

CULINARY ARTS



PURPOSE

To evaluate each contestant's preparation for employment in the food service industry and to recognize outstanding students for excellence and professionalism in culinary arts.

First, download and review the General Regulations at: updates.skillsusa.org.

CLOTHING REQUIREMENT

White or black work pants or black-and-white checkered chef's pants*, white chef's jacket*, white or black leather work shoes, white apron, white neckerchief, and side-towels. Chef's hats (toques) will be supplied by the national technical committee, as well as food-handlers' gloves.

No facial jewelry is allowed. Earrings are not permitted even if covered by a bandage. A single watch or wedding ring is the only jewelry that will be allowed to be worn during the orientation and contest periods. All hair must be restrained by either a hat or hairnet. Beards must be covered by a snood during all periods of food handling.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

* Black-and-white checkered chef's pants not available through the SkillsUSA Store.

Cellphones are not permitted on the contest floor and cannot be used in place of a kitchen timer.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with culinary arts or commercial food trades as the occupational objective.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Contest problem (menus, recipes, instructions)
 - b. All necessary food items, seasonings, etc.
 - c. Contest site organized (workstations, ranges, refrigeration, access to product and additional equipment) in as fair a manner possible for each contestant
 - d. All cookware and small wares necessary for food preparation
 - e. All necessary platters, dishes, and china necessary for food presentations
2. Supplied by the contestant:
 - a. No. 2 pencil (two each, small note pad if desired)
 - b. Knife kit and cook's tools as desired from the following:
 1. French cook's knife
 2. Paring knife
 3. Vegetable peeler
 4. Knife steel
 5. Boning knife
 6. Cook's fork
 7. Slicing knife (meat)
 8. Serrated slicing knife
 9. Fillet knife
 10. Utility knife
 11. Offset spatula
 12. Cook's tongs (8-12 in.)
 13. Pocket thermometer
 14. Micro plane
 15. Piping bags and tips
 16. Molds or timbals
 17. Sil pats
 18. Battery-powered timer or clock
 19. Small mesh strainer
 20. Oven thermometer
 21. Food handler gloves
 22. Hair net(s)
 23. Cheesecloth
 24. Whisk
 25. Kitchen spoons
 26. Stainless steel mixing bowls
 27. Food mill or ricer
 28. Salad spinner

29. Measuring cups/spoons
30. Mise en place containers
31. Plastic squeeze bottles
32. Under counter equipment rack
33. Bench scrapers
34. Cutting boards
35. Garnish kit:
 - a. Citrus zester
 - b. Channel knife
 - c. Parisienne scoop
 - d. Apple corer
 - e. Tourner knife
 - f. Canapé or biscuit cutters

No additional equipment will be allowed.

- c. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website: updates.skillsusa.org.

Note: No electrical devices, pasta machines, pots, pans, baking trays or large equipment will be allowed.

SCOPE OF THE CONTEST

Knowledge Performance

The contest will include a written knowledge test that will require the use of culinary math. The test will include topics such as knowledge of standard weights and measures; the ability to convert recipes, yields, portion sizes, a.p.s. accurately; science; nutrition basics; environment health standards and practices; bacteria, viruses and food-borne illnesses; food science and technology; information technology; language and communications; English (SOL) reading; manuals/SOP; recipes; menus; résumé writing; speaking efficiently and listening carefully; and elementary culinary language-menu terminology.

Skill Performance

The contest will include a series of testing stations for the actual preparation of food and arrangement of food on plates or platters and in dishes to serve to the customer.

Contest Guidelines

The skill performance portion of the contest will ask contestants to:

1. Demonstrate and apply food safety principles, procedures, HACCP and key practices for ensuring food safety
2. Coordinate *mise en place* and apply organizational skills
3. Demonstrate and apply knowledge of proper cooking methods and techniques as required
4. Demonstrate knife skills and proper cutting techniques
5. Demonstrate and apply the proper use of equipment
6. Demonstrate and apply creative preparation, portioning and presentation of food items

Standards and Competencies

CA 1.0 — Follow Hazard Analysis Critical Control Points (HACCP) in a food preparation setting

- 1.1 Document information on time and temperature in log
- 1.2 Store and rotate food according to policies (FIFO)
- 1.3 Use proper receiving procedures for the delivery of food
- 1.4 Wash hands according to proper procedures
- 1.5 Use properly calibrated thermometers
- 1.6 Use labels properly

CA 2.0 — Maintain knowledge of safety, sanitation and HAZMAT policies, procedures and codes in a food preparation setting

- 2.1 Validate that in-service training records and reports are up-to-date
- 2.2 Ensure that personal certifications are maintained
- 2.3 Ensure that proper containers are used for storage of food, chemicals and other supplies
- 2.4 Check that personal attire meets safety standards (e.g., covered hair)
- 2.5 Ensure that proper cleaning solutions are maintained and used
- 2.6 Ensure that spills and other safety problems are addressed immediately
- 2.7 Ensure that material safety data sheets are reviewed

CA 3.0 — Maintain personal hygiene and compliance with dress code in a food preparation setting

- 3.1 Demonstrate that uniforms are clean and fit properly
- 3.2 Demonstrate that hair restraints are used
- 3.3 Ensure that perfume and cologne use is minimal
- 3.4 Demonstrate that hands and nails are clean and groomed
- 3.5 Ensure that use of jewelry meets standards (e.g., only wedding rings)

CA 4.0 — Maintain safe and sanitary work area(s)

- 4.1 Show that location of first aid kit is clearly marked
- 4.2 Show that MSDS sheets are used properly
- 4.3 Show that sanitizers are located at every station
- 4.4 Show that work area, tools and equipment are cleaned and sanitized after each activity
- 4.5 Ensure that chemicals are stored properly
- 4.6 Ensure that sharp objects are stored properly
- 4.7 Demonstrate that fire codes are followed

CA 5.0 — Hold and store food at proper temperature

- 5.1 Show that food products are labeled and dated
- 5.2 Ensure that food is rotated in a timely manner
- 5.3 Ensure that temperature of food and storage containers is within guidelines
- 5.4 Show that the thermometer is calibrated
- 5.5 Demonstrate that temperatures are checked and logged regularly
- 5.6 Ensure that storage guidelines are followed
- 5.7 Prepare food according to specifications

CA 6.0 — Review menu, recipes and instructions

- 6.1 Demonstrate that clarification is sought when questions arise
- 6.2 Ensure that recipe reviewed is up-to-date
- 6.3 Ensure that quantity of food is verified
- 6.4 Ensure that menu items are consistent with recipes
- 6.5 Demonstrate that recipes are available and referenced when needed

CA 7.0 — Identify and select the necessary ingredients

- 7.1 Identify and use appropriate substitutions if necessary
- 7.2 Verify ingredient list
- 7.3 Verify that preparation ingredients are consistent with recipe
- 7.4 Ensure that requisition forms are used when appropriate for special items
- 7.5 Verify that stock levels are checked
- 7.6 Verify that freshness and proper rotation are checked

CA 8.0 — Follow recipes and customer requests

- 8.1 Demonstrate that proper weights and measurements are used
- 8.2 Ensure that substitutions are made upon customer requests
- 8.3 Verify that recipe is followed consistently
- 8.4 Identify that cooking and serving times are consistent with recipes
- 8.5 Identify that food is consistent with customer request and recipe
- 8.6 Ensure that order is checked for special instructions
- 8.7 Verify that the customer reports satisfaction

CA 9.0 — Prepare food to proper temperature and taste

- 9.1 Verify proper temperature requirements
- 9.2 Use thermometer correctly
- 9.3 Set food warmers to proper temperature
- 9.4 Calibrate thermometers correctly
- 9.5 Verify that potentially hazardous foods have reached safe temperatures

CA 10.0 — Communicate necessary information to co-workers in a food preparation setting

- 10.1 Follow chain of command
- 10.2 Communicate requests for special orders to chef prior to preparation
- 10.3 Verify customer requests with food server
- 10.4 Share customer feedback
- 10.5 Monitor and communicate quantity of returned items
- 10.6 Use shift logs
- 10.7 Use warning tags
- 10.8 Ensure that products are labeled

CA 11.0 — Review standards and customer requests for finished product

- 11.1 Identify special requests
- 11.2 Identify necessary garnishes
- 11.3 Identify appropriate portions
- 11.4 Identify appropriate container (e.g., plate, banquet container)

CA 12.0 — Assemble product for delivery

- 12.1 Use appropriate serving containers
- 12.2 Ensure that serving containers (e.g., plates, flatware) are clean
- 12.3 Use proper hygiene when assembling the final product (e.g., hair covering)
- 12.4 Verify that all menu items are present
- 12.5 Use proper serving tools
- 12.6 Verify that product is visually inspected
- 12.7 Notify food servers of the availability of order

CA 13.0 — Monitor holding time and temperature

- 13.1 Verify that heat lamps are in working order
- 13.2 Calibrate thermometers properly
- 13.3 Rotate finished food at appropriate time intervals
- 13.4 Verify that holding time and temperatures comply with standard policies
- 13.5 Check maintenance logs on equipment
- 13.6 Use thermometers consistently
- 13.7 Use Hazard Analysis Critical Control Point (HAACP) logs
- 13.8 Use serving and holding tools correctly

CA 14.0 — Assess final product for quality assurance

- 14.1 Verify that the ticket is compared to the finished dish
- 14.2 Match the final product to customer request
- 14.3 Verify that the presentation of product is consistent
- 14.4 Ensure that the final product is prepared at the correct temperature
- 14.5 Ensure that the final product is seasoned at correct level
- 14.6 Ask service staff about the customer reaction

CA 15.0 — Gather the necessary equipment in the food preparation setting

- 15.1 Use the right tool or piece of equipment for task
- 15.2 Ensure that tools and equipment are transported to work area safely
- 15.3 Use checklists to verify equipment

CA 16.0 — Verify that equipment and tools are in working order

- 16.1 Inspect equipment and tools visually
- 16.2 Identify equipment and tools with missing parts
- 16.3 Ensure that equipment is tested before use (e.g., oven temperature)
- 16.4 Ensure that defective tools and equipment are reported to supervisors
- 16.5 Verify that maintenance logs are maintained
- 16.6 Ensure that tools and equipment that create safety hazards are removed

CA 17.0 — Communicate deficiencies and other necessary information to the supervisor

- 17.1 Identify unsafe tools and equipment clearly
- 17.2 Describe deficiencies in detail
- 17.3 Report deficiencies to appropriate personnel
- 17.4 Log deficiencies
- 17.5 Ensure that maintenance logs reflect deficiencies
- 17.6 Verify that documentation procedures are followed

CA 18.0 — Use tools and equipment in a safe and sanitary manner

- 18.1 Verify that tools and equipment are cleaned and sanitized before and after use
- 18.2 Use proper colored cutting board (e.g., blue/fish; red/raw meat; green/vegetables)
- 18.3 Use proper food handler gloves
- 18.4 Verify that knives are sharpened on a regular basis
- 18.5 Use equipment safety devices (e.g., guards on electronic cutters)
- 18.6 Follow manufacturer's operating instructions for equipment

CA 19.0 — Clean and sanitize equipment and tools after every use

- 19.1 Use proper chemical mixture to clean and sanitize equipment and tools
- 19.2 Ensure that cutting boards are properly bleached
- 19.3 When cleaning tools and equipment, use hot water
- 19.4 Ensure that policies and procedures for using chemicals and sanitizers are followed

CA 20.0 — Store tools and equipment in proper area after use

- 20.1 Verify that equipment and tools are cleaned, sanitized and covered before storage
- 20.2 Ensure that cleaning supplies are stored in the proper area
- 20.3 Return tools and equipment to proper storage place
- 20.4 Ensure that equipment sanitization storage rules are followed

CA 21.0 — Maintain awareness of surroundings in the food preparation setting

- 21.1 Report security or safety problems promptly to appropriate personnel
- 21.2 Ensure that hazardous situations are dealt with promptly
- 21.3 Verify that work area is visually scanned on a regular basis for safety and security problems
- 21.4 Identify emergency exits and procedures
- 21.5 Check emergency equipment regularly
- 21.6 Monitor location of co-workers

CA 22.0 — Advise management of safety and security concerns

- 22.1 Notify supervisory personnel promptly about safety and security concerns
- 22.2 Document safety concerns in a timely manner
- 22.3 Forward concerns to appropriate personnel
- 22.4 Document concerns containing all relevant information
- 22.5 Ensure that follow-up activities occur after concerns have been forwarded

CA 23.0 — Take appropriate action to protect guest and employee safety

- 23.1 Correct hazardous conditions promptly and safely
- 23.2 Notify management and/or outside agencies (e.g., fire department, ambulance) promptly of problems
- 23.3 Use proper safety equipment
- 23.4 Follow written policies and procedures
- 23.5 Document outstanding hazards
- 23.6 Monitor customer behavior for potential harm to others
- 23.7 Verify that visible signage is posted around hazardous areas (e.g., wet floor)

CA 24.0 — Follow security policies and procedures

- 24.1 Review safety and security policies frequently
- 24.2 Verify that security documentation is complete and accurate
- 24.3 Verify that company reports (e.g., shrinkage reports) indicate security policies are being followed
- 24.4 Ensure that unauthorized individuals are identified and removed from premises
- 24.5 Verify that the work environment is checked frequently for potential security problems

CA 25.0 — Follow safety and emergency procedures, including appropriate workplace behavior

- 25.1 Follow emergency procedures according to company policy
- 25.2 Notify proper authorities of emergency situations
- 25.3 Use emergency equipment properly
- 25.4 Verify that safety-related training and certifications (e.g., CPR) are up-to-date
- 25.5 Report suspicious activity to appropriate personnel
- 25.6 Document incident reports properly and in a timely manner

CA 26.0 — Identify problems with customer satisfaction

- 26.1 Ensure that customers are asked about their source of dissatisfaction
- 26.2 Repeat problem description to customer to verify understanding
- 26.3 Assess customer body language for signs of dissatisfaction
- 26.4 Document problems in a timely manner
- 26.5 Review customer feedback

- 26.6 After a problem has been identified, ensure that follow up activity occurs

CA 27.0 — Resolve problem or offer alternative solutions according to company procedures and guidelines

- 27.1 Identify that the solution is consistent with company policies and procedures
27.2 Document the resolution to the problem as company policy requires
27.3 Ensure that proper attitude is maintained at all times
27.4 Verify that problems are referred to proper personnel when appropriate
27.5 Perform the resolution of a problem in a timely manner
27.6 After a problem has been identified, verify that follow-up activities occur

CA 28.0 — Follow up on guest satisfaction and employee actions

- 28.1 Verify that customer satisfaction is checked after solution is offered
28.2 Identify that customer comment cards indicate customer satisfaction
28.3 Contact customers about the resolution of outstanding problems
28.4 Ensure that follow-through activities with guest are performed
28.5 Document customer satisfaction level

CA 29.0 — Document incident and outcome

- 29.1 Verify that documents and forms are complete and accurate
29.2 Ensure that documentation is provided to appropriate personnel
29.3 Identify that documentation is completed in a timely manner
29.4 Notify co-workers of the outcome and any changes in policy
29.5 Verify that documentation is reviewed to ensure that the problem does not recur

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Simplify numerical expressions

- Use scientific notation
- Solve practical problems involving percents
- Solve single variable algebraic expressions
- Solve problems using proportions, formulas and functions

Science Skills

- Use knowledge of cell theory
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Describe basic needs of organisms
- Classify living organisms
- Use knowledge of carbon, water and nitrogen cycles
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Describe characteristics of types of matter based on physical and chemical properties
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point and color)
- Use knowledge of chemical properties (acidity, basicity, combustibility and reactivity)

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Use test structures to aid comprehension
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information of use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate expository writing

- Demonstrate information writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Numbers and operations
- Algebra
- Geometry
- Measurement
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands the structure and function of cells and organisms
- Understands relationships among organisms and their physical environment
- Understands biological evolution and the diversity of life
- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/browse.asp.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.