2025-2026
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. The school is responsible for the team members cost and reimbursement for travel. The grant money can be used to cover these expenses of approximately $1,200 to $1,500 total.

c. 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.

d. In the Fall, prior to going through industry certification, the high school teacher must 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 graded student work, flyers, complete 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, graded 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 the Spring prior to going through industry certification, set date early in year for Site Review, spend grant money, schedule onsite visit with the 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 Final Site Visit by the Nutrition & Food Science Review Team.

4. SCHEDULING SITE REVIEW

During the Fall Industry Certification Training, the GaNFS Director will work with NFS Teachers to determine a date for the Pre-Visit and the GaNFS Team Visit. Pre-Visits should be scheduled in the Fall. Site visits should be scheduled prior to April 1st.

a. During the Pre-Visit, the NFS Teacher should have at least one piece of documentation for each standard. The GaNFS Director will review the documentation to provide feedback and guidance for the teacher(s) going through certification.

b. The Georgia 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.

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 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. Based on 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.

MINIMUM STANDARD REQUIRED

h. The Industry Certification Instructional Program must include ***at least 180 hours of classroom and/or laboratory instruction per the state recommended curriculum guide.***

i. 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 a **date determined** by NFS Foundation Director of the year in which the review takes place.

6. Annual Reports and Recertification

a. An **Annual Report** should be completed each year by ***May 1st*** and sent to NFS Foundation Director - ETL. An Annual report document can be found at www.ganfs.org. Remember this is due **EACH YEAR by May 1st** to the Foundation Director or your industry certification could be revoked.

b. 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.

c. 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.

7. CONTACT INFORMATION FOR THE Nutrition & Food Science Foundation

a. NFS Foundation Director - Evaluation Team Leader (ETL) Donna Kurdelmeier- donnakurdelmeier@gmail.com

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 pursing industry certification will be evaluated on these standards and criteria. ***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.	The program is using the GaDOE Standards, 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)	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** For each course, include the scope & sequence, GaDOE standards; curriculum maps and/or pacing guides for the last three years. Include lab hours with documentation including what students are specifically doing during lab.
2.	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: 1. Food, Nutrition, and Wellness (FNW) 2. Food for Life (FFL) 3. Food Science (FS)	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Dated master schedule for three years.

3.	The Nutrition & Food Science program has a documented roster of students completing each pathway course, showing end of course grade. (3 years)	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Copy of last three years of class rosters for each pathway course.
4.	Document that the program courses have an average of 20 students in each class, and this pathway compromises most of the courses the instructor teaches.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Copy of last three years of class rosters for each class.
5.	A minimum of three lesson plans from the Food, Nutrition, and Wellness course to adequately reflect standards. Each lesson plan must include the year and date the lesson was taught. Plans are supported with examples of ***assessed student work*** relating to the lesson plans including a graded rubric for each.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** A minimum of three teacher created lesson plans for Food, Nutrition, and Wellness with assessed student work for each plan.
6.	A minimum of three lesson plans from the Food for Life course to adequately reflect standards. Plans are supported with examples of ***assessed student work*** relating to the lesson plans including a graded rubric for each.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** A minimum of three teacher created lesson plans for Food for Life with assessed student work for each plan.
7.	A minimum of three lesson plans from the Food Science course to adequately reflect specific science standards. Plans are supported with examples of ***assessed student work*** relating to the lesson plans including a graded rubric for each.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** A minimum of three teacher created lesson plans for Food Science with assessed student work for each plan.
8.	A minimum of two lesson plans that focus on career awareness and employability skills are being taught in the Nutrition & Food Science curriculum. Plans are supported with examples of **assessed student work** relating to the lesson plans including a graded rubric for each.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** A minimum of two teacher created lesson plans that focus on career awareness and employability skills with assessed student work for each plan.

9.	The most up-to-date course syllabus is provided for each course. The document includes course descriptions, objectives of course, career opportunities, FCCLA information, and applicable end-of-pathway assessment(s).	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed**: Current course syllabus provided for each course taught.
10.	Student team presents collaborative project to the on-site team describing the project and the specific skills and knowledge acquired. Presentation needs to include description, objectives, alignment to GPS, rubric for assessment and demonstration --- all related to the collaborative project.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Observed during site visit.
11.	High school students are given the opportunity to explore current events, trends, history, and technology in the Nutrition & Food Science Industry. Documentation should be assessed student work relating to a lesson plan which may be news articles, business periodicals, online websites, portfolios, labeled pictures, etc. and include a graded rubric.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Assessed student work which relates to the lesson plan for trends, history, current events, and technology in the Nutrition & Food Science Industry
12.	Local business and industry make presentations and work with high school students about professions/issues relating to nutrition and food science	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Three years of documentation such as pictures with speaker's name, date of presentation and topic covered.
13.	The high school teacher's daily schedule provides adequate time for: • Planning and course development. • Student organization activities.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Daily and weekly schedule with all required details from the standard.

14.	Individual, differentiated materials/activities/projects are used to accommodate needs of high school students as outlined in IEPs and/or 504s. (ex. Alternate materials, modified instructional strategies, modified plans, modified tests, etc.).	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Three complete IEP's and/or 504 plans and how the individual accommodations are met (blackout personal information). Include how you modified the alternative materials, instructional strategies, lesson plans, etc.
15.	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. supported by three lesson plans. Label learning styles/modalities used in the instruction.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Learning style inventory and results; Include three lesson plans that show the different modalities used in instruction (label the modalities).
16.	The instructor utilizes a variety of curriculum materials and activities to encourage the acceptance of societal issues 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.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Examples of lesson plans and assignments students completed to encourage the acceptance of societal issues. Displays, pictures, books, and other materials will by observed during the site visit. Refer to NAEYC website at www.naeyc.org.
17.	Students have mastered proficiencies in the pathway. Provide the Administrator's list of students who took the End of Pathway Assessment and their scores for the past three years. EOPA's available to take are: - AAFCS Food Science - AAFCS Nutrition/Wellness - ServSafe Handler - ServSafe Manager	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** List of number of students who have taken the EOPA and the number of students who passed for the past three years. Include the EOPA report.

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.

18.	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. Use the appendixes as a part of the documentation.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** List of all equipment and chemicals used in the program and include purchase dates.
19.	A teacher developed long range equipment replacement/purchase plan is available. Identify which major pieces of equipment need to be replaced/purchased within five years. Provide dates of when the equipment was purchased. Example of a form can be found on the Ga-DOECTAE website or www.ganfs.org.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Long range equipment replacement and purchase plan with dates when purchased and when the equipment needs replaced.
20.	Consumable supply funds have been spent on quality instructional materials for the last 3 years.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Reports from the last three years with dates on top; copies of Purchase Orders, invoices, and/or packing slips from equipment ordered in last three years.
21.	Industry certification funds were spent according to the guidelines.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** List of items purchased with grant funds; invoices, PO's, and/or packing slips of items received.

22.	Students are trained in the proper use of scientific laboratory equipment and kitchen equipment as part of ongoing instruction. All documents/evidence must include the month, date and year Proof of training must include but not limited to: • Documented proof of laboratory training in lesson plans. • Documented proof of proper kitchen equipment laboratory training in lesson plans. • Pictures of both laboratory trainings during each lesson.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Pictures of teacher showing the students how to use the equipment OR digital presentation of how to use equipment plus pictures of students using the equipment properly for the last three years.
23.	Adequate storage area is available to support activities outlined in the program goals.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** To be observed during site visit.
24.	The locked storage area is used for the intended purposes.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** To be observed during site visit.
25.	The layout of the NFS lab is suitable for large/small group, team work, and individual student work.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Pictures of the classroom and pictures of students in the room working in teams, groups, and individually.
26.	The classroom has lab space that is barrier free to accommodate students with disabilities.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** To be observed during site visit.
27.	The classroom is clean, orderly, and reflective of an environment that encourages and promotes learning.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** To be observed during site visit.
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. Include blueprint or classroom layout design labeled with square footage.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Floor plan or blueprint to document square footage or written statement of square footage from school plant engineer.

29.	Document how the equipment/chemicals are used for exploration, experimentation, discovery, or etc. • Document and highlight proof of laboratory training in lesson plans. • Document with pictures of laboratory training using the following chemicals (Potassium chloride, Sodium hydroxide and Vitamin C tablets) • Document proof of administering a chemical safety test.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed**: Provide copy of lesson plan for laboratory training, pictures of laboratory training using Potassium Chloride, Sodium Hydroxide and Vitamin C tablets. Provide a copy of a chemical safety test with assessed student work. Three years of documentation is required.
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.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** To be observed during site visit.

III. Learning Resources

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

31.	Current textbook ***OR*** digital resources, software packages, audio-visual materials, and web-based resources **(dated within seven years)** are available to facilitate efficient and effective learning. Teachers should also have current teacher editions and resources for all three courses.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Pictures and list of textbooks, teacher editions, and/or resources with dates of books and other materials.
32.	Current (hard copy ***OR*** digital) general and Nutrition & Food Science professional magazines (ex. *Today's Dietician, Food & Nutrition, Nutrition I-Mag, Nutrition in Action or Environmental Nutrition*) and newspapers related to the instructional program are available and accessible for student and instructor use.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** To be observed during site visit.
33.	A variety appropriate, up-to-date multi-media equipment and hardware such as "Smart Boards," interactive projectors, and other emerging instructional technologies are readily available to the classroom.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** To be observed during site visit.
34.	Computers or Chromebooks are available in the NFS classroom, one for every two high school students. Students use computers or other available technology to complete program objectives.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Pictures, statement about device distribution, observation, and student work samples. To be observed during site visit.

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.

35.	The high school NFS classroom teacher(s) holds a current certificate from the Georgia Professional Standards Commission to teach this pathway. *If the teacher(s) is "new", have certificate requirements accomplished by time of On-Site Evaluation.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Copy of teacher (s) license certification. **If the teacher (s) is "new**:**, have certificate requirements accomplished by the time of the site visit" with copies of certificate requirements.
36.	The high school Nutrition & Food Science teacher(s) is a current member of ACTE, GACTE & GATFACS.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed**: Pictures of membership cards, or screenshot of ACTE membership or a list of professional organizations with membership numbers.
37.	The high school Nutrition & Food Science teacher(s) holds a current ServSafe Manager Certification and a Fire Safety Certification.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Copy of ServSafe Manager and Fire Safety Certificate.
38.	***Optional:*** The high school Nutrition & Food Science teacher(s) 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:*** ☐ **YES** ☐ **NO**	
39.	The high school Nutrition & Food Science teacher(s) has attended at least 15 hours of professional development specifically related to Nutrition and Food Science.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** CTAERN workshop certificates, Professional Development Certificates, or list of Professional Development with dates and hours. Include for all teachers for the last three years.

40.	The high school teacher(s) attended the NFS Industry Certification Training CTAE Resource Network Workshop.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Copy of Certification Training Workshop Certificate.
41.	Document any additional teacher's responsibilities beyond the classroom and FCCLA for the last three years.	☐ **YES** ☐ **NO**	

V. CTSO's

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

42.	Students are affiliated with Family, Career and Community Leaders of America (FCCLA) at the state and national level. Twenty (20%) percent of the total number of NFS students are members of FCCLA. *It is recommended that 20% of the total number of NFS students are members of FCCLA	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Student Roster from the National FCCLA Portal for the last 3 years and class roster for the last 3 years. Include: **Total NFS Class Enrollment_____** **Number of FCCLA Members_____** **Percentage of FCCLA Members from NFS enrollment _____**
43.	FCCLA is an integral part of the NFS program and curriculum including participation in regional, state, and national events for the last 3 years.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Documentation of lesson plans, pacing guide, unit plans that show FCCLA is a part of your curriculum. Please label all awards, competition awards, and archives are on display at site visit (portfolio, scrapbooks, Honor Roll documentation, etc.)
44.	The program promotes interest in Nutrition & Food Science through community service activities, national and state projects and National FCCLA Awards.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed**: List of community service activities and state and national projects completed to include description and dates of the events/projects or National FCCLA Award Applications for the last three years.
45.	Records are kept documenting internal and external promotion of FCCLA chapter for the last three years.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Documentation of FCCLA involvement for the last 3 years, including chapter minutes, scrapbooks, or digital records, Honor Roll documentation, CTAE newsletter, social media etc.

46.	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.	☐ **YES** ☐ **NO**	**Documentation/Exhibits Needed:** Documentation of members from local businesses, industries, institutions, civic groups, or agencies that assisted with your FCCLA chapter. Include contact information and how they have supported FCCLA members.

VI. Program Promotion

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

47.	The NFS program conducts a variety of in-school promotional activities	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Photos documenting how the NFS program has been promoted over the last 3 years to include exhibits, websites, blogs, bulletin boards, school commercials, posters, and brochures.
48.	The NFS program utilizes three or more venues to promote out-of- school activities such as newspaper articles, radio/television appearances, social media contacts, billboards, exhibits in the community, and community service.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Photos with dates documenting how NFS program is promoted in out-of-school activities such as newspaper/website articles, radio/television/local school appearances, social media contacts, marquees, exhibits in the community, and community service for the past 3 years. Documentation should include three examples over a three-year timeframe.
49.	Written literature and information sessions on the Nutrition & Food Science program are available to high school students prior to enrollment.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** CTAE brochures, NFS brochures, counselor's office planning sheets, master schedule, photos of recruitment fairs, advisement, etc.

50.	High school students and/or their families are informed of community events that would meet their nutritional and wellness needs, i.e., cook- offs, health fairs, taste of ***, farmer's markets, etc.	☐ **YES** ☐ **NO**	**Documentation/Exhibits**: Documentation should include three years of evidence.
51.	A collaboration is consistent between the program and higher education schools and programs. Ex.-articulations, presentations, field trips, guest speakers etc.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Photos of field trips, guest speaker presentations, articulation agreements for the past 3 years.

VII. Participatory Advisory Committees

Standard Statement:
A participatory advisory committee consisting of a majority of the Nutrition and Food Science related professionals is in place for the Nutrition and Food Science program in this specific school.

52.	The program has an active advisory committee that is ***NFS specific*** and meets at least twice a year with an active chairperson and secretary. The committee should have expertise in the NFS field.	☐ **YES** **NO**	**Documentation/Exhibits:** Provide at least two years of documentation that could include sign in sheets, agendas, and/or detailed minutes (including attendance) are on file. Member list with business and industry noted.
53.	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. The committee should consist of a minimum of 6 members from the local nutrition/food science and related services industry, school nutrition, a former or current student, an FCCLA member and parents.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** School Reporting from DOE (Include a printout of school ethnic make-up) and documentation of Advisory Committee make-up for the past 3 years.
54.	The advisory committee is actively involved with FCCLA chapter and/or the Nutrition & Food Science program by participating in mock interviews, preparing for competition, judging competition, working with community service projects, fundraising, visiting the classroom, or providing off-site educational experiences etc.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Document presentations to class by Advisory members, help prepare FCCLA members for competitive events, participation with FCCLA community service projects, help with FCCLA fundraising and involvement in mock interviews. Include pictures with dates of participation for the past 3 years.
55.	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 to divide standards out among advisory committee members to review. Suggestions are recorded in the minutes.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide documentation for the last three years of minutes or emails which reflect a review of NFS Georgia Standards and suggestions made for improvement. Include dates for each year.

56.	Document efforts to recruit business/industry representation on the advisory committee.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide copies of emails to potential business/industry partners for the last three years.
57.	Document communication with advisory members (invitations to attend meeting, thank you notes, to serve as resource people, to judge FCCLA events, workshop presentation, etc.).	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide copies of meeting and presentation invitations, thank you notes, to serve as resource people for the past 3 years.

VIII. Career Guidance

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

A. Career Guidance Opportunities

58.	Contact is made with middle school students and/or underclassmen about the Nutrition and Food Science program at the high school.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide three years of dated emails, pictures, or other documentation where contact has been made with teachers of middle school students and/or underclassman about the NFS program at the high school.
59.	An organized plan for providing nutrition and food science career guidance information to students is available.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide counseling Plan for CTAE Guidance for the last 3 years.
60.	Information is provided to students regarding opportunities to participate in work-based learning experiences in high school related to Nutrition and Food Science.	☐ **YES** ☐ **NO**	**Documentation/Exhibit:** Local or state Work Based Learning guidelines; information or flyers presented to students regarding WBL opportunities. Provide dated pictures of WBL Coordinator presenting to classroom for the past three years
61.	The NFS teacher has an established system to follow up with former students who have completed the pathway.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** List of where former students are working in a NFS field or college student majoring in NFS, etc. Use Google search, social media, etc. A sample survey can be found on www.ganfs.org. Summarize information gathered in a spreadsheet.
62.	Students are informed about Nutrition and Food Science Dual Enrollment and/or articulated credit opportunities or an attempt has been made by the teacher(s) and/or administration to establish dual enrollment and/or articulation opportunities for the students.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide dated pictures of presentations from counselors and/or post-secondary guest speakers; field trips to post-secondary institutions, Articulation Agreements with post-secondary institutions.

63.	Students are made aware of the local job markets related to Nutrition and Food Science and where they may find employment.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Pictures of job boards, examples of research projects, DOL information, or social media posts for the last three years.
64.	Students participate in **job shadowing** experiences.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide a spreadsheet for the past three years with student's name, grade level, name of company where job shadowing was completed, and type of career(s) shadowed.
65.	Students complete a **career research project** in each course (FNW, FFL, or FS). Activities should vary in format and depth based on the course.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide at least one example with assessed student work
66.	Students are exposed to **career focused field trips/guest speakers** in each course (FNW, FFL, or FS).	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide news articles/pictures with captions or other documentation for the past three years.
67.	Students complete a **mock interview** during the pathway.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** For interview, provide both a blank and a graded rubric, outlines, questions, and/or pictures with captions for the past three years.
68.	Students complete a **career portfolio** which includes a cover letter, resume, follow-up, mock interview, and letter of resignation.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide a copy of three portfolios (one for each course taught) with assessments over the past three years.

B. Internships/WBL (If Applicable) Internships are defined as the experience associated with Work-Based Learning, not a course-embedded (e.g., FNW, FFL, 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, FFL, or FS).

69.	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.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Must include local or state WBL guidelines and/or contracts; student training agreements, training plans, and work evaluations for last three years.
70.	Training agreements and training plans are used to support student progress in internships or work-based learning.	☐ **YES** ☐ **NO**	**Documentation/Exhibits**: Copy of training agreement and training plans for the last three years.
71.	The instructor or Work Based Learning Coordinator (WBLC) uses C- Net or similar software to report student data and work experiences.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** C-Net report from the last 3 years.
72.	Students have mastered proficiencies in employability skills related to their pathway (portfolio, workplace readiness certificate, GA BEST certificate, etc.)..	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Documentation should include portfolio, workplace readiness certificate, GA BEST certificate, etc. from the last 3 years with three students each for a total of 9.
73.	Students enrolled in a Nutrition and Food Science (NFS) WBL experience for the past three years.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide name of student, place of employment, and position over the past three years.
74.	Students employed in a Nutrition and Food Science (NFS) related position, but NOT enrolled in WBL..	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide name of student, place of employment, and position over the past three years.
75.	Nutrition and Food Science teacher and WBL Coordinator collaborate concerning WBL opportunities for students who complete the pathway.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Emails, texts, or notes to document collaboration that includes dates of meeting, name of student, placement, and what was discussed for the last 3 years

IX. Health & Safety

Standard Statement:
Health and safety rules must be always observed and practiced by teachers and students in the Nutrition and Food Science Program.

76.	Students are familiar with current emergency procedures (fire, tornado, bomb, active shooter, etc.).	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Document participation with photos of practice drills and School Emergency Plan; photos of the exit plans/signage in the classroom.
77.	Students are administered a teacher/text developed equipment test that assesses their knowledge of safety issues in the Nutrition and Food Science lab. Students are expected to pass with 80% accuracy before being allowed in the lab.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Class rosters with student safety test scores for the past three years for all three courses. Include a copy of the safety test.
78.	Hand washing procedures are taught and practiced prior to working in the lab. Teachers may use information from the FightBAC Campaign. http://www.fightbac.org/	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Provide a copy of a lesson plan and assessed student work for the past three years.
79.	Classroom exits are clearly marked and free of obstruction.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Pictures of classroom exits. Signs to be observed on day of the site visit.
80.	Fire alarms are available and working.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Pictures of classroom with evidence of fire alarms; dates of school fire drills documented to reflect fire alarms are in working condition. Fire alarms to be observed on day of site visit.

81.	Fire extinguishers are available, mounted in appropriate places; the inspection date is current.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Pictures of classroom with evidence of fire extinguishers and dates of inspections. Document where fire extinguishers are located. To be observed on day of site visit.
82.	High school NFS teacher(s) hold(s) current Fire Safety Certification.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Copy of Fire Safety Certificate.
83.	Students have fire safety education prior to working in the lab. Document number of students receiving Fire Safety Certification this year.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Student roster documenting names/number of students receiving Fire Safety Certification along with date of certification and a copy of a Fire Safety lesson plan.
84.	Optional: Students have CPR & First Aid education prior to working in the lab. ***Optional:*** Documentation of number of students receiving CPR/First Aid Certification this year.	☐ **YES** ☐ **NO**	
85.	Students are consistently taught a Culture of Safety in the classroom/lab settings.	☐ **YES** ☐ **NO**	**Documentation/Exhibits:** Evidence should include three different activities with accessed student work over the last three years. Ex. Lab rubric, lesson plans, journaling, etc.

Appendix B – Recommended Lab Equipment

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

Recommended Large Kitchen Equipment

1 per station/ min. of 4 labs	oven and stove/ 4 burners	1 per lab	handwashing sink
2	refrigerator/freezer	1 per lab	dishwashing sink or 3 compartment sink
1 per station	sink	1 per station	microwave

Appendix C – Recommended Scientific Equipment/ Per Station

Quantity	*Equipment*	*Quantity*	*Equipment*
1	beakers, 50-mL	1	microscope
1	beakers, 100-mL	5	microscope slides with cover slips
1	beakers, 150-mL	1	mortar and pestle
1	beakers, 250-mL	1	permanent marker
1	beakers, 400-mL	4	petri dishes
1	beakers, 500-mL	1	pH indicator paper
1	beakers, 1000-mL	1	pH meter (optional)
1	beaker tongs	1	plastic gasket
2	burets	1 pair per lab group member	safety glasses
1	burette stand	1	square pan, 9 inches
1	calculator	1	standard mass, 100-gram
1	crucible	1	strainer
1	electronic balance	1	test-tube rack
1	Erlenmeyer flask, 125-mL	15	test-tubes with lids or stoppers
4	Erlenmeyer flask, 250-mL	1	test-tube tongs
1	evaporating dish	3	thermometers
1	eyedropper	1	thermometer holder
1	gas flame source (Bunsen burner or gas stove)	1	titration stand
5	glass rods	1	top plate
1	graduated cylinders, 10-mL	1	UV light source
1	graduated cylinders, 25-mL	1	viscosity ring
1	graduated cylinders, 100-mL	2	wash bottles
1	magnifying glass	2	watch glasses
1	metal cylinder	1	wax pencil
1	metric ruler		

Appendix D – Recommended Laboratory Supplies

Common Chemical Supplies	
Supply	**Amount per Lab Group**
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
NaCI solution, 1 *M* 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, *M* solution	42 mL
Sucrose (sugar) solution	30 mL
Vitamin C tablet	1 crushed
Scientific Supplies	
Supply	**Amount per Lab Group**
2, 6-dichloroindophenol, 0.1% solution	1 L per class
Acetic Acid	7 mL
Ascorbic 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 (KMnO4)	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 (Na2HPO4)	2 g
Starch solution	5 mL

Appendix E - Sample Agenda for Industry Certification Site-Visit

SCHOOL'S LETTERHEAD

***Revise the agenda to accommodate local school schedule. ***

8:00AM - 8:45AM	Breakfast and Informal Interview w/ Advisory Board including System Administrators, WBL Coordinator, Parents and Students*
8:45AM - 9:45AM	FCCLA Presentation to include a 3 Year Overview and Student Presentation of a Nutrition and Food Science Project
9:45AM - 10:00AM	Tour of Nutrition Lab and Classroom
10:00AM - 12:00PM	Review Industry Certification Documentation
12:00PM - 12:30PM	Working Lunch
12:30PM - 1:00PM	Informal Student Interview of 3-5 Students on Different Levels
1:00PM - 2:30PM	Review Industry Certification Documentation
2:30PM - 3:00PM	Exit Interview with NFS High School Teacher(s) and Administrator(s)

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

Suggested attendees at breakfast:

- Advisory Committee Members
- High School Administrators
- System Administrators
- FCS Department Teachers
- School Partnership Members
- FCCLA Officers
- Parents
- WBL Coordinator

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

***List Below**