

FORM B – Self Assessment Document For Program Accreditation

Section I: Organization and Administration

The purpose of this section is to assess your training program's overall organization and administration. Please use the following questions and requests as guidelines when preparing your self-assessment document. Site evaluators will use this same document when reviewing your program.

A. List and/or attach the goals and objectives for your program.

Exhibits:

- | | Does Not Exist | Meets Standards |
|--|--------------------------|--------------------------|
| • Lists of goals and objectives used in your program relative to the NCCER curriculum | <input type="checkbox"/> | <input type="checkbox"/> |
| • Course syllabus | <input type="checkbox"/> | <input type="checkbox"/> |
| • Class rules, classroom policy, and grading policy (include student appeal procedure) | <input type="checkbox"/> | <input type="checkbox"/> |

B. Attach documentation indicating that your program's goals and objectives are reviewed at least annually by your advisory committee and school administrators.

Exhibits:

- | | Does Not Exist | Meets Standards |
|--|--------------------------|--------------------------|
| • Documentation indicating goals/objectives have been reviewed | <input type="checkbox"/> | <input type="checkbox"/> |
| • Advisory committee minutes indicating approval or revision of goals/objectives | <input type="checkbox"/> | <input type="checkbox"/> |

C. Attach an organizational chart that shows the administrative structure of the school.

Exhibits:

- | | Does Not Exist | Meets Standards |
|---|--------------------------|--------------------------|
| • Administrative organizational chart | <input type="checkbox"/> | <input type="checkbox"/> |
| • Highlight your position on the organizational chart | <input type="checkbox"/> | <input type="checkbox"/> |

D. State the written policy for the allocation and control of training expenditures.

Exhibits:

	Does Not Exist	Meets Standards
• Describe the budgeting procedure for your program	<input type="checkbox"/>	<input type="checkbox"/>
• Copy of your program's approved local budget	<input type="checkbox"/>	<input type="checkbox"/>
• Copies of past year's purchase orders	<input type="checkbox"/>	<input type="checkbox"/>
• List grants and/or donations your program has received in the past three years	<input type="checkbox"/>	<input type="checkbox"/>

E. Is public relations information about your program distributed on a continuous basis?

Exhibits:

	Does Not Exist	Meets Standards
• Press releases, newspaper articles, etc.	<input type="checkbox"/>	<input type="checkbox"/>
• Brochures, recruitment activities, career fairs, visits to feeder schools (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
• Community service projects	<input type="checkbox"/>	<input type="checkbox"/>

F. Is the current student/instructor ratio appropriate for teaching occupational skills?

Exhibits:

	Does Not Exist	Meets Standards
• Class schedule	<input type="checkbox"/>	<input type="checkbox"/>
• Number of students enrolled in each class	<input type="checkbox"/>	<input type="checkbox"/>
• Number of instructors (include resource teachers)	<input type="checkbox"/>	<input type="checkbox"/>

G. Describe your training program's live work policy, if applicable.

Exhibits:

	Not Applicable	Meets Standards
• Live work policy	<input type="checkbox"/>	<input type="checkbox"/>

- Examples of how you integrate live work into the curriculum

H. Describe your training program’s record-keeping procedures, including the interface with the sponsoring organizations (CEFGA/NCCER).

Exhibits:

- | | Does Not
Exist | Meets
Standards |
|--|--------------------------|--------------------------|
| • Progress chart or other record-keeping tools (list specific tasks and/or objectives) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Lesson plans/curriculum guides | <input type="checkbox"/> | <input type="checkbox"/> |
| • Written explanation or policy of how written module tests are secured | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

FORM B – Self Assessment Document for Program Accreditation

Section II: Learning Resources

The purpose of this section is to assess the learning resources that are available to your training program. Please use the following questions and requests as guidelines when preparing your self-assessment document.

A. Does your training program use the *Contren*® curricula?

Exhibits:

- | | Does Not
Exist | Meets
Standards |
|--|--------------------------|--------------------------|
| • List of <i>Contren</i> ® books available in your program | <input type="checkbox"/> | <input type="checkbox"/> |
| • Number of each book available | <input type="checkbox"/> | <input type="checkbox"/> |
| • Policy for student use of <i>Contren</i> ® books | <input type="checkbox"/> | <input type="checkbox"/> |

B. List the *Contren*® modules being taught by craft and module numbers.

Exhibits:

- | | Does Not
Exist | Meets
Standards |
|---|--------------------------|--------------------------|
| • Completed example of student “Performance Profile Sheet” (describe where the documents are filed) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Completed example of “Form 200 NCCER Craft Training Report Form” (describe where the documents are filed) | <input type="checkbox"/> | <input type="checkbox"/> |

C. Have students completed the NCCER “Standard Craft Training Registration and Release Form?” *This form is located in the CEFGA Guidelines for Training Unit Accreditation.*

Exhibit:

- | | Does Not
Exist | Meets
Standards |
|--|--------------------------|--------------------------|
| • Completed example of “Standardized Craft Training Registration and Release Form” (describe where this form is filed) | <input type="checkbox"/> | <input type="checkbox"/> |

D. Are learning materials, such as audio visual aids, reference books, and related technical manuals sufficiently available and conveniently located for use by instructors and students?

Exhibits:

	Does Not Exist	Meets Standards
• Annual budget indicating funds available to purchase textbooks and software	<input type="checkbox"/>	<input type="checkbox"/>
• List of current reference materials (copyrights less than five years old)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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Section III: Instructors

The purpose of this section is to evaluate the instructors of your training program. Please use the following questions and requests as guidelines when preparing your self-assessment document.

A. List all instructors in your program (include certification).

Exhibits:

	Does Not Exist	Meets Standards
• Current Georgia Department of Education Teaching Certificate (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
• Copy of NCCER/ICTP Certificate of Completion	<input type="checkbox"/>	<input type="checkbox"/>
• Your resume (include current and previous employers/position/experience)	<input type="checkbox"/>	<input type="checkbox"/>
• First-aid CPR certificate	<input type="checkbox"/>	<input type="checkbox"/>
• Industry licenses (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>

B. State written procedures for the monitoring and evaluation of instructors.

Exhibits:

	Does Not Exist	Meets Standards
• Copies of your evaluations	<input type="checkbox"/>	<input type="checkbox"/>
• Roster of SkillsUSA participants (Form 10)	<input type="checkbox"/>	<input type="checkbox"/>
• Documentation of instructor's membership in professional organizations (ACTE, GACTE, TIEGA, SkillsUSA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

C. Describe the continuing education plan for instructors.

Exhibits:

	Does Not Exist	Meets Standards
• Documentation of participation in local and state in-service for the past five years	<input type="checkbox"/>	<input type="checkbox"/>
• Evidence of back-to-industry training during the past five years	<input type="checkbox"/>	<input type="checkbox"/>
• Documentation of participation in CEFGA workshops	<input type="checkbox"/>	<input type="checkbox"/>
• Copy of your personal/professional plan for continuing education	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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Section IV: Students

The purpose of this section is to assess the services that are provided to students in your training program. Please use the following questions and requests as guidelines when preparing your self-assessment document.

A. Show individual student work plan for accomplishing employment related training and career goals.

Exhibits:

- | | Does Not
Exist | Meets
Standards |
|---|--------------------------|--------------------------|
| • Student records (attendance, program entry date, progress on modules, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Performance Profile Sheet and Form 200 | <input type="checkbox"/> | <input type="checkbox"/> |

B. Describe the process your training program uses in the selection of new students.

Exhibits:

- | | Does Not
Exist | Meets
Standards |
|---|--------------------------|--------------------------|
| • List of instructor/counselor visits to feeder schools (if applicable) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Samples of publications of flyers used to recruit students | <input type="checkbox"/> | <input type="checkbox"/> |
| • Job fair announcement | <input type="checkbox"/> | <input type="checkbox"/> |

C. Explain the student evaluation system for your training program.

Exhibits:

- | | Does Not
Exist | Meets
Standards |
|--|--------------------------|--------------------------|
| • Examples of completed NCCER written tests used for evaluation | <input type="checkbox"/> | <input type="checkbox"/> |
| • Describe your test security procedures and location of completed tests | <input type="checkbox"/> | <input type="checkbox"/> |
| • Example of a <i>completed</i> pass/fail performance test used to evaluate task performance | <input type="checkbox"/> | <input type="checkbox"/> |

D. State your written policy for re-testing upon failure of written or performance tests.

Exhibit:

	Does Not Exist	Meets Standards
• Written policy for re-testing if a student fails the written or performance tests	<input type="checkbox"/>	<input type="checkbox"/>

E. Describe your reward system for outstanding student performance.

Exhibits:

	Does Not Exist	Meets Standards
• List of student recognition opportunities	<input type="checkbox"/>	<input type="checkbox"/>
• Photographs or newspaper articles recognizing students	<input type="checkbox"/>	<input type="checkbox"/>
• List of students that have received recognition	<input type="checkbox"/>	<input type="checkbox"/>
• List of community service projects	<input type="checkbox"/>	<input type="checkbox"/>

F. Describe the counseling services provided for students in your training program.

Exhibits:

	Does Not Exist	Meets Standards
• Explanation of career counseling opportunities	<input type="checkbox"/>	<input type="checkbox"/>
• Documentation of industry guest speakers regarding career opportunities	<input type="checkbox"/>	<input type="checkbox"/>
• Description of field trips taken to expose students to career opportunities	<input type="checkbox"/>	<input type="checkbox"/>

G. Describe how students are encouraged to take licensing or certification tests that are publicly recognized indicators of capabilities.

Exhibit:

	Does Not Exist	Meets Standards
• Policies/procedures for taking licensing and certification tests (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>

H. Describe how trainees participate in evaluation of the instructor and the course.

Exhibits:

	Does Not Exist	Meets Standards
• Example of instructor and course evaluation instrument	<input type="checkbox"/>	<input type="checkbox"/>
• Compilation of data from instructor and course evaluation	<input type="checkbox"/>	<input type="checkbox"/>

I. Describe the written policy and/or handbook for trainees.

Exhibit:

	Does Not Exist	Meets Standards
• Written policy and/or handbook for trainees	<input type="checkbox"/>	<input type="checkbox"/>

J. Does the written policy/handbook include information regarding safety, liability, and lab operation?

Exhibits:

	Does Not Exist	Meets Standards
• Safety policies and procedures manual/document for the laboratory and classroom	<input type="checkbox"/>	<input type="checkbox"/>
• Procedure for providing safety instruction prior to lab work	<input type="checkbox"/>	<input type="checkbox"/>
• Examples of safety instruction as an integral part of training	<input type="checkbox"/>	<input type="checkbox"/>
• Example of safety tests (describe where these tests are filed)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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Section V: Facilities and Services

The purpose of this section is to assess the facilities and services that are available to your training program. Please use the following questions and requests as guidelines when preparing your self-assessment document.

A. Describe the safety audit procedures for classroom, laboratory, and equipment.

Exhibits:

	Does Not Exist	Meets Standards
• Facility maintenance plan	<input type="checkbox"/>	<input type="checkbox"/>
• Housekeeping plan (include student's role in plan)	<input type="checkbox"/>	<input type="checkbox"/>
• Personal safety equipment policy for laboratory (i.e. safety glasses, hardhats, harnessing)	<input type="checkbox"/>	<input type="checkbox"/>
• Policy regarding use, safe operation, and maintenance of all tools and equipment	<input type="checkbox"/>	<input type="checkbox"/>
• Equipment replacement schedule (plan projecting life expectancy and replacement of tools and equipment with projected estimated costs)	<input type="checkbox"/>	<input type="checkbox"/>
• Accident report form	<input type="checkbox"/>	<input type="checkbox"/>
• Emergency procedures to be followed in case of an accident	<input type="checkbox"/>	<input type="checkbox"/>
• Policy regarding the administering of first-aid	<input type="checkbox"/>	<input type="checkbox"/>
• Emergency exit procedures	<input type="checkbox"/>	<input type="checkbox"/>
• Hazardous material procedures (HAZCOM)	<input type="checkbox"/>	<input type="checkbox"/>

Laboratory Observations

Note: The following items should be observed.

	Does Not Exist	Meets Standards
• Hazardous areas are identified with signs and yellow/black caution lines meet industry standards	<input type="checkbox"/>	<input type="checkbox"/>
• Fire extinguishers have current inspection tags attached and meet fire codes	<input type="checkbox"/>	<input type="checkbox"/>
• Lighting is adequate for task performance and safety	<input type="checkbox"/>	<input type="checkbox"/>
• Lab is equipped with an operable emergency electrical disconnect system that is appropriately marked	<input type="checkbox"/>	<input type="checkbox"/>
• Sufficient electrical and water are available	<input type="checkbox"/>	<input type="checkbox"/>
• Unobstructed walking/work space is provided	<input type="checkbox"/>	<input type="checkbox"/>
• Restrooms are conveniently located near the classroom/lab	<input type="checkbox"/>	<input type="checkbox"/>
• Exits are clearly marked and free of obstructions	<input type="checkbox"/>	<input type="checkbox"/>
• Students and staff are aware of emergency procedures	<input type="checkbox"/>	<input type="checkbox"/>
• Fire alarms are available and working	<input type="checkbox"/>	<input type="checkbox"/>
• Shields, guards, covers and other safety devices are in place and operable	<input type="checkbox"/>	<input type="checkbox"/>
• Students and other personnel wear safety glasses and hard hats in the laboratory	<input type="checkbox"/>	<input type="checkbox"/>
• Defective equipment is tagged and appropriately marked	<input type="checkbox"/>	<input type="checkbox"/>
• Tools and equipment are maintained in a safe operating condition	<input type="checkbox"/>	<input type="checkbox"/>
• First-aid station contains basic up-to-date supplies and it is located in the work area	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

- An eye wash station is available and conveniently located

	Does Not Exist	Meets Standards
• Electrical cords used outside are protected with GFCIs	<input type="checkbox"/>	<input type="checkbox"/>
• All ladders meet OSHA standards	<input type="checkbox"/>	<input type="checkbox"/>
• Program meets fall protection/scaffolding standards	<input type="checkbox"/>	<input type="checkbox"/>
• Chemicals/combustibles are located and stored properly	<input type="checkbox"/>	<input type="checkbox"/>
• Telephone access is reasonably available to the instructor	<input type="checkbox"/>	<input type="checkbox"/>
• Classroom and laboratory are clean and organized	<input type="checkbox"/>	<input type="checkbox"/>
• Classroom and laboratory meet all state and federal safety requirements.	<input type="checkbox"/>	<input type="checkbox"/>

B. List all equipment on premises, or accessible, for performance testing.

Exhibits:

	Does Not Exist	Meets Standards
• Inventory of tools and equipment	<input type="checkbox"/>	<input type="checkbox"/>
• Policy for student check-out of tools	<input type="checkbox"/>	<input type="checkbox"/>
• Policy for student purchase and use of personally owned tools	<input type="checkbox"/>	<input type="checkbox"/>

C. List audiovisual equipment and other office equipment available to your training program.

Exhibits:

	Does Not Exist	Meets Standards
• List of audio-visual equipment located/available in the laboratory	<input type="checkbox"/>	<input type="checkbox"/>
• List and identify the location of production and reproduction equipment available	<input type="checkbox"/>	<input type="checkbox"/>

D. Describe the classroom(s) and laboratory(ies) available to your training program (include area, seating capacity, furnishings, equipment, and other related information).

Exhibits (Requires observation of the classroom and laboratory):

	Does Not Exist	Meets Standards
• Summarize your control and use of classroom and laboratory space	<input type="checkbox"/>	<input type="checkbox"/>
• Specify laboratory square footage assigned to discrete components of the laboratory (i.e. carpentry, sheet metal, electrical, masonry, welding)	<input type="checkbox"/>	<input type="checkbox"/>
• Tools and equipment mirror what is used in industry	<input type="checkbox"/>	<input type="checkbox"/>
• Consumable materials and supplies are sufficient and appropriate for teaching the curriculum	<input type="checkbox"/>	<input type="checkbox"/>
• Classroom and laboratory temperatures provide sufficient comfort for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>

E. Describe storage facilities.

Exhibits (requires observation of classroom and laboratory)

	Does Not Exist	Meets Standards
• Storage areas are available and conveniently located		
• Storage areas are clean and organized	<input type="checkbox"/>	<input type="checkbox"/>
• Storage areas are secure	<input type="checkbox"/>	<input type="checkbox"/>
• Fire retardant storage areas/devices are available to store combustible material and meet all OSHA standards	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

FORM B – Self Assessment Document for Program Accreditation

Section VI: Industry Involvement

The purpose of this section is to assess your training program's involvement with local industry. Please use the following questions and requests as guidelines when preparing your self-assessment document.

A. Describe your training program's industry advisory committee.

Exhibits:

	Does Not Exist	Meets Standards
• Policies and procedures for establishing and using an advisory committee (minimum of four meetings per year, membership requirements, structure of committee, meeting schedule, etc)	<input type="checkbox"/>	<input type="checkbox"/>
• List of advisory committee members (include business name and position)	<input type="checkbox"/>	<input type="checkbox"/>
• Example of correspondence to the committee	<input type="checkbox"/>	<input type="checkbox"/>
• Meeting agenda for the past two years	<input type="checkbox"/>	<input type="checkbox"/>
• Minutes of meetings for past two years (minutes should include meeting dates, members attending, recommendations for improvement, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
• List of program/curriculum modifications resulting from committee recommendations	<input type="checkbox"/>	<input type="checkbox"/>

B. Describe your training program's job placement efforts.

Exhibits:

	Does Not Exist	Meets Standards
• Procedures for job placement and follow-up of graduates.	<input type="checkbox"/>	<input type="checkbox"/>
• List of currently enrolled students working in construction related jobs (include the name of their employer)	<input type="checkbox"/>	<input type="checkbox"/>
• List of current students intending to pursue construction related occupations after graduation	<input type="checkbox"/>	<input type="checkbox"/>

	Does Not Exist	Meets Standards
• List of graduates employed in construction related occupations during the past two years (include the names of their employer/apprenticeship)	<input type="checkbox"/>	<input type="checkbox"/>
• List of prospective construction employers that may be willing to employ your students	<input type="checkbox"/>	<input type="checkbox"/>
• Example of a completed <i>graduate</i> follow-up survey with summary data (employment locations, program effectiveness, recommendations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
• Example of a completed <i>employer</i> follow-up survey with summary data (student preparation/training, future needs, curriculum, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Construction Education Foundation of Georgia (CEFGA)



Guidelines for Program Accreditation/ Re-Accreditation

General Partners

Associated Builders and Contractors of Georgia (ABC)
Georgia Branch, Associated General Contractors (AGC)

Sponsoring Associations

Association of Independent Sheet Metal Contractors (AISMC)
Georgia Fire Sprinkler Association (GFSA)
Georgia Utility Contractors Association (GUCA)
Georgia Highway Contractors Association (GHCA)
Independent Electrical Contractors (IEC)
National Association of Women in Construction (NAWIC)
Painting and Decorating Contractors of America (PDCA)
Plumbing and Mechanical Association of Georgia (PMA)

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Notice

The contents of this guide are based on the contents of the Guidelines for the Administration and Accreditation of the Standardized Craft Training Process, produced by the National Center for Construction Education and Research (NCCER).

Disclaimer

The Construction Education Foundation of Georgia’s (CEFGA) accreditation process is designed solely to achieve the purposes set forth in this document. CEFGA does not claim or intend to certify the compliance of any craft training program, sponsor, or employer with any state or federal law, including, but not limited to, any law relating to apprenticeship or training, equal employment opportunity, education, or any other applicable statute.

Approvals by the CEFGA Board of Directors

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Form B – Self-Assessment Document For Program Accreditation

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Standardized Craft Training Process Registration and Release Form

Stage I, CEFGA Accreditation – Review Request Form

Stage II, CEFGA Accreditation – Preliminary Review

Form 200 – NCCER Craft Training Report Form

EXECUTIVE SUMMARY

The Construction Education Foundation of Georgia (CEFGA) is a non-profit foundation supported by the construction industry. CEFGA's mission is to facilitate a network in our state to attract, train and retain the best craft workers for the construction industry of Georgia.

CEFGA's greatest strength is its industry support. The Associated Builders and Contractors of Georgia (ABC) and the Georgia Branch, Associated General Contractors (AGC) are the two general partners of CEFGA. With the involvement of eight sponsoring construction associations, there is a combined total of more than 3,000 construction-related companies. These organizations, including general contractors, specialty contractors, and material suppliers support Georgia's training programs by serving on accreditation teams, partnering with schools through Local Industry Councils (LIC), and participating in fund-raising activities to support CEFGA's mission.

CEFGA is working with individual construction companies and industry associations to develop quality craft training for the construction industry. In addition, there are currently more than 180 high school construction programs and 33 technical colleges in the state. These programs represent tremendous potential for developing the construction workforce in Georgia.

CEFGA is committed to a professionally trained construction workforce and views construction training programs – in industry and in Georgia's high schools and technical colleges - as the primary resource for developing this workforce. The purpose of this document is to provide clear guidelines on how to become a CEFGA Accredited Program. Individual construction companies, industry associations, high schools and technical schools are all eligible to become accredited by CEFGA.

What are the advantages of becoming accredited by CEFGA? All students who complete a craft training program accredited by CEFGA receive national recognition, including a transcript, a certificate and a wallet card issued by the National Center for Construction Education and Research (NCCER). Because the training is standardized, it is portable from school-to-school, county-to-county, and even state-to-state.

In overview, chapters I, II and III of this guide provide background information, terms, definitions and specific information on accreditation eligibility and responsibilities.

Chapters IV through VIII illustrate the instructional components of the standardized training process. To ensure the quality of industry-standard training, details are specified for instructor qualifications and instructor certification. These sections outline program responsibilities to trainees, admission and enrollment information. Information is presented on curriculum design, academic standards, facility, and record keeping requirements. The program's roles and responsibilities are set forth in the body of these chapters and should be examined carefully.

Chapter IX describes the accreditation process. This information is of vital importance to the program. It describes eligibility requirements, the self-assessment process, accreditation levels, accreditation site visits, costs, and the re-accreditation process.

At the end of this document, the Forms Section includes copies of all forms used in the process.

CHAPTER I - INTRODUCTION

I.1. General History of the NCCER and Standardized Craft Training

The concept of a standardized craft training program for the construction industry began early in 1990. The driving force behind the effort was the realization that the construction industry would soon face a severe shortage of skilled workers and that this problem was not being addressed in a comprehensive and coordinated fashion.

This is not to say that the industry was not training. The Associated Builders and Contractors, the Associated General Contractors and other associations had excellent training programs and a numerous major contractors conducted in-house programs.

From the craft workers' perspective, however, the multitude of curricula and training methods caused a severe lack of training portability within the construction industry. From the perspective of the individual training organization, the cost of developing and maintaining multiple programs, all teaching similar skills, was simply not feasible.

In late 1990, the Construction Education Foundation (CEF), now the NCCER, began initial discussions with senior executives from eleven major contractors, first to establish whether or not standardized curriculum development was even possible, and, if so, to develop a nationally recognized standardized craft training program for the construction and maintenance industries.

The chief executive officers of the companies agreed to proceed. The CEF was asked to study the feasibility of developing standardized training curricula in five key crafts: electrical, instrumentation, millwright, pipefitting, and welding. In addition to these crafts, the charge to the CEF also included development of a Core Construction Skills curricula, a new Train the Trainer program, and the development of policies and procedures for the creation of a national accreditation program for the construction and maintenance industries.

Early in 1991, the CEF presented the results of its feasibility study to the chief executive officers and they agreed to proceed. As part of the arrangement, each participating company released copyrights for existing training materials to the CEF, provided subject matter experts for the development of new competency based training curricula, and donated funds to support the writing, ~~and~~ editing, and standardization of the materials.

The Standardized Craft Training Process began its pilot year in August 1992. At that time, the first group of Master Trainers was certified. In turn, the Master Trainers certified the initial group of Craft Instructors. The CEF published the first level of training materials for the crafts mentioned above. This period in 1992 also saw creation of the National Registry and registration of the first participants from construction and maintenance craft training programs throughout the United States.

In 1995, all CEF programs began the transition to a new umbrella organization, the National Center for Construction Education and Research. In 1996, the NCCER became the official successor organization to the CEF.

I.2. General Purpose

A major characteristic of any profession is the specialized knowledge and abilities essential to the performance of its work. To help ensure that the construction industry has a skilled workforce, the NCCER established a portable, competency-based standardized training process. The goal of the process is to provide standardized training for the construction industry in order to prepare individuals for gainful employment and long-term career opportunities.

I.3. Philosophy

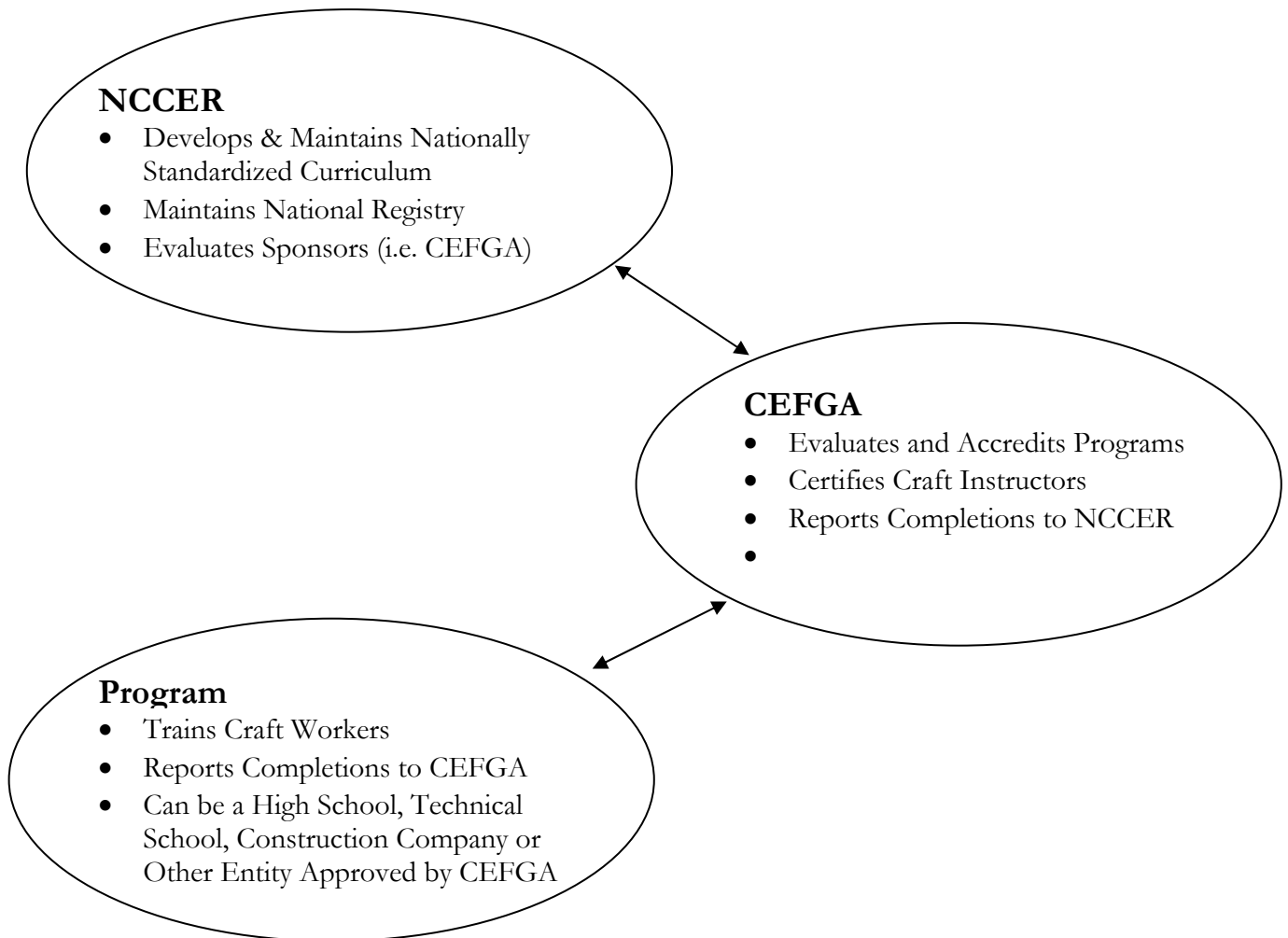
Recognizing the construction industry's responsibilities to the general public and its effect on the economy and society, CEFGA is dedicated to the development and maintenance of the NCCER standardized craft training process in partnership with various sectors of the construction industry and the education system of Georgia. A schematic overview of the process is shown below.

This process is implemented without discrimination due to race, color, religion, national origin, gender, age, veteran status, disability, or any other reason prohibited by local, state, and/or federal law.

The process develops specialized skills and knowledge required of craft workers employed in the construction industry.

The complete training process is portable. This means that the skills and knowledge learned can be transferred from one construction project to another, from state to state, from program to program, and also among various types and sizes of companies. The standardized craft training process is also flexible. It can be conducted in various locations, such as the local chapters of partnering trade associations, the facilities of partnering companies, secondary and post-secondary vocational and technical colleges, project sites, and plants. Finally, the process by virtue of its modular format encourages cross- and multi-skilled training opportunities.

Overview of the Standardized Training Process in Georgia



CHAPTER II - TERMS AND DEFINITIONS

The following terms are found throughout this document. Their definitions are provided to ensure consistency of understanding and use.

Accreditation - confirmation and recognition by the Construction Education Foundation of Georgia and the National Center for Construction Education and Research of construction and maintenance craft training which meets designated minimum standards and criteria.

Accreditation Process - a voluntary process whereby a program is evaluated as to meeting and adhering to predetermined CEFGA and NCCER standards and criteria.

Accreditation Visitors - individuals who make visits to programs in accordance with CEFGA and NCCER procedures for conducting an accreditation site visit.

Accrediting Body - the Board of Directors for the Construction Education Foundation of Georgia which has the final authority for all accreditation actions.

Appeal Process - a process established to resolve conflicts in accordance with CEFGA accreditation procedures.

Board of Directors – the governing body of the Construction Education Foundation of Georgia.

Candidate - a program that has correctly applied for, but not yet received, accreditation of its craft training program.

Certification - the confirmation and recognition of the successful completion of training for the craft instructor. Certification applies only to craft instructors.

Competency-based - an instructional process where the trainee acquires predetermined measurable skills and knowledge at his or her own pace.

Construction Education Foundation of Georgia (CEFGA) – a non-profit foundation supported by the construction industry of Georgia. As a sponsor of the NCCER, CEFGA is responsible for the implementation and evaluation of the national standardized craft training process in Georgia.

Contren® Learning Series - a series of competency-based, task-driven construction and maintenance craft training programs developed by the National Center for Construction Education and Research

Craft Instructor - an individual certified in accordance with the NCCER Instructor Certification Training Program and thereby authorized to train craft workers.

Craft Training Program - task training, apprenticeship programs, upgrade training, cross-training and other types of construction and maintenance training.

Craft Worker - trainees, apprentices, and others engaged in construction and maintenance activities.

ETL – Evaluation Team Leader. The ETLs represent a select group of instructors that have been trained by CEFGA to conduct and coordinate the activities of the accreditation process.

Guest Instructor - a non-certified individual presenting information contained in the approved training material and consistent with the training objectives, such as a building inspector, material vendor, or OSHA official.

Level - a predetermined number of *Contren® Learning Series* task modules.

Local Industry Council (LIC) - program to partner with, advise, and assist secondary and post secondary instructional programs with training, resources, and school to work opportunities.

Module - a single instructional unit in the *Contren® Learning Series* curricula.

National Center for Construction Education and Research (NCCER) - a non-profit educational foundation serving the construction and maintenance industries. The National Center is responsible for the design, implementation, control, and evaluation of the national standardized craft training process.

National Registry - a database maintained by the National Center for Construction Education and Research which lists the names of the individuals who have successfully completed *Contren® Learning Series* task modules, the NCCER Master Trainer Process, the NCCER Instructor Certification Training Program, and Accreditation Visitor Training.

Performance Evaluator - an individual who has been certified in accordance with the abbreviated NCCER Craft Instructor Certification Training Program and who is authorized to administer module performance tests.

Performance Test - a hands-on demonstration that measures the craft worker's ability to perform the skills covered in a module.

Re-Accreditation - re-examination of the program after 5 years of accreditation in which an accredited program representative will be notified prior to the expiration of their accreditation. They will be sent the criteria and instructions for completing the process.

Registrar - the individual designated by the NCCER to perform specific registration activities of the National Registry.

Restricted Craft Instructor - an individual who has specific expertise and meets NCCER criteria to teach a module or evaluate performance.

Sponsor - CEFGA is the sponsor of the NCCER in Georgia.

Sponsor Representative - the person or persons authorized by the sponsor to be the primary liaison between the sponsoring organization and the NCCER.

Testing Out - craft workers may successfully complete each task module by passing both the written and performance tests.

Program - a functional unit of CEFGA designated as responsible for conducting hands-on craft training programs. A program may include any of the following: high school (secondary level), technical school (post-secondary level), individual company, and other entity as approved by CEFGA.

Program Representative - the individual authorized by CEFGA to be the liaison between the program and the sponsor representative.

Transcript - official copy of documentation issued by the NCCER showing successful completion of *Contren® Learning Series* modules.

Written Test - a written examination to evaluate one's mastery of the content of the *Contren® Learning Series* modules.

CHAPTER III – PROGRAM ELIGIBILITY AND RESPONSIBILITIES

III.1. Introduction

All programs will be approved and designated by CEFGA, the NCCER Sponsor of Georgia. It is recognized that programs differ in size and scope. Each program will be evaluated on its own merit in accordance with the guidelines described in this book. Training units will be designated by CEFGA, and may include any of the following:

- high school (secondary level)
- technical college (post-secondary level)
- individual company
- other entities as approved by CEFGA

All approved programs must adhere to the accreditation standards and criteria outlined in this document.

III.2. Craft Training Program Eligibility For Accreditation

To be considered for accreditation a potential program must:

- Have the resources needed to effectively conduct craft training, and
- Use the *Contren® Learning Series* curricula, and
- Use certified craft instructors in accordance with the policies set forth in this document and the NCCER Guidelines, and
- Apply for accreditation by submitting the CEFGA *Form A - Preliminary Application For Program Accreditation* and pay necessary fees to be used for reimbursement of the direct costs of the accreditation process. *Form A* is located in the forms section of this document.

Upon acceptance of the application, the program will be awarded Candidate status and be provided documentation to assist in the preparation for accreditation. Initial accreditation will be considered upon submittal of a completed self-assessment document. **The accreditation process must be completed (Stage I and Stage II) within 18 months of date of receipt of Form A from schools and accreditation timeline established. Failure to complete Stage II accreditation within 18 months will require reapplication and payment of fees.**

The decision to award accreditation or removal of accreditation shall be made by the CEFGA Accreditation Council.

III.3. Responsibilities of CEFGA

All programs shall have clearly established lines of authority and adequate resources to achieve their goals. Adequate financing for the program is a requirement and an indication of support for the program.

CEFGA will have a representative ETL (evaluation team leader) who will be the formal liaison between the program and CEFGA. CEFGA will act as a liaison between the program and the NCCER. CEFGA must adhere to the NCCER's accreditation policies and procedures.

III.4. Responsibilities of the Program

The program representative must be qualified and empowered with sufficient authority, support, and time to accomplish the unit's goals and objectives. The program representative will be the formal liaison between the program and CEFGA. The organizational structure of the program should encourage communication, cooperation, coordination, and interaction among the program representative, instructors, and trainees. The program representative should encourage continuing education of instructors.

It is important that the craft program have a well-defined organizational structure to achieve its stated goals and objectives. In addition, its training policies and procedures must be consistent with those contained in this document and the NCCER accreditation guidelines. The program representative, instructors, and trainees must be made aware of, and must adhere to, the standards and criteria contained in this document.

CHAPTER IV - INSTRUCTOR CERTIFICATION

IV.1. Craft Instructor Certification

Craft instructor candidates must have experience at a minimum level of a journeyperson in their craft or have a minimum of three years teaching experience as a certified teacher in a vocational/technical construction related training program.

CEFGA is responsible for assuring that candidates meet these minimum requirements. All craft instructors must successfully complete the NCCER Instructor Certification Training Program (ICTP) conducted by CEFGA periodically throughout the year.

Upon successful completion of the ICTP, and approval of CEFGA, participants will be entered into the National Registry and be awarded a certificate of completion.

To retain certification, the craft instructor must 1.) Be endorsed by CEFGA, and 2.) Teach and successfully report at least one *Contren® Learning Series* module through CEFGA or another sponsor once every two years, or s/he must re-attend the Instructor Certification Training Program.

IV.2. Restricted Certification

There are four categories of Restricted Certification. These are:

1. Individuals who are utilized to evaluate performance only must meet minimum requirements of a craft instructor and must successfully complete modules 1, 6, and 9 of the ICTP. These individuals will be classified in the NCCER Registry as Performance Evaluators.
2. Individuals who are utilized to instruct specific modules must have demonstrated competence in the subject being taught and must successfully complete the entire ICTP. These individuals will be classified in the NCCER Registry as Restricted Craft Instructors.
3. Individuals who are utilized to instruct safety-related modules must have demonstrated competence in the subject being taught and successfully complete the entire ICTP. These individuals will be classified in the National Registry as "Safety Instructors". In addition, individuals certified as a Construction Site Safety Technician: (CSST), CSST Instructor or Master CSST Instructor in the National Registry may also instruct *Contren® Learning Series* safety related modules. The NCCER encourages the use of CSST Instructors for *Contren® Learning Series* safety-related training since they have already completed the ICTP and their safety knowledge and experience has been verified. CSST's are also a valuable resource for safety training since their knowledge and experience has been verified, however, completion of the ICTP is not a requirement for their certification. (*Information on the CSST program can be obtained from the NCCER Customer Service Department – Ask for the "CSST overview and administrative guidelines"*)
4. Individuals who are utilized to instruct First-Aid and CPR shall have one of the following: A NCCER National Registry "Safety Instructor", CSST, or guest instructor designation. Guest Instructors must teach under the direct supervision of a certified Craft Instructor or Master trainer.

IV.3. Welding Instructors

Craft Instructors who are used to teach various categories of welding are restricted according to additional criteria. If your program will be teaching welding, please contact the CEFGA offices regarding this information.

IV.4. Exceptions

"Guest" instructors can be utilized as long as the certified craft instructor or master trainer is in attendance, and the information being presented by the guest instructor is contained in the approved training materials and is consistent with the training objectives. Using a guest instructor does not alleviate the certified instructor's responsibility for quality and integrity of instruction.

In the event that a certified instructor is unable to fulfill his/her teaching responsibilities, a non-certified instructor may be utilized, if the instructor is actively pursuing certification status. The non-certified instructor may complete only the current module being taught. The program shall notify CEFGA of the action, in writing, within ten (10) working days after the substitution is made. Other exceptions to the preceding standards and criteria must be approved in writing by CEFGA.

CHAPTER V - TRAINING PARTICIPANTS

V.1. Enrollment

It is important that attention be given to the capabilities and professional motivation of trainees entering the craft training program. It is recognized that no single criterion for the admission of trainees into the program can predict the potential for success of the individual. The credentials of the trainees admitted to a program in craft training should be commensurate with the requirements of the craft training curricula.

Admission and enrollment policies should be directed toward trainees with the ability and credentials for successful completion of the craft training program.

All active programs must be in compliance with all applicable state and federal laws regarding enrollment.

V.2. Academic Progress

Counseling and guidance should be available to all trainees in the craft training programs so that their needs, interests, and abilities are considered in preparing and implementing a plan of study.

A record system must be utilized which keeps the trainee, instructor, and employer (if available) informed of the trainee's progress. It is important that high and low performance be monitored. High achievement should be recognized and rewarded, while low achievement should be detected and corrected.

Testing criteria of trainees is covered in the next section, Chapter VI-Program Operation.

CHAPTER VI - PROGRAM OPERATION

VI.1. Curriculum

The curriculum for the Standardized Craft Training Process must be the NCCER Standardized Craft Training Program. The basic instructional unit the NCCER Standardized Craft Training Program is the task module. Every task module consists of a Trainee Guide, an Instructor's Guide, a written test, and a performance test. Each task module is assigned a number of hours representing the suggested teaching time for the specific module.

Supplemental text materials are acceptable, but only to the extent that they augment, not replace, the *NCCER Standardized Craft Training Program*. In addition, programs are encouraged to use the interactive Content Connect NCCER Standardized Craft Training Program curricula to enhance the delivery.

Every task module can be taught individually and in any order. Therefore, different training objectives can be realized by using specific task modules. In addition, task modules can be grouped together to provide an entire level of training. The NCCER packages groups of task modules into levels. For example, there are 18 task modules in the Level One Electrical Manual. Modules being used in levels (i.e. Level One through Level Four) satisfy the related classroom training requirements of Bureau of Apprenticeship Training (BAT) approved apprenticeship training.

A course map has been developed for each level, providing a graphic representation of the task modules needed to complete a specific level in a given craft training program. This map will help the trainee more effectively plan what modules need to be taken and the suggested sequence toward completion.

The successful completion of every task module must be demonstrated by specified results on the following tests:

Test No. 1 - achieve a score of **70 percent or higher** on the written examination.

Test No. 2 - successfully complete the task module performance examination to the satisfaction of the instructor. This is a **pass/fail examination**.

A certified craft instructor or master trainer must administer the written tests. The performance test must be administered by a certified craft instructor or certified performance evaluator experienced in the specific craft.

The program's training policies and procedures must allow for re-testing. Written re-tests are to be scheduled by the program representative. A minimum 48-hour waiting period is required before re-testing of the written exam. Performance re-tests will be given at the discretion of the craft instructor.

It is not the intent of the standardized training program that self-study be the mode of training delivery. However, individuals who have gained knowledge and experience may "test out" by passing both examinations without having to attend instruction. One attempt will be allowed to test out per module. Failure to test out will require the individual to attend instruction for the specific module(s) in question. In addition, the program must accept all previous training as indicated on the official NCCER transcript.

The program shall keep the completed written tests for a minimum of ninety (90) days after the completion of the term in which they were administered.

A trainee may appeal any adverse decision in accordance with the program's appeal policy. If the appeal is not resolved within the program, grievances may be appealed to the CEFGA Board of Directors. If the situation is not resolved by CEFGA, the trainee may submit it to the NCCER within 60 days from written notice of the adverse decision. A copy of the letter to the NCCER must be given to the sponsor. The NCCER must respond to the trainee and the sponsor within 60 days of receipt of the appeal. The NCCER's decision is final with no further appeal possible.

The trainees will be recognized upon completion of individual task modules and craft levels in accordance with the criteria contained in the Recognition section of this document. In addition, recordkeeping must be performed in accordance with the criteria presented in the Recordkeeping Requirements section of this document.

VI.2. Facilities and Services

There shall exist an adequate amount of space to carry out the instruction. An adequate supply of materials, tools and equipment needed to support the class size and instructional content will be available.

The physical facilities should be well maintained and organized to accommodate teaching/learning activities such as lectures, discussions, and laboratory work. The nature of craft training programs imposes a need for special types of space and equipment to introduce the trainee to realistic construction and maintenance methods and procedures. It is important that the facilities be arranged to encourage trainee and instructor interaction. The physical facilities must meet all regulatory and sponsor safety and health requirements.

Appropriate instructional support services and resources must be available to the trainees and instructors.

VI.3. Security of Tests

All programs must act to ensure the security of the *NCCER Standardized Craft Training Program* written tests and the results of performance exams.

VI.4. Safety

Training units will demonstrate their commitment to providing the highest level of training possible in safety and health areas. The program will comply with all applicable occupational health, safety and environmental laws and regulations. In addition, programs will comply with the following safety rules:

Personal Safety Responsibility. Each individual trainee has a personal responsibility for safety. What each trainee does can affect the safety of every other trainee. Training units must encourage trainees, when they see a situation that creates a hazard or unsafe condition, to correct it or report it to the instructor.

General Safety Rules.

- No matter how slight, all injuries must be reported to the instructor.
- Trainees must wear appropriate clothing. For example, baggy clothing should not be worn when doing a lab exercise.
- Classrooms and laboratories should be kept clean and free of hazards.

Safety Audit. A safety audit procedure must be in place to ensure the facility, equipment, and materials meet all safety requirements prior to using.

VI.5 Drugs, Substance Abuse, Alcohol and Firearms

The use, possession, concealment or sale of drugs, controlled substances, alcohol or firearms, drug paraphernalia, or alcoholic beverages on the premises of any program, including parking lots or roads of entry or exit shall be strictly prohibited. Sanctions for trainee substance abuse varies depending on the individual program.

Should a trainee be using a legal drug that could impair his/her performance or cause a safety problem, the trainee must make this information known to the instructor.

VI.6 Program Evaluation

CEFGA will formally evaluate programs based on the criteria outlined in this document. In addition, programs will be required to conduct on-going internal evaluation to include a minimum of the following:

Instructor/Course Evaluation by Trainees. A formal system allowing trainees to evaluate course material and the instructor must be in place.

Instructor/Course Evaluation by Industry. A formal system allowing local industry representatives to evaluate course material and the instructor on an on-going basis must be in place.

VI.7 Budgeting and Cost Control

The program will develop a budget and make it available to the site visit team upon the team's arrival.

CHAPTER VII - RECORDKEEPING REQUIREMENTS

As part of the NCCER Standardized Craft Training Process, the program is required to adhere to the following recordkeeping requirements.

VII.1. Application For Program Accreditation

Form A - The Preliminary Application for Program Accreditation must be completed indicating stage of accreditation, signed, and dated by the program administrator. It should be sent to CEFGA in accordance with the instructions found on the form. This form is contained in the Forms Section of this document.

VII.2. Annual Report Form

To maintain accreditation the program must submit an annual report using **Form D – Accredited Program Annual Report**, located in the Forms Section of this document. This report shall be submitted to CEFGA no later than June 1 of each year. This report will summarize the activities of the current academic year (June through April).

VII.3. Trainee Records

Following are the recordkeeping requirements for trainees. Copies of forms mentioned in this section are found in the Forms Section of this document.

For each Task Module completed by a trainee, the program must verify successful completion by completing the **Craft Training Report, Form 200**. The instructor and the Program Representative must sign the form to verify completion. Module completions can also be submitted to CEFGA electronically by entering the information into the Automated National Registry (ANR). The ANR may be accessed through the NCCER website (www.nccer.org).

The completed form is forwarded to CEFGA, who verifies the information and forwards it to the NCCER for entry in the National Registry. The NCCER will then send an updated Craft Worker Transcript to CEFGA. CEFGA will forward the updated transcript to the appropriate program. Transcripts will be valid only when they are signed and bear the official imprinted seal of the National Center for Construction Education and Research.

When a trainee has completed the NCCER Standardized Craft Training Task Modules required to reach a level as defined in the NCCER Standardized Craft Training curricula, the NCCER will notify CEFGA. Upon successful completion of the level, the trainee will be issued a wallet card and certificate by the NCCER.

VII.4. Release of Information

Records of all trainees in the program will be maintained as confidential. All participants in the training programs will be required to sign an NCCER registration and release form allowing the NCCER to verify a participant's training status to CEFGA, if requested. See the Forms section for a sample release form.

Should the receipt of an NCCER registration and release form not be recorded in the National Registry, a signed and notarized request from the trainee must first be received by the NCCER. Only then will the NCCER release the information to CEFGA.

The NCCER will not distribute any lists of certified craft instructors or trainee participants, unless requested by CEFGA for his or her employees only. Furthermore, the NCCER will not contact certified craft instructors, or trainees on behalf of any other entity or person.

VII.5. Other Requirements

It is imperative that all parties to the training process keep training-related records confidential and secure. A breach of confidentiality may lead to loss of accreditation status. Trainees and craft instructors may request replacement copies of their records, certificates, and wallet cards by submitting a written, signed, and notarized request to the NCCER Registrar. A fee will be charged for the replacements.

VII.6. Updating Program Related Information

When general program information changes or instructor or student information needs to be updated, corrected or changed, the program should complete CEFGA *Form C – Change of Program Information* and submit it to CEFGA.

CHAPTER VIII - RECOGNITION

The following are the forms of recognition in the NCCER Standardized Craft Training Process.

VIII.1. Program

To be recognized as having a high quality training program for the construction industry and adhering to the NCCER accreditation standards and criteria, the accredited program will be extended accredited status for a period of five (5) years. An “Accredited Program” certificate will be presented to those programs that achieve CEFGA accreditation.

VIII.2. Master Trainer

Trainers who have successfully completed the authorized Instructor Certification Training Program (ICTP) for Master Trainers will be certified by the NCCER as being a Certified Master Trainer, have their names placed in the National Registry, and receive a certificate of completion and wallet card. Master Trainers are qualified to certify Craft Instructors.

VIII.3. Craft Instructor

Instructors who have been trained and certified by Master Trainers, using the Instructor Certification Training Program, will be certified by the NCCER as being a Certified Craft Instructor, have their names placed in the National Registry, and receive a certificate of completion and wallet card.

VIII.4. Trainee

Trainees who successfully complete each task module will be recognized through the award of an updated craft worker transcript and by having their name placed in the NCCER National Registry. Upon successful completion of a level within a specific craft, the trainee will be issued a wallet card and certificate of completion. When a trainee has successfully completed an entire craft training program, s/he will receive a certificate of completion and wallet card.

CHAPTER IX - CEFGA ACCREDITATION

IX.1. Introduction

Accreditation of craft training programs will greatly assist the construction industry of Georgia and the United States by ensuring that the participants are receiving a quality education based on uniform standards and criteria.

IX.2. Purposes of Accreditation

The purposes of accreditation of NCCER standardized craft training programs are to:

1. Establish uniform minimum criteria for craft training, which will aid programs in developing programs that respond to the needs of the construction industry.
2. Recognize craft training programs that meet minimum standards of competence, warranting public and professional confidence.
3. Assist programs and trainees in the transfer of participant training credit among accredited sponsors.
4. Provide the construction industry with assurances that individuals who have successfully completed craft training programs are prepared for productive positions.
5. Foster national uniformity in construction craft training for the mutual benefit of the construction industry, society, and the worker.

IX.2.1. Disclaimer

The CEFGA accreditation process is designed solely to achieve the purposes set forth above. CEFGA does not claim or intend to certify the compliance of any craft training program, sponsor, or employer with any state or federal law, including, but not limited to, any law relating to apprenticeship or training, equal employment opportunity, education, or any other applicable statute.

IX.3. Eligibility

To be considered for accreditation a potential program must:

1. Have the resources to effectively conduct craft training, and
2. Use the *Contren® Learning Series* curricula, and
3. Utilize certified craft instructors in accordance with the policies set forth in this document, and
4. Apply for accreditation by submitting the **CEFGA Form A - Preliminary Application For Program Accreditation** and submit a fee to be used for reimbursement of the direct costs of the accreditation process. **Form A** is located in the forms section of this document.

CHAPTER X. THE CEFGA ACCREDITATION PROCESS

X.1. Stages of CEFGA Accreditation

CEFGA Accreditation is structured into two stages of development and recognition. Each stage is designed to encourage program improvement by developing higher levels of instructor proficiency, instructional organization, skill development, and safety awareness within the construction curriculum. The levels of accomplishment within the program are based on instructor experience in implementing the curriculum and trainee completions of instructional modules. General requirements for each of the stages are listed below. Refer to the forms section for a detailed checklist. **The accreditation process must be completed (Stage I and Stage II) within 18 months of date of receipt of Form A from schools and establishment of accreditation timeline. Failure to complete Stage II accreditation within 18 months will require reapplication and payment of fees.**

X.1.1. Stage I Accreditation

The basic requirements of Stage I Accreditation include instructor training and certification, adoption and use of GDOE's board approved curriculum guide, acquisition and implementation of NCCER curriculum, and official reporting of trainee records to CEFGA and the NCCER National Craft Registry. Stage I Accreditation will be awarded on the basis of the ETL's initial visit to confirm that all requirements of Stage I Accreditation have been accomplished. Refer to **Stage I Review Request Form** in the forms section for checklist/application.

X.1.2. Stage II Accreditation

To earn Stage II Accreditation, programs must first meet all of the requirements of Stage I Accreditation. Stage II also requires that training programs conduct a self-assessment (**FORM B – Self Assessment Document for Program Accreditation**), undergo a **Formal Preliminary Review** by the assigned ETL, complete the **10-hour Safety Course**, and host an **On-site Industry Team Visit** to confirm that the program accreditation standards have been achieved. A team report generated by the on-site team and the training program's response to the team report will be submitted to the CEFGA Accreditation Council for final approval. The results will be reported to the CEFGA Board of Directors. Refer to **Stage II, CEFGA Accreditation Preliminary Review** in the forms section for checklist/application.

X.2. Completing and Submitting Applications For Initial Accreditation

The accreditation process is initiated by the prospective program by completing and submitting the **Form A - Preliminary Application For Program Accreditation**, the **Stage I Review Request Form**, and a **deposit to CEFGA** (The deposit is required only for the first application.). Stage II applications should include Form A, accreditation stage checklists, and appropriate documentation. Upon receipt of the initial application, the deposit, and any required attachments, the applicant's program will be placed in candidate status. CEFGA will acknowledge receipt of the application, and schedule an initial visit to agree on a timeline for completion of the process. The initial visit must include the instructor and the instructor's supervisor. After the establishment of an accreditation timeline CEFGA will assign an ETL to the program.

X.3. Length of Accreditation

If a program is awarded accreditation, it will be awarded for a period of five (5) years.

X.4. Submitting Annual Reports

It will be the responsibility of the program to complete and submit *Form D – Program Annual Report* in accordance with CEFGA guidelines as discussed in the Recordkeeping Chapter of this document. Failure to do so can result in cancellation of accreditation status.

X.5. Applying for Re-accreditation

Programs wishing to be re-accredited must make application on a Form A application. The fee for re-accreditation is \$950.00 and must be paid with the application. In order to be re-accredited the program must meet the standards as outlined in the Form B standards and followed through on all program responses to the original Industry Site Team Report. In addition the program must have current program documentation including Form D annual reports for at least 2 of the previous 4 years.

Upon receipt of application CEFGA will assign an ETL. The ETL will arrange a date to meet with the instructor. The ETL will need the following documentation:

- Updated program notebooks (all six notebooks).
- Copies of recent Form 200 module reports.
- Current completed written module exams on students.
- Current Performance Profile Sheets on students.
- Copies of Form D Annual Reports from prior years.
- Instructor has achieved NCCER/OSHA Safety Certification.

The ETL will provide copies of the original Industry Site Team Report and Program Written Responses. The ETL will need access to all of the program facilities, equipment, supplies, and records. The ETL, at his/her discretion, will determine whether the program meets standards for re-accreditation based on current conditions and documentation.

In the event that the ETL determines that the program doesn't meet standards, he/she will request tentative dates to schedule an Industry Site Team visit. There will then be an Industry Site Team visit to evaluate the program. Upon completion of the visit there will be a report sent to the program with requirements and suggestions given. The program will then have thirty days to respond in writing to the requirements from the report. When the responses are received they will then be presented to the Accreditation Council for review. The Accreditation Council will then, by vote, determine whether the program will be re-accredited.

X.6. Costs of Accreditation/Re-Accreditation

At the time of application program candidates will submit a deposit to CEFGA in an amount of \$950.00. This deposit will be used for reimbursement of the direct costs of the accreditation:

	Costs
Travel, lodging and expenses for the ETL	\$950.00
<ul style="list-style-type: none"> • Initial visit (Stage I) • Preliminary Visit (Stage II) • Organizing the On-site Team • On-site Team Visit • Production of Program Team Report • Substitute pay • Mail and postage • Other expenses 	