

## What is Industry Certification?

Industry Certification is a high school certification process designed to recognize and promote exemplary Law and Public Safety (LPS) programs. Certified programs include the following:

- project-based instruction
- qualified teachers through certification and professional development
- involved advisory committees
- career development activities
- up-to-date technologies and equipment
- an active career technical student organization (SkillsUSA)

Competency standards and specific performance objectives provide the foundation for a solid curriculum. Industry Certification (IC) provides recognition to the high school's programs that document evidence to meet certification standards.

The Law and Public Safety Education Network (LAPSEN) and the Georgia Department of Education (GaDOE) have partnered to develop standards of excellence for LPS programs across Georgia. LAPSEN personnel and volunteers evaluate the LPS programs based on standards in the areas of:

- Standard 1: Organization and Administration
- Standard 2: Facilities, Equipment & Safety
- Standard 3: Curriculum and Instruction
- Standard 4: Student Preparation
- Standard 5: Advisory Committee, Industry and Community

## Approval for Industry Certification

Each school interested in pursuing IC must apply and may receive grant approval through the GaDOE. Grant applications should be completed fully, including as much detail as possible to aid the approval committee during the approval process. Prior to applying for the grant, each program should complete the Industry Certification checklist to ensure the program is ready to begin the process.

## Industry Certification Prep Workshop

Every teacher in the LPS program at each school must attend an Industry Certification Prep Workshop to review the process and procedures for IC for initial and recertification. The workshop must be completed by each teacher to earn certification. It is recommended that Career Technical and Agriculture Education (CTAE) administrators and school administrators also attend the workshop so that they are familiar with requirements for earning IC. At the workshop, all teachers from one school will work together to develop an action plan for the certification process that outlines the steps needed to complete the process. Workshops are offered at the beginning of the school year of certification, usually in August. If all teachers are unable to attend, the CTAE Administrator may choose to contract LAPSEN for a one-day workshop for teachers at their location (usually \$500, plus travel). Details of the contract should be negotiated with LAPSEN.

## Evaluation Team

LAPSEN will contribute one or more evaluators. The GaDOE will provide one or more evaluators, most likely the state LPSCS Program Specialist. The local LPS teacher will identify six local business and industry professionals who can serve through the preliminary evaluations as well as on the on-site visit.

## On-site Visit

The official on-site visit date and time is scheduled to be held after the SkillsUSA State Conference date each year. The LPS teacher(s) should distribute the date and time to the advisory committee, CTAE Administrator, local Board of Education, local administration, school district superintendent, and other supporters of the program (examples include school administration team, local newspaper, and county level leadership) and request their attendance at the on-site visit. All advisory committee members are strongly encouraged to attend the on-site visit. The advisory committee chair and other members should be prepared to report on their involvement with the committee and the impact of the committee on the LPS program for the interview portion of the on-site visit.

Verification of meeting all standards will be achieved through monthly checklists. All checklists should be completed at stated deadlines and web site updated with all corrections by March 15 of the program year to ensure all standards are met. Final points for the IC process will be earned at the on-site visit. Programs receiving certification will be notified at the on-site visit informally by the Evaluation Team members present and will be provided with commendations and recommendations for the program. Official notification will arrive in a letter from LAPSEN within a few weeks following the on-site visit.

## Evidence of Standards

The evidence of every standard should be presented in a digital format that is VERY CLEAR, EASY TO FOLLOW, and DETAILED enough for non-educators to see and understand how each standard was met. The certification is guided through a LAPSEN consultant, but the approval process is earned through Evaluation Team who evaluate the evidence throughout the process. A web site should be created to digitally display evidence of each standard. Inclusion of pictures of documentation for all standards is encouraged. Copyright laws should be followed for all documentation and projects. Programs should follow the 5 monthly checklists and the on-site visit checklist for required documentation. Feedback from the LAPSEN Consultant throughout the year will aid the program in clarification of meeting each standard.

## Earning Certification

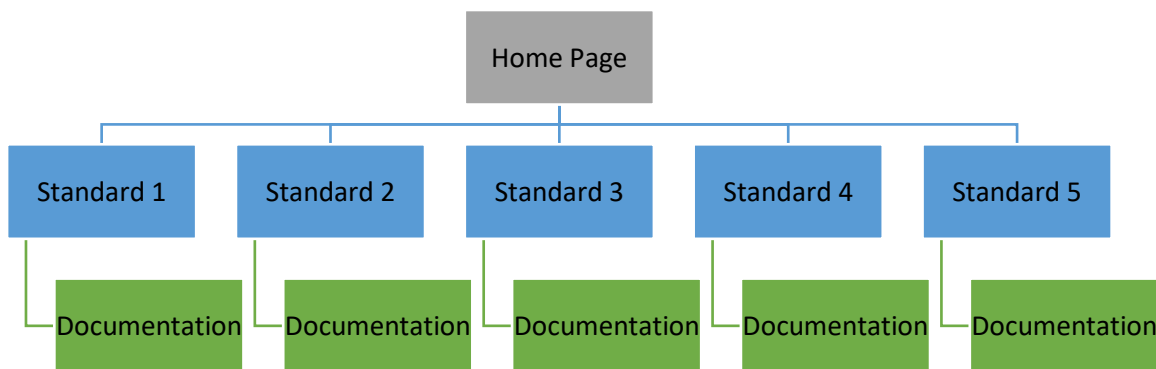
Programs will earn certification by meeting the minimum required number of points for every standard. Standards are met by documented evidence on the program web site. Teachers in the program should strive to EXCEED every standard and present more evidence to showcase their EXEMPLARY program. The SHRM Consultant is a resource for the programs undergoing certification. Communication should be continuous throughout the year of certification for questions, concerns, and ideas.

<b>Due Date</b>	<b>Who</b>	<b>Activity</b>
<b>May 15</b>	CTAE Director	Grant Application Complete; Notification of Grant status will be given after State Board Approval.
<b>July/August</b>	<u>All</u> LPS program teachers; CTAE admin. & school-level administrator encouraged to attend	Industry Certification Prep Workshop May be virtual
<b>Sept 1</b>	LAPSEN	Verification sent to GaDOE Program Specialist and local schools with details of completed workshop confirmation and contact information for consultant working with the school.
<b>Sept 15</b>	LPS Teacher	Set confirmation of on-site visit with all involved parties
<b>Oct 1</b>	LPS Teacher	Complete September Checklist
<b>Oct 15</b>	LAPSEN	Debrief September Checklist with LPS teacher
<b>Nov 1</b>	LPS Teacher	Complete October Checklist and make all revisions from September feedback
<b>Nov 15</b>	LAPSEN	Debrief October Checklist with LPS teacher
<b>Dec 1</b>	LPS Teacher	Complete November Checklist and make all revisions from October feedback
<b>Dec 15</b>	LAPSEN	Debrief September Checklist with LPS teacher
<b>Dec 31</b>	LAPSEN	Provide a summary report for all schools documenting progress toward meeting certification, action steps for remainder of school year, and notes from each school. All major issues should be included in the report
<b>Jan</b>	LAPSEN, LPS Teacher & admin	Site Review – to review materials and work one on one to plan for last requirements and discuss site visit plans. LAPSEN will visit school.
<b>Jan 15</b>	GaDOE Program Specialist	Follow up with any schools not meeting certification standards to this point
<b>Feb 1</b>	LPS Teacher	Complete January Checklist and make all revisions from previous feedback
<b>Feb 15</b>	LAPSEN	Debrief January Checklist with LPS teacher
<b>Mar 1</b>	LPS Teacher	Complete February Checklist and make all revisions from previous feedback
<b>Mar 15</b>	LAPSEN	Debrief February Checklist with LPS teacher

<b>Mar 10 – Mar 31</b>	All parties	On-Site Team Visit
<b>May 15</b>	LAPSEN	Send initial list of “passing” and “failing” schools to GaDOE Program Specialist.
<b>June 15</b>	All previously certified programs	Send completed Annual Report to GaDOE Program Specialist. Recertification should be done during the 5th year of your certification.
<b>July 15</b>	GaDOE Program Specialist	Revise and post standards for following school year.
<b>June TBA</b>	LAPSEN, School Representatives	Attend the Awards Luncheon at GACTE Summer Conference hosted by LAPSEN honoring teachers and administration from certified schools.

## Getting Started

You will develop a live website to archive documentation required for IC. It should be professional in appearance, well organized, and user-friendly. All required documentation should be uploaded to the site in the correct location and rotated to be in the upright position. Sample website hierarchy:



The following pages contain the standards with required documentation. Upload all documentation to your website. Be sure all documentation is uploaded by each checkpoint. The checkpoint dates and documentation requirements follow the standards towards the end of this guide.

*Note: Georgia Business and Computer Science Industry Certification Standards was used as a template for the first part of this document.*

# Program Operational Standards

## I. Organization and Administration

Standard - Instruction must be systematic and reflect the program goals. Marketing and recruitment are critical to program strength and viability. Policies for managing resources and budgets are crucial to good stewardship

- List district CTAE mission as well as district mission
  - How is your program supporting both mission statements?
- List the goals and objectives for your program
  - 1 year, 3 year and long term
- If the teacher is on State Extended Day through the Georgia Department of Education, provide a copy of the Annual Plan/Program of Work that is submitted through [www.ctaen.org](http://www.ctaen.org)
- If the teacher is on Local Extended Day, submit the annual plan that is required by the local school system.
- The current student/instructor ratio appropriate for teaching occupational skills
  - Class schedule
  - Number of students enrolled in each class
  - Number of students with an IEP, 504 and/or ESL
  - Number of instructors (include resource teachers)
- The program is promoted within the school, school system, and to prospective students.
  - Describe the process your training program uses in the selection of new students.
  - Describe your in-school promotional activities such as exhibits, bulletin boards, posters, brochures, school announcements, school websites, etc.
  - Describe your marketing plan to reach outside of your school
    - Contact is made with middle school students about the LPS program at the high school.
    - Brochures, recruitment activities, career fairs, visits to feeder schools
    - Website – is it current, maintained and updated?
  - Describe how you work with administration and counseling to ensure your program is marketed properly
- State the written policy for the allocation and control of training expenditures.
- Describe the budgeting procedure for your program
- Copy of your program's approved local budget
- What system is in place for making decisions about consumables, course content, software, equipment, and/or instructional support materials.

I. Organization and Administration Indicators	Meets Criteria Y/N		Points	
Program Supports upper level mission statements	N	Y	0	1
Goals appropriate for program of excellence	N	Y	0	1
Copy of Annual Plan/Program of Work available if applicable	N	Y	0	1
Copy of Local Extended Day Annual Plan available if applicable	N	Y	0	1
The current student/instructor ratio appropriate for teaching occupational skills	N	Y	0	1 2
The program is well promoted within the school, school system, and to prospective students.	N	Y	0	1 2 3 4 5
Quality program marketing materials and website	N	Y	0	1 2 3 4 5
Ongoing collaboration between school counseling department that influence student enrollment in program in place	N	Y	0	1 2
Proper policies in place for training equipment and materials	N	Y	0	1
Proper budgeting process	N	Y	0	1 2
Plans in place for maintaining and replacing consumables, course content, software, equipment, and/or instructional support materials.,	N	Y	0	1
Evidence of clear communication and collaboration with advisory committee, local school administration, and district administration	N	Y	0	1 2
21 of 24 possible points required to pass this section	<b>Total</b>			
Notes:				
			<b>FAIL</b>	<b>PASS</b>

## II. Instructional Staff

Standard - The instructional staff must maintain technical competency, meet the requirements to be an approved instructor and meet all state and local requirements for accreditation.

- Instructional Competency/Accreditation
  - Does the instructor meet all state certifying requirements?
- The high school LPS teacher is an active member of ACTE, LAPSEN and SkillsUSA
  - List documentation
- List all current industry certifications and instructor certifications
- Documentation of participation in professional development for the past three years
  - documented in CTAERN or provide proof of training attended.
- Copy of your personal/professional plan for continuing education
- List conferences you plan to attend in the next calendar year

II. Instructional Staff Indicators	Meets Criteria Y/N		Points	
Does the instructor meet all state certifying requirements	N	Y	0	1
The high school LPS teacher is an active member of ACTE, LAPSEN and SkillsUSA	N	Y	0	1 2
Instructor has appropriate current industry certifications and instructor certifications for program needs	N	Y	0	1 2
Instructor has adequate professional development for program needs	N	Y	0	1 2
Instructor has a personal/professional plan to grow as an educator and maintain industry knowledge base	N	Y	0	1
Instructor attends relevant conferences and trainings	N	Y	0	1
System adequately supports instructor's participation in conferences and training	N	Y	0	1
<b>8 of 10 possible points required to pass this section</b>	<b>Total</b>			
Notes:				
		<b>FAIL</b>	<b>PASS</b>	



### III. Facilities, Equipment & Safety

Standard - 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 activities which occur in the LPS classrooms.

- The LPS lab and/or classroom are equipped with updated and functional equipment per GA DOE requirements as reflected on the inventory
- A locally or teacher developed long range equipment replacement plan is available.
- Consumable materials and supplies are sufficient and appropriate for teaching the curriculum
- Industry certification funds were spent according to the guidelines.
- Adequate storage area is available to support activities outlined in the program goals.
  - The storage area is used for the intended purposes.
  - A locked storage area is available.
  - Storage areas are clean and organized
- Layout/Floor Plan/Space
  - The classroom is clean, orderly and reflective of an efficient environment for learning.
  - The layout of the LPS classroom is suitable for large/small group, team and individual high school student work.
  - The square footage of the classroom meets or exceeds state recommendations.
  - Each teacher is assigned a conveniently located, furnished, and equipped area (office) for planning, confidential record keeping, private consultation, and administration.
  - In programs with multiple teachers, more space is available to properly accommodate teaching, learning and class preparation.
- 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.
- High school students use classroom computers, tablets and other available media to complete program objectives.
- Personal safety equipment policy for laboratory (i.e. safety glasses, fire extinguishers, PPE )
  - Forensic labs follow district standards for lab safety
- Accident report form
- Students and staff are aware of emergency procedures
- Chemicals/combustibles are located and stored properly
- Telephone access is reasonably available to the instructor
- Classroom and laboratory are clean and organized
- Classroom and laboratory meet all state and federal safety requirements (OSHA, NIOSH, etc.)
- Policy for student check-out of equipment
- Tools and equipment mirror what is used in industry appropriate to skills being taught

III. Facilities, Equipment & Safety Indicators	Meets Criteria Y/N	Points
The LPS lab and/or classroom are equipped with updated and functional equipment per GA DOE requirements as reflected on the inventory	N Y	0 1 2
Appropriate equipment replacement plan is available.	N Y	0 1
There are sufficient consumable materials and supplies	N Y	0 1
Accounting of industry certification funds demonstrates proper distribution	N Y	0 1
Adequate storage available	N Y	0 1
Program space meets or exceeds state requirements or actionable plan is in place to meet such requirements. In spaces with multiple teachers, space demands are being addressed adequately.	N Y	0 1 2 3 4 5
Facilities are clean, organized and well maintained	N Y	0 1 2
Each instructor has adequate personal space to plan and work	N Y	0 1 2
Classroom instructional technology is updated, functional and available		0 1
Students have adequate technology to meet program goals and prepare students for LPS careers	N Y	0 1
Program spaces are safe and have proper safety equipment		FAIL/PASS
Forensics labs follow proper science lab safety policies	N Y	0 1
Accident report policy is available		0 1
Students and staff are aware of emergency procedures		0 1
Chemicals/combustibles are located and stored properly	N Y	FAIL/PASS
Classroom and laboratory meet all state and federal safety requirements	N Y	0 1
Policy for student check-out of equipment		0 1
Tools and equipment mirror what is used in industry appropriate to skills being taught		0 1 2
20 of 24 possible points required to pass this section	Total	
Notes:		
Note – 2 items are automatically pass/fail	FAIL	PASS

#### IV. Curriculum and Instruction

Standard – Courses should be aligned with state and national standards. Instruction utilizes best practice pedagogy. Lessons prepare students to be excellent entry level employees and capable of success in industry aligned credentials.

- Instructor Showcase – for each course taught in the LPS Program:
  - A teacher created lesson plan from each teacher including developmentally appropriate practices and experiences supported by at least two examples of assessed student work relating to the lesson plans. Lesson plans should detail instruction and match state standards. All handouts, PowerPoints, and/or supplemental materials in the lesson should have a copy included.
  - For programs with multiple instructors, both instructors must submit showcase materials. At least one lesson plan from each instructor from each course they teach.
- Provide a syllabus for each course
  - Class rules, class policy, grading policy
  - State your written policy for re-testing upon failure of written or performance tests.
- The program is using the GADOE curriculum and a scope and sequence is provided for each course
- Courses are designed so that students can complete all the requirements for a career pathway in LPS within 3 years.
- Individual differentiated materials/activities/projects are used to accommodate the needs of high school students. (ex. alternate materials, instructional strategies, modified plans, etc.)
- 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.
- The instructor utilizes a variety of curriculum materials and activities to encourage the acceptance of diversity as it relates gender, age, language, ability, race, religion, family structure, background, or culture. No evidence of bias was found in materials, displays, lesson plans etc
- Academic Integration
- The instructor provides learning experiences, group work and projects that require higher order academic skills beyond acquiring knowledge and understanding, such as application, analysis, synthesis and evaluation. Include a lesson plan with assessed student work for each of the domains: application, analysis, synthesis and evaluation
- Are multi-media and/or web-based materials used in the training process to meet individual learning styles?
- Do performance and knowledge-based tests contain, in writing, the following:
  - Objectives of the test
  - Step-by-step instructions
  - Realistic time limit for completion
  - Indication of quality/exactness standard
  - Rating or grading scale
- Updated assorted specialized workbooks, manuals, textbooks and/or resource books (hardcopy or digital) are available to support the program goals.
- Plan to improve literacy

IV. Curriculum and Instruction Indicators		Meets Criteria Y/N		Points	
Syllabus is appropriate		N	Y	FAIL/PASS	
Program is using GaDOE curriculum, prerequisites, and sequences		N	Y	FAIL/PASS	
Students can complete pathway in 3 years		N	Y	FAIL/PASS	
Program implements a clear and intentional literacy plan		N	Y	FAIL/PASS	
<b>Instructor Showcase</b>					
<b>Course Name:</b>					
<b>Unit Plan</b>			<b>Teacher Name:</b>		
✓	Adequately matches standards	N	Y	0	1
✓	Developmentally appropriate	N	Y	0	1
✓	Evidence of differentiation	N	Y	0	1
✓	Evidence of addressing different learning styles	N	Y	0	1 2
✓	Multiple modalities	N	Y	0	1 2
✓	Bias free instruction and materials			0	1
✓	Academic integration	N	Y	0	1
✓	Higher order assessment elements			0	1
✓	Multi-media and or technology-based elements	N	Y	0	1
✓	Use of clear and easy to understand rubrics			0	1
✓	Clear instructions			0	1
✓	Content is updated to industry standards	N	Y	0	1
✓	Appropriate materials	N	Y	0	1
✓	Assessments meet educational standards			0	1
✓	Evidence assessment is used to drive instruction			0	1 2
✓	Unit plan is organized, well thought out, and clear			0	1 2
<b>17 of 20 possible points required to pass this section</b>		<b>Total</b>			
<b>Notes:</b>					
				<b>FAIL</b>	<b>PASS</b>

IV. Curriculum and Instruction Indicators		Meets Criteria Y/N		Points	
Syllabus is appropriate		N	Y	FAIL/PASS	
<b>Instructor Showcase</b>					
Course Name:					
Unit Plan			Teacher Name:		
✓	Adequately matches standards	N	Y	0	1
✓	Developmentally appropriate	N	Y	0	1
✓	Evidence of differentiation	N	Y	0	1
✓	Evidence of addressing different learning styles	N	Y	0	1 2
✓	Multiple modalities	N	Y	0	1 2
✓	Bias free instruction and materials			0	1
✓	Academic integration	N	Y	0	1
✓	Higher order assessment elements			0	1
✓	Multi-media and or technology-based elements	N	Y	0	1
✓	Use of clear and easy to understand rubrics			0	1
✓	Clear instructions			0	1
✓	Content is updated to industry standards	N	Y	0	1
✓	Appropriate materials	N	Y	0	1
✓	Assessments meet educational standards			0	1
✓	Evidence assessment is used to drive instruction			0	1 2
✓	Unit plan is organized, well thought out, and clear			0	1 2
<b>17 of 20 possible points required to pass this section</b>		<b>Total</b>			
Notes:					
		<b>FAIL</b>		<b>PASS</b>	

**ADD ADDITIONAL RUBRICS FOR ADDITIONAL COURSES & ADDITIONAL TEACHERS**

## V. Student Preparation - Employability Skills and Career Development Activities, CTSO

Standards – A comprehensive process to prepare students for career transition is in place. Students are given co-curricular and extra-curricular opportunities that support career goals. Students are supported and recognized by staff.

- Describe your career awareness and employability plan across the three years of coursework
- List student demographics, graduation rates
- Is there a procedure in place to track the graduates of the program?
- 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:
- Number of pathway completers for the past three years including this school year:
- Students are affiliated with SkillsUSA at the state and national level.
  - Robust membership – may be waived with explanation
  - Students participate in State Conference
  - Student leadership participates in at least one out of school leadership event or activity that is not state conference
- SkillsUSA chapter applies for Chapter of Excellence Program
  - Past and current year applications should be provided
- Students are made aware of Learning for Life Explorer Posts, Peer Court, Teen Court, and similar opportunities offered in the community and such entities are allowed to present to students or otherwise market such offerings where appropriate.
- Opportunities are provided for students to participate in work based learning experiences in high school. # for last few years
- LPS teacher and WBL Coordinator communicate concerning training plans and mentor
- Students have individual career plans and portfolios
- Describe how students are encouraged to take licensing or certification tests that are industry recognized
- Describe your recognition system for outstanding student performance.
- Explanation of career counseling opportunities
- Documentation of industry guest speakers regarding career opportunities
- Description of field trips taken to expose students to career opportunities

V. Student Preparation Indicators	Meets Criteria Y/N		Points	
A cohesive career awareness and employability plan is in place across all courses	N	Y	0	1
Each student has individual career counseling offered	N	Y	0	1
There is a plan in place to ensure students graduate	N	Y	0	1
There is a plan in place to track graduates	N	Y	0	1
Appropriate number of students are passing End of Pathway Assessment and/or certification tests or actionable plan is in place to improve performance	N	Y	0	1 2
Students are offered industry certification opportunities	N	Y	0	1 2
Program has appropriate number of students complete the pathway	N	Y	0	1
Good number of enrolled students are members of SkillsUSA – may be waived with explanation	N	Y	0	1
Students participate in SkillsUSA State Leadership and Skills Conference	N	Y	0	1
Student leadership participates in at least one out of school leadership event or activity that is not state conference	N	Y	0	1
SkillsUSA chapter achieved at least Bronze level for Chapter of Excellence Program	N	Y	0	1 2
Students are made aware career opportunities offered in the community	N	Y	0	1
Students are participating in work-based learning, shadowing, and/or internships	N	Y	0	1
Students have individual career plans and portfolios	N	Y	0	1
Guest speakers from industry and/or field trips are a part of classes	N	Y	0	1
Student recognition is in place such as student of the month or similar	N	Y	0	1
Students have opportunity to join NTHS with LAPSEN Endorsement if they qualify	N	Y	0	1
16 of 20 possible points required to pass this section	<b>Total</b>			
<b>Notes:</b>				
			<b>FAIL</b>	<b>PASS</b>

## VI. Advisory Committee, Industry and Community

Standard – Program works with industry and community to maximize student engagement and employment. Industry has a clear voice in program direction.

- Does the Advisory Committee meet two or more times per year, and are the agendas and minutes on file?
- Is there a listing of the Advisory Committee members available?
- Example of correspondence to the committee
- The program is promoted within the community.
- Advisory committee is representative of the school population and composed of the membership recommended in the state WBL manual
- The advisory committee is actively involved with SkillsUSA eg. preparing for competition, judging competition, working with community service projects, fundraising etc.
- Attach documentation indicating that your program’s goals and objectives are reviewed at least annually by your advisory committee and school administrators.
- Is public relations information about your program distributed on a continuous basis?
  - Press releases, newspaper articles, etc.
  - Community service projects
- What is your plan to maintain and/or improve industry participation in your program?

VI. Advisory Committee, Industry and Community Indicators	Meets Criteria Y/N		Points	
<b>Program has an active advisory committee</b>	N	Y	0	1
<b>Program advisory committee is well represented with community, industry, and reflective of the diversity of the school community</b>	N	Y	0	1
<b>Advisory committee is engaged with program students wither through SkillsUSA or similar activities</b>	N	Y	0	1
<b>A public relations plan in place and being implemented</b>	N	Y	0	1
<b>Industry is involved in the program beyond the advisory committee</b>	N	Y	0	1
<b>5 of 5 possible points required to pass this section</b>	<b>Total</b>			
<b>Notes:</b>				
			<b>FAIL</b>	<b>PASS</b>



## Summary of Results

\_\_\_ Program meets certification

\_\_\_ Program does not meet certification

Commendations:

Recommendations:

## Record of Evaluation Team

	Print Name	Signature
<b>LAPSEN Representative</b>		
<b>LAPSEN T.T.A.G. Member</b>		
<b>GA DOE Representative</b>		
<b>Program Instructor</b>		
<b>Program Instructor</b>		
<b>School CTE Administrator</b>		
<b>District CTE Administrator</b>		
<b>School Principal</b>		
<b>Local Team Member</b>		
<b>Local Team Member</b>		
<b>Local Team Member</b>		
<b>Local Team Member</b>		



## Application for the LAPSEN Industry Certification Site Visit

Name :

School:

School Address:

City:

Zip:

Email:

I wish to schedule my LAPSEN Industry Certification Site Visit on any of the following dates:

1<sup>st</sup> Choice:

2<sup>nd</sup> Choice:

3<sup>rd</sup> Choice:

4<sup>th</sup> Choice:

5<sup>th</sup> Choice:

Teacher Signature:

CTAE Director Signature:

Email to [info@lapsen.org](mailto:info@lapsen.org) by October 1<sup>st</sup>



## Industry Certification Site Visit Agenda

Sample Agenda (revise to meet your and your student's schedule)

Zooms three weeks prior - admin, counseling, advisory

<u>AM or PM</u>	<u>Agenda Item</u>
7:30/1:00	Accreditation Presentation breakfast - team, admin, counseling, advisory
8:00/1:30	Program Tour - team, admin, counseling, advisory
8:30/2:00	LPS Department & Lab Review - team, advisory, admin(optional)
9:30/3:00	Student interviews – 3-5 students (could be flipped w Review in afternoon) - team, advisory, admin(optional)
10:30/4:00	Review materials with program teachers - team
11:30/5:00	Evaluation Debrief - team, admin, advisory

## Who will attend?

### Some Suggestions:

- LAPSEN Representative – Thomas Washburn
- GA DOE Representative – Sandra Martin
- Program Instructor
- Program Instructor
- School CTE Administrator
- District CTE Administrator
- School Principal
- Counseling Department Representative
- Local Team Members
- Advisory Committee Member

## On-Site Visit Guidelines & Suggestions

The on-site visit should be an environment of CELEBRATION of your OUTSTANDING program!

- ✓ The team will need a quiet space that can be secured to base their evaluation work out of.
  - Large enough for 4 adults to work and have space
  - Power cords for laptops and such
  - A table and chairs for 4
  - Internet access will be required
  - Printer access will be needed
  - Basic supplies like paper, pens and such would be appreciated
  - Light snacks and drinks in the room would be nice
- ✓ The school should arrange meals and snacks
- ✓ The schedule is flexible if time allocations are maintained
- ✓ Teacher(s) should be available throughout the visit
- ✓ Dress code is professional, industry attire for adults. Students should be in SkillsUSA attire or similar

## Site Visit checklist

- ✓ For each person:
  - Agenda
  - Handouts
  - Program information if you have something like a pamphlet
    - don't make one if you don't have one
  - Name tent
- ✓ Nametags
- ✓ Copies needed
  - Industry Certification rubrics for each evaluator
  - School map with program space size noted
  - Inventory sheet completed for us to double check
- ✓ Note pads
- ✓ Copies of syllabi for each course. If more than one teacher teaches a course – a copy of each teachers should be provided