

## Indiana County Technical School

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The Essential Skills Document and the Special Populations Handbook give a wealth of information for students, parents and sending districts on the career and technical education programs at ICTC. The Essential Skills Document includes a Detailed Skill Assessment Chart for all 14 program areas at the school. These charts are designed to prepare a student for entrance into a program area. By completing this assessment with the school counselor, the student can identify any gaps between current skill levels and those skills necessary for total access to the opportunities offered by the curriculum. Each chart includes 10-12 pages of information about each program area include curriculum information, labor market information, work skills and abilities, work environment and a glossary of necessary work aptitudes and abilities.

<http://www.ictc.edu/wp-content/uploads/2016/06/ESD4-2016.pdf>

**The ICTC**  
**Essential Skills**  
**Document**

Welcome to the Indiana County Technology Center's Essential Skills Document.  
Here you will find some of the tools you will need to explore the exciting  
Career and Technical Education (CTE) opportunities at the ICTC.

The index buttons below will link you to:

- What is the Indiana County Technology Center?
- What is the Essential Skills Document?
- a letter from the our director
- Course Clusters, Programs of Study, and Instructors
- Detailed Skill Assessments – A checklist to complete with a parent, teacher, and/or guidance counselor to get a look at how ready you are for the demands of a rigorous Career and Technical Education.
- Programs of Study – Detailed descriptions of each of the 14 Program of Study at the ICTC including some research on future career opportunities
- Transition and Post-Secondary Opportunities – A brief description of the ICTC courses designed to get you ready for a college or job placement.
- Additional Program Opportunities - A brief overview of post-secondary opportunities you can access while still in high school.
- School Wide Enrichment Activities – A discussion of student activities that you can become involved in at the ICTC

<b>What is the Indiana County Technology Center?</b>	<b>What is the Essential Skills Document?</b>	<b>Letter from the Director</b>	<b>Course Clusters and Programs</b>	<b>Detailed Skill Assessments</b>
<b>Automotive Technology</b>	<b>Carpentry</b>	<b>Collision Repair Technology</b>	<b>Computer Systems Technology</b>	<b>Cosmetology</b>
<b>Culinary Arts</b>	<b>Digital Media Technology</b>	<b>Electrical Occupations</b>	<b>Graphics &amp; Electronic Media</b>	<b>Health Occupations Technology</b>
<b>HVAC</b>	<b>Machining Technology</b>	<b>Masonry</b>	<b>Welding Technology</b>	<b>ICTC</b>
<b>Transition and Post-Secondary Opportunities</b>	<b>Additional Programs and Opportunities</b>	<b>School Wide Enrichment</b>		

# Culinary Arts

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**\*Recommendations to fully access all components of this Program of Study:**

## Academic

- Algebra I
- Algebra II
- Geometry
- Biology
- Chemistry
- 11th Grade Reading and Comprehension Levels
- Oral and Written Communication
- Basic Computer Skills

## Skills

- Time Management — Managing one's own time and the time of others.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Service Orientation — Actively looking for ways to help people.
- Speaking — Talking to others to convey information effectively.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

## Abilities

- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Arm-Hand Steadiness — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- Manual Dexterity — The ability to quickly move your



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**pennsylvania**  
DEPARTMENT OF EDUCATION

[PDE: Programs of Study Framework](#)

hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.

- Speech Clarity — The ability to speak clearly so others can understand you.
- Time Sharing — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).



[Link to SOAR](#)

*This document is intended to provide an overview of the program and is to be used as an informative tool to assist districts, parents, and students in the decision making process for program placement and transition planning. It is not intended to be and should not be used as a screening tool for student placement.*

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## CIP Code

### 12.0508 Institutional Food Workers - Employment Outlook

This is an instructional program that prepares students for employment related to institutional, commercial or self-owned food establishments or other food industry occupations. Instruction and specialized learning experiences include theory, laboratory and work experience related to planning, selecting, preparing and serving of quantity food and food products; nutritive values; use and care of commercial equipment; safety; and sanitation precautions. Instructional skills are provided to individuals desiring to become employed in all areas of the food service industry at entry level.

<b>Median wages (2013)</b>	\$11.14 hourly, \$23,170 annual																														
<b>State wages</b>	<table border="1"> <caption>State Wages Comparison</caption> <thead> <tr> <th>Category</th> <th>Pennsylvania</th> <th>United States</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>\$35,600</td> <td>\$35,600</td> </tr> <tr> <td>Median</td> <td>\$25,500</td> <td>\$23,200</td> </tr> <tr> <td>Low</td> <td>\$17,700</td> <td>\$17,000</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• "High" indicates 90% of workers earn less and 10% earn more.</li> <li>• "Median" indicates 50% of workers earn less and 50% earn more.</li> <li>• "Low" indicates 10% of workers earn less and 90% earn more.</li> <li>• "N/A" indicates the data is not available.</li> </ul> <p><b>Notes:</b> Yearly wage data applies only to workers with full-time, year-round schedules. For salary information for part-time or part-year workers, use hourly wage data.</p>				Category	Pennsylvania	United States	High	\$35,600	\$35,600	Median	\$25,500	\$23,200	Low	\$17,700	\$17,000															
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High	\$35,600	\$35,600																													
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Low	\$17,700	\$17,000																													
<b>Employment (2012)</b>	409,000 employees																														
<b>Projected growth (2012-2022)</b>	Average (8% to 14%)																														
<b>Projected job openings (2012-2022)</b>	134,600																														
<b>State trends</b>	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Employment</th> <th rowspan="2">Percent Change</th> <th rowspan="2">Projected Annual Job Openings</th> </tr> <tr> <th>2012</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td><b>United States</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cooks, Institution and Cafeteria</td> <td>408,900</td> <td>462,800</td> <td>+13%</td> <td>13,460</td> </tr> <tr> <td><b>Pennsylvania</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cooks, Institution and Cafeteria</td> <td>20,310</td> <td>22,320</td> <td>+10%</td> <td>600</td> </tr> </tbody> </table> <p>Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.</p>					Employment		Percent Change	Projected Annual Job Openings	2012	2022	<b>United States</b>					Cooks, Institution and Cafeteria	408,900	462,800	+13%	13,460	<b>Pennsylvania</b>					Cooks, Institution and Cafeteria	20,310	22,320	+10%	600
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<b>CIP Code: 12.0508</b>	<b>INSTITUTIONAL FOOD WORKERS - Detailed Program Description</b>
<b>Objective of this Program of Study</b>	<p>Culinary Arts (CART) offers a wide range of career opportunities for those who enjoy preparing exciting cuisines and have an eye toward business ventures. This comprehensive program prepares students for positions in the rapidly-growing food service industry.</p> <p>The students' education is enhanced by participating in various catering projects and the operation of our full-service restaurant ---- these hands-on learning experiences help students refine table service and dining room management techniques. Career opportunities in restaurants, resorts, country clubs, hotels and motels as well as on cruise ships and airlines are abundant.</p> <p>According to the National Restaurant Association, the food service industry and career opportunities are experiencing rapid growth in all segments of the industry. They expect to employ 12.5 million persons by the end of the year -10 percent of the total work force in the United States.</p> <p>Sanitation is one of the most important areas of concern in the restaurant industry today. In our Culinary Arts program the student can receive their ServSafe Certification which is a requirement in the food service industry.</p>
<b>Occupational Objectives Offered</b>	<p>Cook Pastry Chef * Food Service Manager * Chef Baker</p> <p>* - Requires post-secondary training</p>
<p><b>Planned Courses</b></p> <p>To view the task list for this Program of Study use this link: <a href="#">POS Framework</a></p>	<p>DEMONSTRATE SAFETY PROCEDURES DEMONSTRATE SANITATION PROCEDURES DEMONSTRATE SKILL IN GARDE MANGER DEMONSTRATE USE AND CARE OF CUTTING TOOLS &amp; UTENSILS DEMONSTRATE USE AND CARE OF MECHANICAL FOOD PREPARATION EQUIPMENT DEMONSTRATE STANDARDIZED RECIPES DEMONSTRATE KNOWLEDGE OF NUTRITION PREPARE VEGETABLES AND FRUITS PREPARE PASTA AND RICE PREPARE SALADS, FRUITS, AND SALAD DRESSINGS PREPARE STOCKS, SOUPS AND SAUCES IDENTIFY PREPARE AND COOK MEATS DEMONSTRATE SKILL IN BASIC BAKING PRACTICES PLAN AND COST MENUS PERFORM "FRONT- OF- THE- HOUSE" OPERATIONS DEMONSTRATE KNOWLEDGE OF THE FOOD SERVICE INDUSTRY PURCHASING, RECEIVING AND STORAGE PROCEDURES PREPARE BREAKFAST FOODS PREPARE CHEESE PERFORM INSTITUTIONAL FOOD SERVICE PROCEDURES PERFORM DINING ROOM SERVICE PURCHASING, RECEIVING AND STORAGE PROCEDURES DEMONSTRATE KNOWLEDGE OF BEVERAGES PROPERLY ADD SEASONINGS TO FOODS DEMONSTRATE SKILL IN THE USE OF A PERSONAL COMPUTER VIRTUAL BUSINESS RESTAURANT HUMAN RELATIONS SKILLS PREPARE INTERNATIONAL CUISINE</p> <p>Expect all planned courses in this Program of Study to include an academic component. Homework and testing will require skills in:</p> <ul style="list-style-type: none"> <li>• Mathematics</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Science</li> <li>• Research</li> <li>• Oral presentation</li> <li>• Computer use</li> </ul> <p>Click on the <b>Detailed Skill Assessment</b> link at the top of this page for more information.</p>
<b>Classroom: Academic Instruction, Textbook, and Tests</b>	<p>Academic Instruction: 3 hours per week</p> <p>Textbooks: <i>Becoming a Restaurant and Foodservice Professional</i>; <i>On Cooking: A Textbook of Culinary Fundamentals</i>; <i>On Baking: A Textbook of Baking &amp; Pastry</i>; <i>Serve Safe Essentials</i></p> <p>Academic Testing: 1 per week</p>
<b>Certification Tests</b>	<p>PA Skills (NOCTI)</p> <p>ACF Junior Culinarian Certification</p> <p>ServSafe</p>
<b>Co-operative Education</b>	<p>Available to seniors on instructor's recommendation</p>
<b>Work Activities</b>	<ul style="list-style-type: none"> <li>• Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.</li> <li>• Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.</li> <li>• Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.</li> <li>• Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.</li> <li>• Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.</li> <li>• Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.</li> <li>• Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.</li> <li>• Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.</li> <li>• Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.</li> <li>• Handling and Moving Objects — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.</li> </ul>
<b>Work Environment</b>	<ul style="list-style-type: none"> <li>• Spend Time Standing — 85% responded “Continually or almost continually.”</li> <li>• Time Pressure — 83% responded “Every day.”</li> <li>• Work With Work Group or Team — 67% responded “Extremely important.”</li> <li>• Contact With Others — 65% responded “Constant contact with others.”</li> <li>• Responsible for Others' Health and Safety — 49% responded “Very high responsibility.”</li> <li>• Responsibility for Outcomes and Results — 63% responded “Very high responsibility.”</li> <li>• Face-to-Face Discussions — 55% responded “Every day.”</li> <li>• Deal With External Customers — 27% responded “Very important.”</li> <li>• Physical Proximity — 44% responded “Very close (near touching).”</li> <li>• Indoors, Environmentally Controlled — 75% responded “Every day.”</li> </ul>
<b>Uniform Requirements</b>	<p>Uniform Rental: \$70.00 per year</p> <p>Non-slip shoes that cover the entire foot provided by the student</p>
<b>Advanced Standing/Articulation Agreements</b>	<p>Pennsylvania State Wide Articulation Agreement - Link to: <a href="#">SOAR</a></p> <p>Internship at Nemacolin Woodlands Resort through Westmoreland County Community College</p>



**Culinary Arts -  
Detailed Skill Assessment**

*GoTo Fillable PDF*

*Detailed Skill Assessment*

If you are thinking about enrolling at ICTC,  
please e-mail this completed chart to  
**[bpiccirillo@ictc.edu](mailto:bpiccirillo@ictc.edu)**

<b>Name:</b>	<b>School:</b>	<b>Grade:</b>
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<b>Academics:</b>	<b>Present Level</b>	<b>If there is a gap, indicate Planned Action</b>
Algebra I		
Algebra II		
Geometry		
Chemistry		
11th Grade Reading and Comprehension Levels		
Oral and Written Communication		
Basic Computer Skills - Software		
Ecology - Impact of the POS on the Environment		
<b>Abilities: (see glossary below)</b>		
Information Ordering		
Near Vision		
Oral Comprehension		
Problem Sensitivity		
Arm-Hand Steadiness		
Manual Dexterity		
Speech Clarity		
Time Sharing		
Deductive Reasoning		
Inductive Reasoning		
Oral Expression		
Selective Attention		
Speech Recognition		
Written Comprehension		
Category Flexibility		
Control Precision		
Finger Dexterity		



	Present Level	If there is a gap, indicate Planned Action
Multilimb Coordination		
Originality		
Perceptual Speed		
Trunk Strength		
Auditory Attention		
Far Vision		
Fluency of Ideas		
Hearing Sensitivity		
Stamina		
Written Expression		
Mathematical Reasoning		
Number Facility		
Visual Color Discrimination		
Visualization		
Extent Flexibility		
Flexibility of Closure		
Reaction Time		
Wrist-Finger Speed		
Memorization		
Rate Control		
Dynamic Strength		
Gross Body Coordination		
Speed of Closure		
Speed of Limb Movement		
Static Strength		
Depth Perception		
Gross Body Equilibrium		
Response Orientation.		
Dynamic Flexibility		

## Glossary

**Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

**Near Vision** — The ability to see details at close range (within a few feet of the observer).

**Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.

**Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

**Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.

**Manual Dexterity** — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.

**Speech Clarity** — The ability to speak clearly so others can understand you.

**Time Sharing** — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

**Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.

**Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

**Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.

**Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.

**Speech Recognition** — The ability to identify and understand the speech of another person.

**Written Comprehension** — The ability to read and understand information and ideas presented in writing.

**Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.

**Control Precision** — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.

**Finger Dexterity** — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.

**Multilimb Coordination** — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.

**Originality** — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

**Perceptual Speed** — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.

**Trunk Strength** — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.

**Auditory Attention** — The ability to focus on a single source of sound in the presence of other distracting sounds.

**Far Vision** — The ability to see details at a distance.

**Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

**Hearing Sensitivity** — The ability to detect or tell the differences between sounds that vary in pitch and loudness.

**Stamina** — The ability to exert yourself physically over long periods of time without getting winded or out of breath.

**Written Expression** — The ability to communicate information and ideas in writing so others will understand.

**4Mathematical Reasoning** — The ability to choose the right mathematical methods or formulas to solve a problem.

**Number Facility** — The ability to add, subtract, multiply, or divide quickly and correctly.

**Visual Color Discrimination** — The ability to match or detect differences between colors, including shades of color and brightness.

**Visualization** — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

**Extent Flexibility** — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.

**Flexibility of Closure** — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.

**Reaction Time** — The ability to quickly respond (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears.

**Wrist-Finger Speed** — The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.

**Memorization** — The ability to remember information such as words, numbers, pictures, and procedures.

**Rate Control** — The ability to time your movements or the movement of a piece of equipment in anticipation of changes in the speed and/or direction of a moving object or scene.

**Dynamic Strength** — The ability to exert muscle force repeatedly or continuously over time. This involves muscular endurance and resistance to muscle fatigue.

**Gross Body Coordination** — The ability to coordinate the movement of your arms, legs, and torso together when the whole body is in motion.

**Speed of Closure** — The ability to quickly make sense of, combine, and organize information into meaningful patterns.

**Speed of Limb Movement** — The ability to quickly move the arms and legs.

**Static Strength** — The ability to exert maximum muscle force to lift, push, pull, or carry objects.

**Depth Perception** — The ability to judge which of several objects is closer or farther away from you, or to judge the distance between you and an object.

**Gross Body Equilibrium** — The ability to keep or regain your body balance or stay upright when in an unstable position.

**Response Orientation** — The ability to choose quickly between two or more movements in response to two or more different signals (lights, sounds, pictures). It includes the speed with which the correct response is started with the hand, foot, or other body part.

**Dynamic Flexibility** — The ability to quickly and repeatedly bend, stretch, twist, or reach out with your body, arms, and/or legs.