

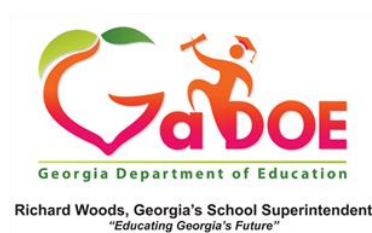
Nutrition & Food Science
**EVALUATION GUIDE FOR INDUSTRY
CERTIFICATION**

A Partnership between



And

**Georgia Department of Education
Career, Technical & Agricultural Education Division**



And



**Working together to recognize EXEMPLARY
Nutrition & Food Science Programs
preparing students to be College & Career Ready**

PROCEDURES FOR SEEKING NUTRITION & FOOD SCIENCE INDUSTRY CERTIFICATION

1. CERTIFICATION INQUIRIES

Contact should be made with the NFS Foundation Director - Evaluation Team Leader (ETL) indicating interest in applying for Nutrition and Food Science (NFS) Industry Certification. Refer to the Nutrition & Food Science Standards on the GaDOE (Georgia Department of Education) website for further information.

2. Certification Information

- a. Schools with an existing Nutrition and Food Science program that has been in existence for three consecutive years can pursue Nutrition and Food Science Industry Certification.
- b. All teachers are required to pass a content knowledge test.
- c. If chosen to receive the grant, there are two components to the Industry Certification process:
 - 1) The high school program will be evaluated using the standards included in this packet, and this material may be compiled in folders/crates for easy review.
 - 2) During the summer, prior to going through industry certification, the high school teacher should attend an industry certification professional learning workshop covering the Nutrition and Food Science Industry Certification procedures and expectations, standards, evaluation tools, and the Site Review.

3. INSTRUCTION FOR SELF-ASSESSMENT

The self-assessment is a process whereby the program compares itself to the standards. The process includes a review of the standards by the local school's self-assessment team which should ensure the school will be ready for the Industry Certification site visit by the Nutrition & Food Science evaluation team. The following steps are recommended:

- a. Review the standards and criteria for the high school program classroom. See Appendix A.
- b. Form a local self-assessment certification team using school administrators, faculty members, advisory committee members, and business/industry members from the community or use a sub-set of your advisory committee as the self-assessment team. The goal is to solicit help from individuals with expertise in Nutrition and Food Science.
- c. Generate detailed documentation for each standard in the order in which they appear. Under each criterion provide documentation (pictures, emails, lesson plans with supporting student work, flyers, student portfolios, forms, etc.) and recommend improvements that still need to be made. **Describing what you have done or giving examples does not count as evidence. Pictures, student work, budgets, displays, etc are acceptable documentation of evidence. Two to three years (a history) of documentation is required.** Early collecting of evidence is suggested to document each Standard. Some teachers begin with a file folder labeled for each of the nine standards to collect evidence prior to compiling the folders that will be examined during the site visit. Folders or electronic compilations are acceptable for review.
- d. Set realistic time schedules for completion of the program self-assessment and for group sessions to summarize team members' findings/documentation and their recommendations for improvement. Keep

in mind deadlines: apply for grants in Spring prior to going through industry certification, set date early in year for Site Review, spend grant money, schedule onsite visit, allow for Nutrition and Food Science Review Team, and closure of grant ending June 30th

- e. The team can use the evaluation form to document self-assessment ratings, identify and make recommendations for criteria needing additional work.
- f. Adjustments or corrections to the program, after the self-evaluation, should be completed prior to the formal Site Review by the Nutrition & Food Science Review Team.
- g. After all reviews and observations are completed and improvements made, the local self-assessment team should compile the folders for the Site Visit by the Nutrition & Food Science Review Team.

4. APPLICATION FOR SITE REVIEW

When the school has completed all requirements for the self-assessment, an “Application for Nutrition & Food Science Industry Certification Site Review” should be made (Appendix D). Site visits should be scheduled prior to April 15th.

- a. When the program is ready for formal site review, the Site Visit applications must be approved and signed by the CTAE Director before submission to the Nutrition & Food Science Foundation Director for approval.
- b. The Director will authorize via signature the “Application for Nutrition & Food Science Industry Certification Site Review” and forward a copy to the Nutrition & Food Science Review Team.
- c. The Nutrition & Food Science Review Team may consist of Nutrition & Food Science business and industry individuals, NFS Board Members, university or technical college faculty, or others with expertise in nutrition and food science.
- d. The high school teacher will plan cooperatively with the Nutrition & Food Science ETL to plan site review dates, schedules, agendas, etc.

5. REVIEW AND RECOMMENDATION FOR CERTIFICATION

The Nutrition & Food Science Industry Certification Site Review Team will spend approximately one day reviewing the program in terms of the Nutrition & Food Science Industry Standards.

- a. The NFS Review Team will review the high school/program documentation, observe and visit the facilities, and interview the teacher, high school students and advisory committee members.
- b. The NFS Review Team will use the same standards as set forth in Appendix A.
- c. The Review Team will discuss general findings in an exit interview with the high school teacher and/or any administrators that would like to attend. The final recommendations, ratings and detailed findings of the team; however, will not be discussed during the exit interview.
- d. The findings of the Review Team will be forwarded to the Nutrition & Food Science ETL for processing based on the recommendation of the Review Team.
- e. On the basis of the review ratings, the team’s recommendation and final review by the Nutrition & Food Science ETL, the program will be awarded either certification, conditional certification pending further

documentation or denial of certification. The decision will be accompanied by written identification of the areas needing improvement and an explanation of what improvements are needed to earn certification, if applicable.

- f. Recognition will be awarded to those programs meeting the Nutrition & Food Science Industry Certification Standards by the GADOE at the Winter GATFACS Conference or at the GACTE Summer Conference.

6. MINIMUM STANDARD REQUIRED

- a. The Industry Certification Instructional Program must include at least 180 hours of classroom and/or laboratory instruction per the state recommended curriculum guide.
- b. All Nutrition & Food Science **Standards I-IX** must be met. If for some reason the standard is not met, there will be an opportunity to correct and/or resubmit evidence for further review. Any review items must be resubmitted by **May 1st** of the year in which the review takes place.

7. Annual Reports and Recertification

- a. An Annual Report Form should be completed each year by May 15th and sent to NFS Foundation Director - ETL.
- b. GaDOE requires a recertification every 5 years for all certified programs and requires the same Site Visit procedures as the initial certification – review of the high school program by the Nutrition & Food Science Review Team.

8. CONTACT INFORMATION FOR THE Nutrition & Food Science Foundation

- a. Cheryl Hambrick, NFS Foundation Director - Evaluation Team Leader (ETL)
cha1320@gmail.com or 404-409-9184

Appendix A

Nutrition & Food Science Industry Certification Standards and Criteria

The following are the Nutrition and Food Science (NFS) Industry Certification Standards and Criteria for the high school program classroom. Every program pursuing industry certification will be evaluated on these standards and criteria. **Two to Three years of documentation (a history) is required.**

I. Curriculum & Instruction

Standard Statement: Instruction

Instruction must be systematic and reflect the program goals. Specific performance standards will ensure that students will meet their education goals in the Nutrition & Food Science Program. The instructional program must reflect the principles of sound instruction for a career and technical education program.

| | Performance Standards | Review of Documentation | Comments |
|----|---|---|-----------------|
| 1. | <p>The program is using the GaDOE curriculum and a scope and sequence is provided for each course indicating the Georgia Standards of Excellence/Lecture Hours/Lab Hours. Project-Based Lab Hours Required: FNW (20-25 hrs); FFL (25-30 hrs.; FS (30-35 hrs) *Food, Nutrition, & Wellness (FNW) *Food for Life (FFL) *Food Science (FS)</p> | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 2. | <p>Courses are designed so that students can complete all the requirements for a career pathway in NFS within 3 years. The ideal is to offer NFS in the following order:</p> <ol style="list-style-type: none"> 1. Food, Nutrition, and Wellness (FNW) 2. Food for Life (FFL) 3. Food Science (FS) | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 3. | <p>Document the students enrolled in each course over the last 3 years.</p> | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

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| 4. | Document that the program courses have an average of 20 students in each class, and this pathway comprises a majority of the courses the instructor teaches. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 5. | <p>A minimum of three lesson plans from each course (FNW, FFL, & FS) to adequately reflect standards. Plans are supported with examples of assessed student work relating to the lesson plans.</p> <p>In all instances throughout the Standards, lesson plans should be original or if CTAERN, etc. plans are used, they should be modified to address local student needs.</p> | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 6. | A minimum of three teacher created lesson plans that focus on career awareness and employability skills are being taught in the Nutrition & Food Science curriculum. Each plan is supported by the evidence of assessed student work. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 7. | A course syllabus is provided for each course. The document includes pathway information, course descriptions, objectives of course, career opportunities, and applicable end-of-pathway assessment(s). | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 8. | <p>Student team presents collaborative project to the on-site team describing the project and the specific skills and knowledge acquired.</p> <p>Presentation needs to include description, objectives, alignment to GPS, rubric for assessment and demonstration --- all related to the collaborative project.</p> | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 9. | <p>High school students are given the opportunity to explore current events, trends, history, and technology in the Nutrition & Food Science Industry.</p> <p>Documentation should be student work relating to a lesson plan which may be news articles, business periodicals, online websites, portfolios, labeled pictures, and, etc.</p> | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 10. | An annual community service project should be take place with a focus on nutrition and/or wellness. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

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| 11. | Local resource people/stakeholders speak and work with high school students about professions/issues relating to nutrition and food science. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 12. | The high school teacher’s daily schedule provides adequate time for: <ul style="list-style-type: none"> • Planning and course development. • Student organization activities. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 13. | Individual, differentiated materials/activities/projects are used to accommodate needs of high school students. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 14. | Evidence indicates the instructor is aware of different learning styles and utilizes them in the instruction. The high school teacher provides instruction using different modalities including lecturing, demonstration, simulation etc. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 15. | The instructor utilizes a variety of curriculum materials and activities to encourage the acceptance of diversity as it relates to gender, age, language, ability, race, religion, family structure, background or culture. No evidence of bias was found in materials, displays, lesson plan, etc. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 16. | Students have mastered proficiencies in the pathway. Provide the number of students taking and passing the End of Pathway Assessment for the past three years: - AAFCS Food Science # Tested 1__2__3__ # Passed 1__2__3__ - AAFCS Nutrition/Wellness # Tested 1__2__3__ # Passed 1__2__3__ - ServSafe Handler # Tested 1__2__3__ # Passed __1__2__3__ - ServSafe Manager # Tested 1__2__3__ # Passed __1__2__3__ | <input type="checkbox"/> YES, provide evidence of EOPA’s taken and passed <input type="checkbox"/> NO | |

II. Equipment & Facilities

Standard Statement:

Equipment used in the training program must be of the type and quality found to provide training to meet the program goals and performance objectives. The facilities must be appropriate for the variety of learning and training activities which occur in the Nutrition and Food Science classroom/lab setting and must meet business and industry standards.

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| 17. | The Nutrition and Food Science classroom/lab are equipped with updated and functional equipment/chemicals per the equipment/chemical inventory listed in Appendix B, C, & D. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 18. | A local system or teacher developed long range equipment/chemical replacement plan is available. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 19. | Consumable supply funds have been spent on quality instructional materials for the last 3 years. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 20. | Students are trained in the proper use of laboratory equipment as part of ongoing instruction. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 21. | Industry certification funds were spent according to the guidelines. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 22. | Adequate storage area is available to support activities outlined in the program goals. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 23. | The storage area is used for the intended purposes. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

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| 24. | A locked storage area is used for the intended purposes. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 25. | The layout of the NFS lab is suitable for large/small group, team and individual student work. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 26. | The classroom has lab space that is barrier free to accommodate students with disabilities. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 27. | The classroom is clean, orderly and reflective of an environment that encourages and promotes learning. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 28. | The classroom has 1680 square feet including 40 square feet of teacher office space, 50 square feet of supplies storage and 100 square feet for equipment storage. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 29. | Document how the equipment/chemicals are used for exploration, experimentation, discovery, or etc. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 30. | Each NFS lab includes at least 2 refrigerator/freezer, 4 ranges, dishwasher, 4 sinks, 4 microwaves, washing machine, dryer, demonstration table, and/or any other capital related equipment found on the GaDOE website. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

III. Learning Resources

Standard Statement:

Support material consistent with both program goals and performance objectives must be available to staff and students.

A. Instructional Resources

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| 31. | Current textbook or digital resources, software packages, audio-visual materials and web-based resources (dated within five years) are available to facilitate efficient and effective learning. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 32. | Current (hard copy or digital) general and Nutrition & Food Science professional magazines (ex. <i>Today's Dietician</i> , <i>Food & Nutrition</i> , <i>Nutrition I-Mag</i> , etc.) and newspapers related to the instructional program are available and accessible for student and instructor use. | <input type="checkbox"/> YES, visual and list online resources <input type="checkbox"/> NO | |

B. Multi-Media Resources

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| 33. | Appropriate, up-to-date multi-media equipment and hardware such as flip charts, LCD projectors, "Smart Boards," speakers, interactive projectors, digital cameras, video cameras, DVD players and writers, tablets and other emerging instructional technologies are readily available to the classroom. | <input type="checkbox"/> YES, visual observation and inventory list <input type="checkbox"/> NO | |
| 34. | A computer or tablet is available in the NFS classroom, one for every two high school students and being utilized to complete program objectives. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

IV. Instructional Staff

Standard Statement:

The instructional staff must have technical competency and meet all state and local requirements for certification in Nutrition and Food Science.

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| 35. | The high school NFS classroom teacher holds an applicable certificate from the Georgia Professional Standards Commission to teach this pathway. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
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| | *If “new” teacher, have certificate requirements accomplished by time of On-Site Evaluation. | | |
| 36. | The high school teacher(s) has/have passed the NFS Industry Certification Content Test. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 37. | The high school Nutrition & Food Science teacher is a current member of ACTE, GACTE & GATFACS. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 38. | The high school Nutrition & Food Science teacher is a current member of another related professional organization related to FACS, Nutrition and/or Food Science such as AAFCS, Society for Nutrition Education and Behavior, Institute for Food Technology, Academy of Nutrition and Dietetics, and/or Georgia Nutrition Council. (Optional) | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 39. | The high school Nutrition & Food Science teacher(s) holds a current ServSafe Handler AND Manager Certification. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 40. | The high school Nutrition & Food Science teacher(s) has attended at least 25 hours of professional development specifically related to Nutrition and Food Science in the last three years. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 41. | The high school teacher(s) attended the NFS Industry Certification Workshop. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 42. | Document any additional teacher’s responsibilities beyond the classroom and FCCLA for the last three years. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

V. CTSO's

Standard Statement:

The program will provide student leadership opportunities through a career technical student organization (CTSO).

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| 43. | Students are affiliated with Family, Career and Community Leaders of America (FCCLA) at the state and national level. *Include membership for last three years. *12 members required to affiliate | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 44. | FCCLA is an integral part of the NFS program and curriculum including participation in regional, state and national events and competitions for the last 3 years. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 45. | The program promotes interest in Nutrition & Food Science related occupations through community service activities, national and state projects. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 46. | Records are kept to document internal and external promotion of FCCLA. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 47. | Long term partnerships and professional relationships have been formed with local business, industry, institutions, agencies to support and enhance NFS Program and/or FCCLA activities. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 48. | Students compete in FCCLA State and/or STAR Events related to the Nutrition and Food Science pathway. (i.e. Digital Delish Dish, Food Innovations, Nutrition and Wellness, Sports Nutrition, Job Interview, Entrepreneurship, Career Investigation, and etc.) | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 49. | FCCLA Officer Team at the on-site visit will provide a presentation documenting FCCLA events, activities, and involvement from the past 3 years. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

VI. Program Promotion

Standard Statement:

The program is promoted within the school, school system, and community.

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| 50. | The NFS program conducts a variety of in-school promotional activities such as exhibits, websites, blogs, bulletin boards, school commercials, posters, brochures, and local educational materials. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 51. | The NFS program conducts a variety of out-of-school activities such as newspaper articles, radio/television appearances, social media contacts, billboards, exhibits in the community, and community service. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 52. | Written literature and information sessions on the Nutrition & Food Science program are available to high school students prior to enrollment. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 53. | The Nutrition & Food Science program has a documented roster of students completing the pathway. The documentation is supported by student transcripts. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 54. | High school students and/or their families are informed of community events that would meet their needs, i.e. cook-offs, health fairs, taste of ***, farmer's markets, and etc. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 55. | A collaboration is consistent between the program and higher education schools and programs. Ex.-articulations, presentations, field trips, guest speakers etc. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

VII. Advisory Committees

Standard Statement:

An advisory committee consisting of a majority of Nutrition and Food Science related professionals is in place for the Nutrition and Food Science program in this specific school.

A. Advisory Committee & Impact

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| 56. | The Nutrition & Food Science program has an active advisory committee that meets at least twice a year. Three years of agendas and minutes are on file. | <input type="checkbox"/> YES, provide minutes <input type="checkbox"/> NO | |
| 57. | The ethnic make-up of the advisory committee is representative of the school population and composed of: male and female representatives, minority groups, persons with expertise in the Nutrition and/or Food Science field, at least 6 persons from the local nutrition/food science and related services industry, school nutrition, a former or current student, an FCCLA member and parents. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 58. | The advisory committee is actively involved with FCCLA and/or the Nutrition & Food Science program eg. preparing for competition, judging competition, working with community service projects, fundraising, visiting the classroom, or providing off-site educational experiences etc. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 59. | The current Nutrition and Food Science Georgia Standards of Excellence (curriculum) is reviewed by the advisory committee at least once a year with suggestions made for improvement as needed. Suggestions are recorded in the minutes. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 60. | Document efforts to recruit business/industry representation on the advisory committee. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 61. | Document communication with advisory members (invitations to attend meeting, thank you notes, to serve as resource people, to judge FCCLA events, workshop presentation, etc.). | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

VIII. Career Guidance

Standard Statement:

Systematic pre-admission testing, interviews, counseling services, school placement and follow-up procedures must be used.

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| 62. | Contact is made with middle school students about the Nutrition and Food Science program at the high school. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 63. | An organized plan for providing nutrition and food science career guidance information to students is available. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 64. | Opportunities are provided for students to participate in work-based learning experiences in high school related to Nutrition and Food Science. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 65. | The program has a system for following up on former students who completed the NFS Pathway such as email, Google form, social media, or etc. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 66. | Students are informed about Nutrition and Food Science Dual Enrollment opportunities. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 67. | Students can earn articulated credits between secondary and post-secondary schools or an attempt has been paid by the teachers and/or administration. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 68. | Students are made aware of the local job markets related to Nutrition and Food Science and where they may find employment. | <input type="checkbox"/> YES, evidence is provided | |

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| | | <input type="checkbox"/> NO | |
| 69. | Number of pathway completers for this school year: _____ Document using CTAE Administrator's list. | Provide printouts of assessment results | |
| 70. | Document at least ONE career development activity for EACH of the following below. Activities should vary in format and depth based on the course (FNW, FNL, or FS) in which the student is enrolled. <ul style="list-style-type: none"> a. Student Job Shadowing Experience. Provide a list of the students, grade level, name of company where job shadowing was completed, and the types of career(s) shadowed. b. Career Research Projects. Provide three examples. c. Career Focused Field Trips/Guest Speakers. Provided news article/pictures with captions. d. Mock Interviews. Provide interview outlines and pictures. e. Career Portfolio: Cover Letter, Resume, Follow-Up Letter. Provide portfolio. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

B. Internships/WBL (If Applicable) Internships are defined as the experience associated with Work-Based Learning, not a course-embedded (e.g., FNW, FNL, or FS). The student works the equivalent number of hours as they would have sat for seat time to earn the credit in a face-to-face class. In one hour schedules, this will be 5 hours per week per period the student is away from school assigned to the internship. For 90 minute block schedules this would be 7.5 hours per week per block that the student is released from school for the internship placement/credit earned. Internship can be paid or unpaid. This does not include lab/field experiences which are embedded in the first three courses (FNW, FNL, or FS).

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| 71. | Documentation of the rules, regulations, policies, and procedures between the school and the student's internship or work-based learning worksite are available to and used by students. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 72. | Training plans and training agreements are used to support student progress in internships or work-based learning. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 73. | The instructor or Work Based Learning Coordinator (WBLC) uses C-Net or similar software to report student data and lab experiences. | <input type="checkbox"/> YES, evidence is provided | |

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| | | <input type="checkbox"/> NO | |
| 74. | Students have mastered proficiencies in their pathway (portfolio, workplace readiness certificate etc.). | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 75. | Number of students enrolled in WBL (NFS program area)_____. | | |
| 76. | Students in Internship or WBL are placed in Nutrition and Food Science locations/positions. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 77. | Nutrition and Food Science teacher and WBL Coordinator communicate concerning training plans and mentor/employer evaluations. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

IX. Health & Safety

Standard Statement:

Health and safety rules must be observed by teachers and students at all times in the Nutrition and Food Science Program

A. Health & Safety

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| 78. | Students are familiar with emergency procedures (fire, tornado, bomb, etc.) | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 79. | Students are administered a teacher/text developed safety/chemical/use of equipment test that assesses their knowledge of safety issues in the Nutrition and Food Science lab. Students are expected to pass with 100% accuracy before being allowed in the lab. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 80. | Hand washing procedures are taught and practiced prior to working in the lab. Teachers should use information from the Clean section of the FightBAC Campaign. http://www.fightbac.org/ | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

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| 81. | Exits are clearly marked and free of obstruction. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 82. | Fire alarms are available and working. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 83. | Fire extinguishers are available, mounted in appropriate places; the inspection date is current. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 84. | High school NFS teacher(s) hold(s) current, CPR AND Fire Safety Certification. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 85. | Students have fire safety education prior to working in the lab. Number of students receiving Fire Safety Certification this year (not required) _____ | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 86. | Students have CPR & First Aid education prior to working in the lab. Number of students receiving CPR/First Aid Certification this year. (not required) _____ | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |
| 87. | Students are consistently taught a Culture of Safety in the classroom/lab settings. | <input type="checkbox"/> YES, evidence is provided <input type="checkbox"/> NO | |

Appendix B – Food Lab Equipment

| <u>Quantity</u> | <u>Equipment</u> | <u>Quantity</u> | <u>Equipment</u> |
|------------------------|---|------------------------|--|
| 1 | 2-Piece tube pan | 1 | muffin pan |
| 1 | biscuit cutter, 2-inch | 1 | pastry blender |
| 1 | blender | 1 | pie plate, glass |
| 5 | bowls, small | 1 | pizza pan |
| 1 per lab group member | clothespins | 1 | plate, glass |
| 1 | colander | 1 per lab group member | plates |
| 1 | container with lid | 1 | printer |
| 1 | cookie sheet | 1 | rolling pin |
| 2 | cooling rack | 2 | rubber scrapers |
| 5 | cups | 1 | saucepan, 1-Quart |
| 7 | custard cups | 1 | saucepan, 1 1/2-Quart |
| 2 | cutting boards, 1/2 inch thick | 1 | saucepan, 2-Quart with lid |
| 1 | double boiler | 1 | saucepan, 3-Quart |
| 1 | electric mixer, portable | 6 | saucers |
| 1 | filtration pitcher with filter | 1 | scoop, small |
| 1 per lab group member | forks | 1 | skillet, 6-to 10-inch with nonstick finish |
| 3 | freezer containers | 1 | spatula, bent-edge |
| 2 | funnels | 1 | spatula, straight-edge |
| 1 | grater | 1 | spoon, slotted |
| 4 | hot pads | 1 | spoon, wooden |
| 1 | knife, chef's | 1 per lab group member | spoons |
| 1 | knife, paring | 2 | spoons, mixing |
| 1 | knife, serrated | 4 | spoons, serving |
| 1 | knife, utility | 1 | thermometer, digital |
| 1 | ladle, small | 1 | thermometer, instant-read |
| 1 | liquid measuring cup, 500-mL (2-cups) with milliliter divisions | 1 | tongs |
| 1 | loaf pan | 1 | towel, linen |
| 1 | metric dry measuring cups, 50 mL, 125 mL, and 250mL | 3 | towels, terrycloth |
| 1 | metric measuring spoons, 1 mL, 2 mL, 5 mL, and 15 mL | 1 | vegetable brush |
| 1 | mixing bowl, large | 1 | vegetable peeler |
| 1 | mixing bowl, medium | 1 | whisk |
| 1 | mixing bowl, small | | |

Appendix C – Scientific Equipment

| <u>Quantity</u> | <u>Equipment</u> | <u>Quantity</u> | <u>Equipment</u> |
|-----------------|---|-----------------------------|------------------------------------|
| 2 | beakers, 50-mL | 1 | metric ruler |
| 4 | beakers, 100-mL | 1 | microscope |
| 3 | beakers, 150-mL | 5 | microscope slides with cover slips |
| 5 | beakers, 250-mL | 1 | mortar and pestle |
| 2 | beakers, 400-mL | 1 | needle |
| 1 | beakers, 500-mL | 1 | oil immersion microscope |
| 1 | beakers, 1000-mL | 1 | permanent marker |
| 1 | beaker tongs | 4 | petri dishes |
| 1 | blindfold | 1 | pH indicator paper |
| 2 | burets | 1 | pH meter (optional) |
| 1 | burette stand | 1 | plastic gasket |
| 1 | calculator | 1 pair per lab group member | safety glasses |
| 1 | crucible | 1 | square pan, 9 inch |
| 1 | electronic balance | 1 | standard mass, 100-gram |
| 1 | Erlenmeyer flask, 125-mL | 1 | strainer |
| 4 | Erlenmeyer flask, 250-mL | 1 | test-tube rack |
| 1 | evaporating dish | 25 | test-tubes with lids or stoppers |
| 1 | eyedropper | 1 | test-tube tongs |
| 1 | gas flame source (Bunsen burner or gas stove) | 3 | thermometers |
| 5 | glass rods | 1 | thermometer holder |
| 3 | graduated cylinders, 10-mL | 1 | titration stand |
| 2 | graduated cylinders, 25-mL | 1 | top plate |
| 3 | graduated cylinders, 100-mL | 1 | UV light source |
| 2 | graduated cylinders, 100-mL | 1 | viscosity ring |
| 1 | hair dryer | 2 | wash bottles |
| 1 | inoculating top | 2 | watch glasses |
| 1 | magnifying glass | 1 | wax pencil |
| 1 | metal cylinder | | |

Appendix D – Laboratory Supplies

| Supply | Amount per Lab Group |
|--|--------------------------------|
| Common Chemical Supplies | |
| Ammonia | 15 mL |
| Chlorine Bleach | 16 mL |
| Epsom Salt | 15 mL (1 tablespoon) |
| Fructose solution | 5 mL |
| Glycerin | 1 drop |
| Hydrogen Peroxide | 35 mL |
| Iodine Tincture | 1 mL |
| Milk of Magnesia | 15 mL |
| NaCl solution, 1 <i>M</i> solution | 100 mL |
| Pectin, commercial | 49 g (1 package) |
| Potassium chloride (salt substitute) | 45 g per class |
| Rennin (junket) | 0.6 g (1/2 rennet tablet) |
| Sodium chloride (salt) | 1 g |
| Sodium hydroxide (lye), 0.5, <i>M</i> solution | 42 mL |
| Sucrose (sugar) solution | 30 mL |
| Vitamin C tablet | 1 crushed |
| Scientific Supplies | |
| 2, 6-dichloroindophenol, 0.1% solution | 1 L per class |
| Acetic Acid | 7 mL |
| Asorbic acid solution | |
| Benedict's solution | 50 mL |
| Calcium chloride solution | 20 drops |
| crystal violet* | 1 to 2 drops |
| Petri dishes with agar, disposable | 6 per group plus 1 per student |
| Ethanol (ethyl alcohol) | 30mL (2 tablespoons) |
| Glucose solution | 5 mL |
| Gram's iodine* | 1 to 2 drops |
| Immersion oil | 2 drops |
| Lactose solution | 5 mL |
| Maltose solution | 5mL |
| Microscope slides, disposable | 1 per student |
| Potassium permanganate (KMnO ₄) | 4 g |
| Safranin* | 1 to 2 drops |
| Serratia marscens or Bacillus subtilis bacterial culture | 1 mL |
| Sodium bicarbonate | 2 g |
| Sodium citrate | 0.1 g (<1/8 teaspoon) |
| Sodium nitrite | 0.02 g |
| Sodium phosphate (Na ₂ HPO ₄) | 2 g |
| Starch solution | 5 mL |

Appendix E – Application for NFS Industry Certification Site Visit

Name _____ School _____

School Address _____ City _____ Zip _____

Email _____ Phone _____

A. I wish to schedule my Nutrition & Food Science Industry Certification Site Visit on any of the following dates:

1st Choice Date: _____ 4th Choice Date: _____
2nd Choice Date: _____ 5th Choice Date: _____
3rd Choice Date: _____ 6th Choice Date: _____

*Note: Please provide at least 5 dates. We will have 2-3 team member schedules to work around.

B. Please attach a tentative schedule (see attached sample) for the visit, to include the following components based on your and your students' schedule:

- 30 minutes for Continental Breakfast with Advisory Committee members and others
 - Good opportunity to introduce system personnel and advisory members.
 - Advisory members could also be interviewed at this time
- 15 minutes for tour of Nutrition & Food Science Department
- 2-3 hours to review files of evidence
- 30 minutes to visit high school classroom with teacher, but without students present, if possible.
- 1 hour for working lunch
 - Another opportunity to introduce system personnel and advisory members (if they did not attend the breakfast).
 - Advisory members could also be interviewed at this time if not before
- 30 minutes to interview high school students and student team presentations
- 30 minutes to interview and/or presentations from high school students/FCCLA members
- 30 minutes for an exit interview with the high school teacher and/or any administration

C. Please sign and forward to Cheryl Hambrick, NFS Director - Evaluation Team Leader (ETL) for their signature via email: cha1320@gmail.com or mail: Cheryl Hambrick, 1320 Echo Mill Court Powder Springs, GA 30127 by October 1st.

Teacher Signature _____

School CTAE Director Signature _____

Nutrition & Food Science ETL Signature _____

Appendix F – Sample Agenda

SCHOOL'S LETTERHEAD

Revise the agenda to meet you and your student's schedule

Nutrition and Food Science (NFS) Industry Certification Site-Visit

| | |
|-------------------|--|
| 8:00AM - 8:30AM | Breakfast w/ Advisory Board & System Administrators* |
| 8:30AM - 8:45AM | Tour Nutrition Department |
| 8:45AM - 11:30AM | Review Notebooks |
| 11:30AM - 12:00PM | Visit High School Classroom (Teacher present, but not students) |
| 12:00PM - 1:00PM | Lunch |
| 1:00PM - 1:20PM | Informal Group Interview of 3-5 Students on Different Levels |
| 1:20PM – 1:40PM | Students Presentation(s) |
| 1:40PM - 3:00PM | Review Notebooks |
| 3:00PM - 3:30PM | Exit Interview with High School Teacher(s) |

***Continental Breakfast with NFS Review Team and Advisory Committee Members**

Suggested attendees at breakfast:

- Advisory Committee Members
- High School Administrators
- System Administrators
- FCS Department Teachers
- School Partnership Members

NFS Teacher's Schedule and Location for Day of Site Visit:

List Below

Appendix F – Annual Report

- a. An Annual Report Form should be completed each year by **May 1st**. Major changes in the program (e.g., hiring a high school teacher who does not meet the required qualifications, the elimination of the lab/project-based setting) may require additional follow-up. Each new high school teacher hired will be required to pass the Nutrition & Food Science Knowledge Test that is part of the preparatory work for industry certification.
- b. **Schools that do not maintain standards for Industry Certification, including the areas monitored in this report, may be placed on probation and receive a needs improvement plan. Schools that fail to maintain the standards for industry certification will lose their certification status and have to re-apply for certification when applicable.**
- c. Certified programs may recertify every five years and requires the same Site Visit procedures as the initial certification – review of the high school program.

CONTACT INFORMATION FOR THE Nutrition and Food Science ETL:

- a. Dr. Martha Staples, NFS Evaluation Team Leader (ETL)
432 Dave Bailey Rd.
Flovilla, GA 30216
Martha81214@gmail.com
404-402-0135

**(Year) Annual Update
Industry Certification for NFS Programs**

I. SCHOOL INFORMATION

| | | | |
|------------------------|--|----------------------------|--|
| School Name | | School Enrollment | |
| Principal's Name | | School Phone Number | |
| NFS Phone Number | | NFS Fax Number | |
| School Mailing Address | | | |
| School Website Address | | Year Program Was Certified | |

II. PROGRAM INFORMATION

NFS Course Offerings

List the enrollment for each course in the pathway:

| COURSE NAME | TEACHER(s) | ENROLLMENT | |
|-------------|------------|------------|--------|
| | | MALE | FEMALE |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

III. ADVISORY COUNCIL

- A. Dates of Fall Advisory Council Meeting _____
- B. Dates of Spring Advisory Council Meeting _____
- C. **Please attach copies** of advisory council meeting minutes. Include **members present** at each meeting.
- D. Please list the names of all members of your Local Advisory Council members and indicate the business/organization he/she represents. **Instructors and local school administrators should not be included.**

| MEMBER NAME | BUSINESS/ ORGANIZATION REPRESENTED |
|-------------|------------------------------------|
| | |
| | |
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| | |

IV. SUCCESS

- A. Describe at least one success that has taken place this school year; for example, changes in the organization and administration of your program/department-such as adding a program, staff member etc.

- B. Describe at least one goal that you have set to improve the program and how you have or are accomplishing it.

V. ENROLLMENT

- A. Describe your enrollment in the high school program.

- B. Include information such as increases/decreases in enrollment/recruitment/placement.

VI. INSTRUCTOR INFORMATION

A. NFS Teacher A

Name _____

Teacher's Email Address: _____

Years' Teaching _____ Does the teacher plan to return next school year? _____

Other responsibilities (FCCLA, Dept. Chair, Coach etc.) _____

Professional Organization Memberships for NFS Teacher A:

| PROFESSIONAL ORGANIZATION | MEMBERSHIP NUMBER |
|---------------------------|-------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Professional Development for NFS Teacher A:

| DATE | CONTACT HRS | TITLE OF EVENT | SPECIFIC NFS RELATED ACTIVITY – i.e. workshops/sessions attended |
|------|-------------|----------------|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

B. NFS Teacher B (second teacher if applicable)

Name _____
 Teacher's Email Address _____
 Years' Teaching _____ Does the teacher plan to return next year? _____
 Other responsibilities (FCCLA, Dept. Chair, Coach etc.) _____

Professional Organization Memberships for NFS Teacher B:

| PROFESSIONAL ORGANIZATION | MEMBERSHIP NUMBER |
|---------------------------|-------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Professional Development for NFS Teacher B

| DATE | CONTACT HRS | TITLE OF EVENT | SPECIFIC NFS RELATED ACTIVITY – i.e. workshops/sessions attended |
|------|-------------|----------------|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Is (Are) the above mentioned NFS teacher(s) new? If so, please attach a copy of his/her teaching certificate.

VII. TEACHER CERTIFICATION/ASSESSMENTS

1. NFS Teacher A --- Date of Expiration for:

ServSafe Handler: _____

ServSafe Manager: _____

Fire Safety Certification: _____

CPR/First Aid Certification: _____

2. NFS Teacher B --- Date of Expiration for:

ServSafe Handler: _____

ServSafe Manager: _____

Fire Safety Certification: _____

CPR/First Aid Certification: _____

VIII. Student Certifications/Assessment/Follow-Up

- A. Number of students receiving fire safety certification this past year: _____ (if applicable)
- B. Number of students receiving CPR/first aid certificates this past year: _____ (if applicable)
- C. Number of students receiving 100% accuracy on the safety/chemical/use of equipment test this past year _____
- D. Number of pathway completers for this year _____ Attach a printout of completers.
- E. Number of students enrolled in Work-Based Learning with a NFS emphasis: _____
Attach the C-Net Report.
- F. Number of students taking and passing the End of Pathway Assessment:
- AAFCS Food Science: # Tested _____ # Passed _____
 - AAFCS Nutrition/Wellness: # Tested _____ # Passed _____
 - ServSafe Handler: # Tested _____ # Passed _____
 - ServSafe Manager: # Tested _____ # Passed _____
- G. Attach an Administrator's list of students' test results.
- H. Number of NFS graduates who took positions in NFS areas/positions upon graduation.
_____ Attach a list of students and where they are employed.
- I. Number of NFS graduates who enrolled in post-secondary programs for nutrition and food science. _____ Attach a list of students and the schools in which they are enrolled.

IX. CTSO

A. Paid NFS Affiliated Members _____

B. Percentage of paid affiliated members out of total NFS class enrollment. FCCLA

C. Chapter Adviser(s) _____

D. FCCLA Involvement

| DATE | TITLE OF EVENT | # Students Participating |
|------|----------------|--------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

E. Number of students **competing** at the following events:

1. FCCLA Fall Leadership Rally _____ Attach a copy of registration.
2. FCCLA Fall Leadership Conference _____ Attach a copy of registration.
3. FCCLA Regional Competition _____ Attach a copy of registration.
4. FCCLA State Leadership Conference _____ Attach a copy of registration.

X. EQUIPMENT/FACILITIES

A. Describe any changes to your facility?

B. List new equipment purchased this year.

C. List outdated equipment that has been discarded.

Please sign and date below that the information provided is accurate and completed by May 1st. Annual report should be emailed or mailed to the Nutrition and Food Science ETL. Contact information is listed above.

NFS Teacher #1: _____ Date: _____

NFS Teacher #2: _____ Date: _____

CTAE Director: _____ Date: _____