	LAFS.910.RI.2.4	SC.912.L.14.52; SC.912.L.14.6	
05.05 Maintain an MSDS (Material Safety Data Sheet) for each product and keep in a three ring binder in the kitchen area.	LAFS.910.RI.2.4; LAFS.910.W.3.8	SC.912.N.1.1	
05.06 Explain the Right to Know Law as recorded in (29 CFR-1910.1200) – OSHA Law.	LAFS.910.RI.1.1; LAFS.910.SL.1.1		
05.07 Demonstrate and utilize safety procedures related to prevention of slips, falls, burns, and fire; proper lifting and chemical use.	LAFS.910.SL.2.4; LAFS.910.SL.2.6	SC.912.N.1.1	
05.08 Demonstrate and utilize proper personal hygiene and personal health precautions (hand washing; use of gloves; grooming; proper hair restraints, closed-toe shoes, aprons, uniforms).	LAFS.910.SL.2.4; LAFS.910.SL.2.6	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	
05.09 Demonstrate proper food handling techniques (thermometer use; thawing methods; internal cooking temperatures) utilizing current industry safety and sanitation procedures for the agency having jurisdiction.	MAFS.912.G-MG.1.1 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.N-Q.1.2 LAFS.910.SL.2.4; LAFS.910.SL.2.6 LAFS.910.SL.2.4; LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	
05.10 Identify the HACCP (Hazard Analysis Critical Control Point) procedure during all food handling processes.		SC.912.N.1.1	
06.0 Demonstrate personal productivity. – The student will be able to:			
06.01 Identify and exhibit employability skills (punctuality, dependability, appropriate appearance.)	LAFS.910.SL.2.6		
06.02 Identify and exhibit work ethics and integrity (employee theft and consequences)	LAFS.910.RI.1.2; LAFS.910.RI.2.4		
06.03 Maintain positive personal relationships including acceptance of constructive criticism.	LAFS.910.SL.1.1; LAFS.910.SL.2.6		
06.04 Develop and demonstrate personal and professional etiquette.	LAFS.910.SL.1.1; LAFS.910.SL.2.6		
06.05 Demonstrate the ability to function as a team member in a diverse environment.	LAFS.910.SL.1.1; LAFS.910.SL.2.6		
06.06 Explain the importance of a portfolio.	LAFS.910.SL.1.1; LAFS.910.SL.2.6		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
06.07 Create a resume'.	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6		
06.08 Identify procedures and documents required when applying for employment.	LAFS.910.RI.1.1		
07.0 Utilize operational systems. – The student will be able to:			
07.01 Identify elements of a successful organized food service operation in relation to time, energy, money, and space and customer service (role of management; importance of labor costs/food costs; use of computers).	MAFS.912.A-CED.1.3; MAFS.912.A-CED.1.4; MAFS.912.A-SSE.1.1	SC.912.N.4.2	
07.02 Identify and follow local and state rules, regulations, and laws relative to area of operation.	LAFS.910.RI.1.2; LAFS.910.RI.2.4		
07.03 Identify and utilize security procedures necessary to prevent liability and loss.	LAFS.910.RI.1.2; LAFS.910.RI.2.4	SC.912.N.4.2	
07.04 Describe current computerized systems for purchasing and inventory control.	LAFS.910.SL.1.1		
08.0 Use and care for commercial tools and equipment. – The student will be able to:			
08.01 Identify commercial tools and equipment.	LAFS.910.SL.1.1	SC.912.N.1.1	
08.02 Demonstrate mastery of standard weights and measures used in the food service industry.	MAFS.912.G-MG.1.1; MAFS.912.G-MG.1.2; MAFS.912.G-MG.1.3; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.3		
08.03 Use and maintain commercial tools.	LAFS.910.SL.2.4	SC.912.N.1.1	
08.04 Use and maintain commercial equipment.	LAFS.910.SL.2.4	SC.912.N.1.1	
09.0 Describe the principles of basic food science. – The student will be able to:			
09.01 Explain how taste and aroma combine to give foods their flavors.	LAFS.910.SL.1.1	SC.912.L.14.21; SC.912.L.14.50	
09.02 List physical, psychological, cultural, and environmental influences on food likes and dislikes.	LAFS.910.W.1.2; LAFS.910.W.2.4; LAFS.910.W.2.5;		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
09.03 Compare and analyze reasons for evaluating food products subjectively and objectively.	LAFS.910.W.2.6		
10.0 Demonstrate how to read, follow, and prepare recipes. – The student will be able to:	LAFS.910.RI.3.8	SC.912.N.1.1	
10.01 Demonstrate an understanding of the purpose of standardized recipes.	LAFS.910.RI.1.2; LAFS.910.RI.2.4		
10.02 Define mise en place and the relationship of organizational skills to productivity in the workplace.	LAFS.910.RI.1.2; LAFS.910.RI.2.4		
10.03 Use, follow, prepare and plate standardized recipes creatively.	MAFS.912.A-APR.4.6; MAFS.912.F-IF.3.9; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.3 LAFS.910.RI.1.2; LAFS.910.RI.2.4; LAFS.910.SL.2.4		
10.04 Define portion size and recipe yield.	MAFS.912.A-APR.4.6; MAFS.912.F-IF.3.9; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.3 LAFS.910.SL.2.4		
10.05 Identify herbs, spices, oils, and vinegars and their appropriate use in preparing food products that exhibit and enhance creativity, taste, and appearance.	LAFS.910.SL.2.4; LAFS.910.W.1.2		
11.0 Describe the basic principles of nutrition. – The student will be able to:			
11.01 List the essential nutrients and their functions.	LAFS.910.W.1.2	SC.912.L.18.1	
11.02 Interpret food labels.	LAFS.910.RI.2.4		
11.03 Identify different dietary needs.	LAFS.910.SL.1.2		
11.04 Explain your district's wellness policy.	LAFS.910.SL.1.1; LAFS.910.SL.1.2		
11.05 Relate nutrition to health and wellness.	LAFS.910.SL.1.1; LAFS.910.SL.1.2	SC.912.L.18.1	
11.06 Apply knowledge in creating menus that utilize nutritional principles.	LAFS.910.W.3.7; LAFS.910.W.3.8;		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci	Regulatory Compliance
	LAFS.910.W.3.9		

Florida Department of Education
Student Performance Standards

Course Title: Culinary Arts 2
Course Number: 8800520
Course Credit: 1

Course Description:

In this course students will learn state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Culinary Arts.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	LAFS.910.RST.1.1
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	LAFS.910.RST.1.2
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	LAFS.910.RST.1.3
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	LAFS.910.RST.2.4
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	LAFS.910.RST.2.5
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards

Correlation to CTE Program Standard #

	the author seeks to address.	LAFS.910.RST.2.6
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	LAFS.910.RST.3.7
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	LAFS.910.RST.3.8
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	LAFS.910.RST.3.9
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	LAFS.910.RST.4.10
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Culinary Arts.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content.	LAFS.910.WHST.1.1
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	LAFS.910.WHST.1.2
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	LAFS.910.WHST.2.4
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	LAFS.910.WHST.2.5

Florida Standards	Correlation to CTE Program Standard #
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9
02.04	Range of Writing
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Culinary Arts.
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1
03.04	Model with mathematics. MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1
03.06	Attend to precision. MAFS.K12.MP.6.1

Florida Standards		Correlation to CTE Program Standard #
03.07	Look for and make use of structure.	MAFS.K12.MP.7.1
03.08	Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	Regulatory Compliance
12.0	Exhibit the ability to follow state mandated guidelines for food service. – The student will be able to:			64E-11.001
12.01	Demonstrate and utilize proper techniques for lifting, receiving, and storing food supplies.	LAFS.910.SL.1.1; LAFS.910.SL.1.2;	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	
12.02	Demonstrate and utilize proper techniques for transporting, cooking and holding food (proper ways to cool/reheat food; holding temperatures).	LAFS.910.SL.1.1; LAFS.910.SL.1.2	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1; SC.912.P.10.4	
12.03	Demonstrate and utilize proper cleaning, sanitizing, and disinfecting techniques (cleaning vs. sanitizing; storing cleaning supplies; proper procedures for cleaning equipment).	LAFS.910.SL.1.1; LAFS.910.SL.1.2	SC.912.L.14.52; SC.912.L.14.6; SC.912.N.1.1	
12.04	Demonstrate and utilize proper pest control procedures.	LAFS.910.SL.1.1; LAFS.910.SL.1.2		
12.05	Classify all causes of food borne illnesses (e.g., biological, physical and chemical).	LAFS.910.SL.1.2; LAFS.910.W.1.2	SC.912.L.14.52; SC.912.L.14.6	
12.06	Describe symptoms of food borne illness and how it can be prevented.	LAFS.910.SL.1.2; LAFS.910.W.1.2	SC.912.L.14.52; SC.912.L.14.6	
12.07	Describe cross contamination and incorporate strategies to prevent this from occurring.	LAFS.910.SL.1.2; LAFS.910.W.1.2	SC.912.L.14.52; SC.912.L.14.6	
12.08	Research top allergens and how to control allergy cross-contamination.	LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9		
12.09	Use acquired knowledge to obtain Employee Food Handler Training Certificate that is valid in Florida (http://www.myfloridalicense.com/cbpr/hr/food-lodging/employee-training.html)	LAFS.910.SL.2.4	SC.912.L.14.52; SC.912.L.14.6; SC.912.P.10.4	509.049, F.S. 61C-4.023, F.A.C

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
13.0 Identify and explain front-of-the house and back of the house duties. – The student will be able to:			
13.01 Identify, demonstrate, and utilize fundamentals of customer service and addressing difficult customers.	LAFS.910.RI.2.4; LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6		
13.02 Identify and explain techniques of front-of-the-house and back-of-the-house responsibilities including but not limited to dining room setup, greeting, order-taking, serving, clearing, check presentation, bussing, and cashiering.	LAFS.910.RI.2.4; LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6		
13.03 Identify and describe types of meal services.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.W.1.2		
13.04 Describe the types of work stations in the commercial kitchen.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.W.1.2		
13.05 Identify, explain and illustrate basic knife cuts and skills.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.W.1.2;	SC.912.N.1.1	
13.06 Explain common cooking methods (roasting, baking, broiling, sautéing, frying, deep-frying, braising, and steaming).	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.W.1.2	SC.912.P.10.4; SC.912.P.8.2	
13.07 Define common baking terms and identify common baking ingredients.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.W.1.2		
14.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards. – The student will be able to:			
14.01 Explain the role of the five senses in cooking, presenting, and eating food.	LAFS.910.SL.2.4	SC.912.L.14.50	
14.02 Describe how the five basic tastes (salty, sweet, sour, bitter and savory/Umami) can affect the appeal of food.	LAFS.910.SL.2.4; LAFS.910.W.1.2	SC.912.L.14.50	
14.03 Explain how color, texture, temperature, and balance affect the visual appeal of plated food.	LAFS.910.SL.2.4		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
14.04 Demonstrate platter presentation principles, effective platter layout, and techniques for enhancing food presentation.	LAFS.910.SL.2.4		
14.05 Recognize standards of quality as well as prepare and creatively present: bake station items; pantry station items; fry station items; cold station items; hot station items; beverage items.	LAFS.910.SL.2.4		
15.0 Exhibit and utilize safe, secure, and sanitary work procedures. – The student will be able to:			
15.01 Follow federal, state, and local sanitation and safety codes.	LAFS.910.RI.2.4; LAFS.910.SL.2.4; LAFS.910.W.1.2	SC.912.N.1.1	
16.0 Apply principles of food science in cooking and baking techniques. – The student will be able to:			
16.01 Identify food products that are a result of fermentation.	LAFS.910.SL.2.4	SC.912.L.18.6; SC.912.P.8.2	
16.02 Identify and explain the various leavening agents used in baking.	LAFS.910.SL.2.4	SC.912.L.18.11; SC.912.L.18.6; SC.912.P.8.2	
16.03 Explain the leavening process in baking.	LAFS.910.SL.2.4	SC.912.L.18.11; SC.912.L.18.6; SC.912.P.8.2	
16.04 Identify and explain the principles of thickening agents used in food preparation.	LAFS.910.SL.2.4	SC.912.L.18.11; SC.912.L.18.6; SC.912.P.8.2	
16.05 Distinguish between and demonstrate the physical properties of thickening agents.	LAFS.910.SL.2.4	SC.912.L.18.11; SC.912.L.18.12; SC.912.L.18.6; SC.912.P.8.2	
16.06 Identify the differences between a permanent and temporary emulsion.	LAFS.910.SL.2.4	SC.912.P.8.2	
16.07 Explain the role of pH in food preservation and baking applications.	LAFS.910.SL.2.4	SC.912.P.8.11; SC.912.P.8.2;	
16.08 Distinguish between the characteristics of acids and bases.	LAFS.910.SL.2.4	SC.912.P.8.11 SC.912.P.8.2;	
16.09 Demonstrate and analyze the different functions of sugar in food preparation.	LAFS.910.SL.2.4	SC.912.L.18.2	

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci	Regulatory Compliance
16.10 Demonstrate and analyze the difference between moist, dry, and combination cooking methods.	LAFS.910.SL.2.4	SC.912.L.18.12; SC.912.P.8.2; SC.912.P.10.4;	
16.11 Apply basic principles of the chemistry of protein to cooking eggs, dairy, and meat products.	LAFS.910.SL.2.4	SC.912.L.18.12; SC.912.P.8.2; SC.912.L.18.4 SC.912.P.8.11; SC.912.P.10.4	
16.12 Apply basic principles of the chemistry of food preparation to fruits and vegetables.	LAFS.910.SL.2.4	SC.912.L.18.2; SC.912.P.8.11; SC.912.P.8.2; SC.912.P.10.4	
16.13 List categories of lipids (fats and oils) based on physical state and dietary sources.	LAFS.910.SL.2.4; LAFS.910.W.1.2	SC.912.L.18.3; SC.912.P.8.2	
16.14 Examine the functions of lipids (fats and oils) in food preparation.	LAFS.910.SL.2.4	SC.912.L.18.3; SC.912.P.8.2	
16.15 Analyze the nutritional impact of lipids (fats and oils) in the diet.	LAFS.910.SL.2.4	SC.912.L.18.3; SC.912.P.8.2	
17.0 Apply principles of nutrition in menu planning, cooking, and baking. – The student will be able to:			
17.01 Interpret and create menus to meet current dietary guidelines and nutritional requirements of individuals with special needs.	LAFS.910.SL.2.4; LAFS.910.W.1.2;		
17.02 Apply the new MyPlate food guide to analyze diets to include special needs www.choosemyplate.gov .	LAFS.910.RI.1.1		
18.0 Perform front-of-the-house duties. – The student will be able to:			
18.01 Recognize the needs of diverse populations.	LAFS.910.SL.2.4	SC.912.L.17.1	
18.02 Perform duties to meet the needs of the customer (greeting guests; escorting to tables and presenting menus; handling guests with special needs; transporting and serving meals; loading and carrying trays; etc.)	LAFS.910.SL.2.4		
18.03 Handle customer complaints.	LAFS.910.SL.2.4		
18.04 Use merchandising techniques.	LAFS.910.SL.2.4		
18.05 Analyze industry trends.	LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.3		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci	Regulatory Compliance
19.0 Perform back-of-the-house and inventory duties. – The student will be able to:			
19.01 Receive, store, and issue supplies.	LAFS.910.W.1.2	SC.912.N.1.1	
19.02 Practice environmentally sound procedures.	LAFS.910.SL.1.2	SC.912.L.17.17; SC.912.N.1.1;	
19.03 Demonstrate and follow operational procedures between the front-of-the-house and back-of-the-house.	LAFS.910.SL.2.4	SC.912.N.1.1	
19.04 Demonstrate efficient time and motion techniques.	LAFS.910.SL.2.4	SC.912.N.1.1	
19.05 Coordinate responsibilities with those of other workstations.	LAFS.910.SL.1.1	SC.912.N.1.1	
19.06 Select appropriate tools and equipment for specific tasks.	LAFS.910.SL.2.4		

Florida Department of Education
Student Performance Standards

Course Title: Culinary Arts 3
Course Number: 8800530
Course Credit: 1

Course Description:

In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry. Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida.

Florida Standards		Correlation to CTE Program Standard #
20.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Culinary Arts.	
20.01	Key Ideas and Details	
20.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
20.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
20.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
20.02	Craft and Structure	
20.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. LAFS.1112.RST.2.4	
20.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
20.02.3	Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>	LAFS.1112.RST.2.6
<p>20.03 Integration of Knowledge and Ideas 20.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	LAFS.1112.RST.3.7
<p>20.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>	LAFS.1112.RST.3.8
<p>20.03.3 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	LAFS.1112.RST.3.9
<p>20.04 Range of Reading and Level of Text Complexity 20.04.1 By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 20.04.2 By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	LAFS.1112.RST.4.10
<p>21.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Culinary Arts.</p>	
<p>21.01 Text Types and Purposes 21.01.1 Write arguments focused on discipline-specific content.</p>	LAFS.1112.WHST.1.1
<p>21.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	LAFS.1112.WHST.1.2
<p>21.02 Production and Distribution of Writing 21.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 21.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>	LAFS.1112.WHST.2.4

Florida Standards

Correlation to CTE Program Standard #

	significant for a specific purpose and audience.	
21.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	LAFS.1112.WHST.2.5
		LAFS.1112.WHST.2.6
21.03	Research to Build and Present Knowledge	
21.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
21.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	LAFS.1112.WHST.3.7
21.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	LAFS.1112.WHST.3.8
21.04	Range of Writing	LAFS.1112.WHST.3.9
21.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LAFS.1112.WHST.4.10
22.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Culinary Arts.	
22.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
22.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
22.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
22.04	Model with mathematics.	MAFS.K12.MP.4.1
22.05	Use appropriate tools strategically.	MAFS.K12.MP.5.1

Florida Standards **Correlation to CTE Program Standard #**

22.06 Attend to precision.	MAFS.K12.MP.6.1
22.07 Look for and make use of structure.	MAFS.K12.MP.7.1
22.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
23.0 Research college and career advancement opportunities in professional cooking and baking. – The student will be able to:			
23.01 Describe the elements of a job search as it relates to advancement opportunities.	LAFS.1112.W.1.2 LAFS.1112.W.3.8		
23.02 Develop a personal career plan.	LAFS.1112.W.2.4 LAFS.1112.W.2.5 LAFS.1112.W.2.6		
23.03 Demonstrate an understanding of entrepreneurship and the economic impact of food and hospitality enterprises on the industry.	LAFS.1112.W.3.7		
23.04 Explain the benefits of membership in professional associations, including student organizations.	LAFS.1112.SL.1.1		
24.0 Follow food identification, selection, purchasing, receiving, storing, and inventory guidelines. – The student will be able to:			
24.01 Identify basic food items.	LAFS.1112.SL.1.1		
24.02 Select basic food items according to standard qualities.	LAFS.1112.SL.1.1		
24.03 Practice portion control and utilize costing procedures.	LAFS.1112.SL.1.2; LAFS.1112.SL.2.4; LAFS.1112.W.1.2		
25.0 Practice advanced cooking and baking techniques. – The student will be able to:	MAFS.912.A-APR.4.6; MAFS.912.F-IF.3.9; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.3;		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
25.01 Recognize standards of quality as well as prepare and creatively present: advanced bake station items; advanced pantry station items; advanced fry station items; and advanced hot station items.	LAFS.1112.SL.2.4		
26.0 Apply scientific principles in cooking and baking. – The student will be able to:			
26.01 Identify the physical and chemical changes in foods that result from the application of heat or cold.	LAFS.1112.SL.1.1	SC.912.P.8.2; SC.912.P.10.4	
26.02 Identify the effect of various levels of moisture on food.	LAFS.1112.SL.1.1	SC.912.L.18.12	
27.0 Prepare and present food products to meet creativity aspects as well as quality standards. – The student will be able to:			
27.01 Develop artistic talents in the creation of centerpieces from a variety of mediums (cooked sugar, chocolate, marzipan, and fruits and vegetables).	LAFS.1112.SL.1.2; LAFS.1112.SL.2.5		
27.02 Prepare and creatively present: appetizers; salads; vegetables; fruits; pasta/rice/cereals; soups/stocks/sauces/gravies; meats; poultry; fish/shellfish; yeast breads; pies and pastries; cakes and icing; specialty desserts; breakfast foods; quick breads; sandwiches; hors d'oeuvres; garnishes; edible centerpieces.	LAFS.1112.SL.2.4; LAFS.1112.SL.2.6		
28.0 Demonstrate management skills. – The student will be able to:			
28.01 Identify characteristics of an effective manager.	LAFS.1112.SL.1.1		
28.02 Examine management skills.	LAFS.1112.SL.1.1		
28.03 Demonstrate effective communication skills.	LAFS.1112.SL.1.1		
28.04 Use positive reinforcement techniques to increase productivity.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4		
29.0 Comply with laws and regulations specific to the food service and hospitality industry. – The student will be able to:			
29.01 Identify food service and hospitality laws and regulations to include OSHA and the Americans with Disabilities Act (ADA).	LAFS.1112.RI.1.3; LAFS.1112.RI.3.7; LAFS.1112.SL.1.1	SC.912.N.1.1	

Attachment 3 : Approval and Authority Document

Danny Little
District 1

Brooke Wooten
District 2

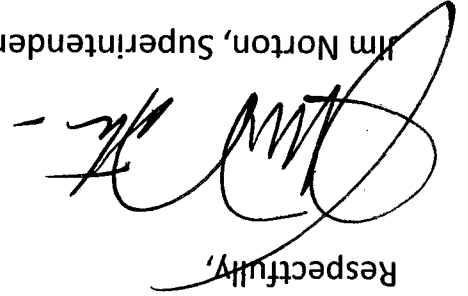
Cindy Belin
District 3

Billy C. Quinn, Jr.
District 4

John W. Wright
District 5

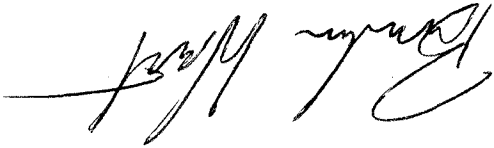
www.gulfr12.fl.us

Jim Norton, Superintendent



Respectfully,

Brooke Wooten, Board Chair



This is to verify that Lori Price, Assistant Superintendent for Instruction for Gulf District Schools has been awarded all necessary authority to execute proposals on behalf of Gulf District Schools to Triumph Gulf Coast, Inc. and may apply for funding for proposed projects and programs to benefits the students throughout the district. Your consideration of those proposals is greatly appreciated.

To Whom It May Concern:

July 31, 2018

JIM NORTON
SUPERINTENDENT



150 Middle School Road
Port St. Joe, FL 32456
850-229-8256 • 850-639-2871
Fax: 850-229-6089

**Attachment 4: Restaurant & Event Management Pathway
Suggested Equipment List**

Restaurant & Event Management Pathway Suggested Equipment List for Culinary Labs

(Recommendations are based off the assumption that your classroom has 4-6 lab stations with 3-4 students per station)

Large Equipment	Good	Best	Comments
3 Compartment Sink	1	2	2 compartment sink & bus tub would be an option for the traditional kitchen. The first sink bin would be used to wash the second to rinse and the bus tub to sanitize.
Vegetable prep Sink	1 Designated Sink		
Handwashing Sink	1 Designated Sink	Follow Food Code	
Dishwasher	Undercounter Mounted	Single-Tank or Conveyor	Commercial grade is best for both an undercounter mounted or single-tank machine
Range	1 per lab	4-6 burner commercial grade is best	
Oven	Conventional Oven	Convection/Combination	
Grill (also called flat top or griddle)	Removable unit on top of Range	Permanent on Range Top	
Fryer	Countertop Fryer	Deep Basket Fryer	A fryer is included on this list so that students will be exposed to the equipment used in industry.
Microwave	Non-Commercial	Commercial	
Refrigerator (outside thermometers best)	1-2 Reach-In Units	Walk-In Cooler/Freezer	
Freezer (outside thermometers best)	1-2 Reach-In Units	Walk-In Freezer	
Food Processor	Non-Commercial	Commercial Brand	
Blender	Non-Commercial	Commercial Brand	
Table Top Mixer	Non-Commercial	Commercial	
Garbage Disposal	Non-Commercial	Commercial	5 qt. or larger is recommended
Stainless Steel Work Tables	2-4 (or countertops)	4 or more	Countertops need to be made from a smooth surface to allow for easy cleaning and sanitizing. Stainless steel work tables are recommended for durability and industry standards. Tables can also be moved to allow for multiple classroom configurations and uses.
Spring and/or Digital Scales			
Wire Shelving (3' by 6' Equipment Rack)	2 shelves or pantry	2 or more	Industry standard is to air dry all equipment. Wire shelving allows for air drying. If equipment is stored in a pantry student will have to towel dry items. Some newly renovated schools have wire shelving in a locked storage area. This makes ingredients and equipment accessible for labs and provides a secure area to minimize theft and safety controls.
Sanitizer & Wash Buckets	1 per classroom	1 per station	Most students are taught to clean their work station. Industry standard is to wash, rinse, and

			sanitize all work surfaces. By having this in your classroom you are teaching a basic industry standard to students.
Ingredient Bin (flour and sugar bin)	Stationary Bin/Container	Mobil Bin	All containers used to store food should be in a closed/sealed container.
Can Opener	Manual Opener	Counter Mounted Manual	

	Good	Best	Comments
Smallwares (Utensils & Small Equipment)			
Measuring Cups (sets)	1-2 sets per lab	3-4 sets per lab	
Measuring Spoons (sets)	1-2 sets per lab	3-4 sets per lab	
Liquid/Volume Measuring Cups	1-2 sets per lab	3-4 sets per lab	
Thermometers	Bimetallic Stemmed	Digital (Thermocouple)	Recommend 1-2 per lab
Cutting Board	Synthetic or Hard Wood	Synthetic or Hard Wood	
8" Chef Knife	2-3 per lab	1 Per Student	Strongly encourage 1 per student. Most basic knife cuts are performed with a chef knife. If each student does not have this tool the lab demonstration will be difficult to complete.
6" Boning Knife	1-2 per lab	1 Per Student	
3" Paring Knife	2-3 per lab	1 Per Student	Strongly encourage 1 per student. This is the second most commonly used knife.
7" Utility Knife	1-2 per lab	1 Per Student	
Butcher Steel/Knife Sharpener	1 per lab	2 per lab	
Knife Storage	determined by instructor	Knife storage is recommended to extend the life of the equipment.	
Vegetable Peeler	1-2 per lab	1 Per Student	
Graters (handheld or box)	1 per lab	2 per lab	
Sieves/Sifters	1 per lab	2-3 per lab	Different sizes are available. Would recommend a variety of sizes for each lab.
Colanders	1 per lab	1 per lab	Could have less quantity if central equipment storage is used. Need could also vary by size of colander (large vs. small).
Stainless Bowls (set)	1 set per lab	2 or more sets per lab	Need could vary by lab usage/products
Wire Whisk (6" to 8")	2 per lab	3 or more per lab	
Scoops (flour, sugar, ice)	1 per container		Need will vary depending on number of items stored in containers. Also want to consider the risk of cross contamination. (Example: one for flour, one for sugar, one for ice)
Ladles	2 per lab	3 or more per lab	Many sizes available. Would recommend purchasing two 2 oz and two 4 oz per lab. If your program will be offering catering would also

			recommend larger ladles for the serving of soup and 1 oz ladle for salad dressing.
Serving Spoons/Solid	2 per lab		3 or more per lab
Serving Spoons/Slotted	2 per lab		3 or more per lab
Serving Spoons/Perforated	2 per lab		3 or more per lab
Heat Resistant Rubber Scrapers	2 per lab		3 or more per lab
Off Set Spatulas/Turner	2 per lab		3 or more per lab
Tongs (6" or 9")	2 per lab		3 or more per lab
Pots - 1 quart (some with lid)	1 per lab		2 or more per lab
			<i>NOTE: Pots & Pans - Good/Aluminum, Better/Stainless Steel, Best/Stainless Steel w/ copper insert</i>
Pots - 3.5 quart (some with lid)	1 per lab		2 or more per lab
Pots - 5 quart (some with lid)	1 per lab		2 or more per lab
Stock Pot - 10 quart (some with lid)	1 per lab		2 or more per lab
Sauté pans - 6" or 9"	1 per lab		2 or more per lab
Sauté Pan - 12" straight sided	1 per lab		2 or more per lab
Sheet pans, full, half and quarter	1 per lab		2 or more per lab
			Need will depend on size of oven and products being produced in lab.
Hotel pans (assorted sizes: Full, Half, Third)	2-4		4 or more
Roast Pans (can use hotel pans)	2-4		4 or more
Storage Containers and Lids	Non-Commercial		Commercial
Grill Scraper	1		1 or more
Pot Holders/Oven Mitt	4 per lab		5 or more per lab
Dish Cloths	4 per lab		5 or more per lab
Dish Towels	4 per lab		5 or more per lab
Trash Containers	Non-Commercial		Commercial
			This item is only needed if you have a grill.
			Need will depend on lab rotations
			Need will depend on lab rotations
			Consider teaching students about recycling

Baking & Pastry Equipment

Good

Best

Comment

	Good	Best	Comment
Bench and bowl scrapers	2 per lab	3 or more per lab	
Rolling pins	1 per lab	2 or more per lab	
Pastry bags	1 per lab	1 per student	Can purchase reusable or disposable (fiber or silicon)
Pastry brushes	1 per lab	2 or more per lab	Would recommend basic set for new programs
Pastry tips	1 per lab	1 per student	Variety of sizes available. Need to determine use prior to purchasing.
Portion scoops	2 per lab	3 or more per lab	
Pizza Cutters	1 per lab	2 per lab	
Bread kneading and shaping	Bread Board	Bakers Table	
Bakers Spatula (straight edge)	2 per lab	1 Per Student	
Pastry blenders	1 per lab	2 per lab	

Warmer/Proofer			If you are offering the baking strand a proofer would be necessary. This would be option for the culinary or event management classes.
Cooling racks	2 per lab	3 or more per lab	
Cake pans			Need will depend on type of pans used. Example: 8x10 vs. round or square to make a layered cake.
Pie pans	2 per lab	3 or more per lab	Multiple sizes available.
Loaf pans	2 per lab	3 or more per lab	
Tube pans	2 per lab	3 or more per lab	
Muffin pans	2 per lab	3 or more per lab	
Spring Form pans	2 per lab	3 or more per lab	Multiple sizes available.
Candy Thermometer	1 per lab	2 or more per lab	Should not use a mercury filled thermometer.
Pastry Off Set Spatula	2 per lab	1 per student	

Serving Equipment Comments.

Bowls	Needs for serving equipment will vary depending on the number of students participating in class/labs		
Trays			
Serving utensils			
Glasses/Cups			
Dinnerware			
Flatware (spoon, fork, knife)			

Optional

	Good	Best	Comment
Bakers scale			
Salamander Broiler			
Salad Spinner			
Point of sales system			for those who operate school store or restaurant
Mandoline			
Broiler	Stove/Range Broiler	1-24" to 36" wide Broiler	
Steamer	Stove Top	Commercial Steamer	
Floor Mixer	Commercial		Should include paddle, wire whip & dough arm attachments
Hot holding equipment or table			
Cold holding equipment or table			
Speed rack (called bun rack or speed pan rack)	1 -2 racks	2 or more	
Ice Machine	Non-Commercial	Commercial	
Serrated Knife	1 per lab	2 or more per lab	
Carving/Slicing Knife	1 per lab	4 or more per lab	

Hotel Pans – Full Perforated	1-2	3-5	
Ramekins			
Pizza Peels			
Dough Docker			
Parissienne scoops (melon ballers)			
Zesters			
Garnishing Tools			
China caps (6" to 8")	4-6	6 or more	
Food mill			
Kitchen shears			
Bus Tubs			
Equipment Thermometers			Refrigerator, freezer, oven

Safety Equipment

Non-Slip Shoes	Industry standard to reduce the risk of slips and falls.
Cut Proof Gloves	Used to reduce the risk of cuts while using a knife.
Heat resistant gloves, apron & face shield	This would be recommended if a classroom has a deep basket fryer that requires filtering or replacing used fryer oil.
Oil filtering unit	This would be needed if the classroom has a deep basket fryer.
First Aid Kit	This should be easily accessible if a student were to get cut during a class activity.
Burn Kit	This should be available in case of injury.
Slip Resistant Mats	Should be located along the cooking line, sink area and ice machine.
Fire Suppression & Extinguishers	This will be determined based on the equipment selected for the classroom
MSDS Folder	Material Safety Data Sheets (MSDS) are required for any chemicals used in a foodservice operation. Having this available in the classroom would provide an industry standard and link back to class competencies.
Safety Box Knife	Used to open boxes and minimize the risk of injury due to cuts.

Miscellaneous Comments

Aprons/Chef Coats	Having students in chef coats provides for a more profession learning environment. Recommend 1 per student.
Caps	State food code requires all hair be restrained. This can be accomplished by wearing a baseball hat, chef hat, or hair nets. In addition students with long hair should also be required to further restrain hair in a ponytail, braid or bun.
Sanitizer	Sanitizer is used in the 3 compartment sink cleaning process. It is also used to sanitize work stations. Sanitizing can be done by using heat (at least 171°) or chemicals. Three common types of chemical sanitizers are chlorine, iodine, and quaternary ammonium compounds, or quats.
Litmus Paper (Sanitizer test kit)	Litmus paper is used to test the level of chemical sanitizer used in the sanitizing process. This would be used to test the sanitizer in a three compartment sink as well as sanitizer buckets used to sanitize work stations.
Disposable Gloves	Industry food code does not allow food handlers to touch ready-to-eat-food (food that will not go through a further cooking or washing process before being consumed) with their bare hands. Gloves must be changed if in constant use for 4 hours or longer, if torn, when changing task, or after handling raw meat, seafood, or poultry or before handling ready-to-eat food. A glove change would be required if the handler touches hair, face, clothing, floor, etc. Several sizes may be needed as determined by size of handler hands. Latex free gloves might also need to be a consideration. Purchased in large quantities they are nominal costs.

Washer and Dryers	Non-Commercial would be good & Commercial would be best. Ensure other items are not washed in the same appliance that could increase contamination through residue left in the drum (i.e. body fluids, dirt, etc).
Laundry Soap	
Classic knife cuts visual	Rulers, 3-D model