

Report of Findings

Carrollton High School



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Site link: <https://sites.google.com/trojanstudent.net/chs-icpe-poe/team>

Site Visit

Site Evaluators:

- LAPSEN – Dr. Thomas Washburn
- GDOE - Sandra Martin

Administration and Staff Participants:

- Ian Lyle - Principal
- Austin Williams - CTAE Director
- Mike Howell _ Instructor

Student Leaders

- Garrett George - 12th
- Payton Morrow - 12th
- Ava Atkinson - 11th

Summary of Findings

I. Program Overview

The Law and Public Safety (LPS) program at Carrollton High School is a **well-developed, highly collaborative Career Technical Education (CTE) pathway** designed to prepare students for postsecondary education, military service, and direct entry into the workforce.

The program reflects a strong alignment with the school's mission of ensuring students graduate **"enrolled, enlisted, or employed."** Through a combination of **hands-on instruction, work-based learning, community partnerships, and career exploration**, students gain meaningful exposure to careers in law enforcement, forensic science, and public safety.

II. Program Strengths

1. Instruction & Student Engagement

- Instruction is **highly engaging, hands-on, and student-centered**, incorporating:
 - Forensic activities (e.g., fingerprinting)
 - Scenario-based learning
 - Real-world simulations
- The instructor effectively uses **storytelling and real-life professional experience** to enhance learning.
- Students report that classes are **interactive, relevant, and engaging**, avoiding passive lecture-based instruction.
- Instruction demonstrates:
 - Differentiation for diverse learners
 - Integration with academic content areas
 - Flexibility to meet student needs

Impact: Students are actively engaged and retain both conceptual knowledge and practical skills aligned with industry expectations.

2. Instructor Quality & Leadership

- The instructor, Mr. Howell, is consistently identified as a **key strength of the program**:
 - Extensive law enforcement background
 - Active involvement in professional organizations at the state and national levels
-

- Ongoing professional development and industry training
- Demonstrates exceptional ability to:
 - Build strong relationships with students
 - Provide career and personal guidance
 - Create a positive and supportive classroom culture

Students describe the instructor as:

- “Supportive,” “engaging,” and “knowledgeable”
- A mentor who supports both academic and personal development

Impact: Strong instructor leadership drives student success, engagement, and program credibility.

3. Student Outcomes & Career Readiness

Students demonstrate:

- **Clear career goals** aligned with the pathway, including:
 - Forensic science careers
 - Law enforcement
 - Military service (including military police roles)
- Strong postsecondary planning:
 - Technical college pathways (e.g., West Georgia Technical College)
 - University transfer pathways (e.g., University of West Georgia)
 - Direct workforce entry

Students report that the program:

- Helped them **discover and refine career interests**
- Provided **real-world exposure to career options**

Impact: The program effectively transitions students from exploration to **defined career pathways**.

4. Work-Based Learning & Community Partnerships

The program demonstrates **exceptional implementation of work-based learning (WBL)** for a relatively young program:

- Internships and placements include:
 - Carrollton Police Department
 - Douglas County Sheriff’s Office

- Clerk of Court Office
- Solicitor General's Office
- West Georgia Child Advocacy Center
- Additional experiences:
 - Job shadowing
 - Summer internships
 - Courtroom observations
 - Guest speakers (judges, attorneys, law enforcement professionals)
- Strong advisory committee involvement provides:
 - Industry input on skills and trends
 - Internship and mentorship opportunities
 - Equipment and experiential learning support

Impact: Students gain authentic, real-world experience and professional connections prior to graduation.

5. Program Alignment & School Support

There is **exceptional alignment and collaboration** between:

- Administration
- Counseling Department
- CTAE Leadership
- Program Instructor

Key indicators:

- Strong program promotion and recruitment
- Effective use of **YouScience** for career planning
- Flexible scheduling allowing pathway changes
- Integration into school-wide goals and initiatives

The program benefits from:

- **Strong administrative support**
- Adequate and stable funding
- Strategic planning (3–5 year program vision)

Impact: The program is well-supported structurally and positioned for continued growth.

6. Facilities, Equipment, & Resources

- Classroom is **well-equipped and organized**, including:
 - Industry-related technology
 - Student access to computers
 - Adequate instructional materials
- Equipment is in **good condition and sufficient** for current instruction

Area of Growth Identified:

- Limited space restricts:
 - Full forensic lab setup
 - Multi-day crime scene simulations

Impact: While current resources support instruction, expanded space would enhance advanced experiential learning.

7. Student Experience & Program Culture

Students consistently report:

- A **positive, supportive learning environment**
- Strong relationships with the instructor
- A sense of belonging and encouragement

Students feel:

- Comfortable seeking help (academic and personal)
- Motivated to succeed
- Prepared for postsecondary plans

Impact: The program fosters both **academic success and personal development**.

8. Advisory Committee Effectiveness

- Advisory committee includes representation from:
 - Law enforcement agencies
 - Courts and legal system
 - Public safety professionals
- Members actively contribute through:
 - Program guidance and feedback

- Internship and mentorship opportunities
- Guest speaking and classroom engagement
- Equipment and experiential support

Impact: The advisory committee plays an active and meaningful role in ensuring program relevance.

III. Areas for Improvement

1. Student-Teacher Ratio

- Current enrollment exceeds recommended LAPSEN guideline of **28:1**
 - While within state limits, adjustment is recommended to maintain program quality
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2. Industry Credentialing

- Students are **not currently earning an industry-recognized credential** at program completion
 - School has plans to implement credentialing beginning next year
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3. Facilities Enhancement

- Current classroom space limits:
 - Dedicated forensic lab area
 - Extended lab-based learning activities
-

4. Work-Based Learning Access

- While opportunities are strong, some students are unable to participate due to limited placements
-

5. Equipment Expansion

- Additional specialized forensic equipment (e.g., comparison microscope) would:
 - Enhance upper-level coursework
 - Improve alignment with forensic career pathways
-

6. Student Recognition

- Recommend implementation of a **formal student recognition program** (e.g., Student of the Month) to:
 - Increase motivation
 - Highlight student achievement
-

IV. Overall Evaluation

The Carrollton High School Law and Public Safety program is a **high-performing, well-supported, and rapidly growing pathway** that demonstrates strong alignment with Georgia Industry Certification and ICPE standards.

The program excels in:

- Instructional quality
- Student engagement
- Career readiness
- Community partnerships
- Leadership and program vision

With continued attention to:

- Credentialing implementation
- Facility enhancements
- Expanded WBL access

the program is well-positioned to **sustain excellence and continue growth**.

V. Summary

Commendations / Positives

- Highly engaging, hands-on instructional model
 - Exceptional instructor leadership and student relationships
 - Strong alignment with school mission and career readiness goals
 - Extensive work-based learning and community partnerships
-

- Active and effective advisory committee
 - Strong administrative and counseling support
 - Positive student culture and engagement
 - Clear student career pathways and postsecondary planning
 - Well-maintained facilities and adequate equipment
 - Growing enrollment and program interest
-

Recommendations / Areas for Improvement

- Adjust student-teacher ratio to align with LAPSEN recommendation (28:1)
- Implement industry-recognized credentialing (planned)
- Expand classroom/lab space for forensic instruction
- Increase access to work-based learning placements
- Invest in additional specialized forensic equipment
- Enhance counselor promotion of the pathway
- Establish a formal student recognition program

Program Operational Standards

I. Organization and Administration Indicators

	Meets Criteria?	Points	Max Points
I. Organization and Administration Indicators			
The program supports upper-level mission statements	Yes	1	1
Goals appropriate for a program of excellence	Yes	1	1
Copy of Annual Plan/Program of Work available if applicable	Yes	1	1
Copy of Local Extended Day Annual Plan available if applicable	Yes	1	1
The current student/instructor ratio appropriate for teaching occupational skills	Yes	1	2
The program is well promoted within the school, school system, and to prospective students.	Yes	5	5
Quality program marketing materials and website	Yes	5	5
Ongoing collaboration between school counseling departments that influence student enrollment in the program in place	Yes	2	2
Proper policies in place for training equipment and materials	Yes	1	1
Proper budgeting process	Yes	2	2
Plans in place for maintaining and replacing consumables, course content, software, equipment, and/or instructional support materials.	Yes	1	1
19 of 22 possible points are required to pass this section	19	21	22
Status	PASS		
NOTES: recommend seat limit to 28 per LAPSEN			

II. Instructional Staff

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

III. Facilities, Equipment & Safety

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

IV. Curriculum and Instruction

IV. Curriculum and Instruction Indicators	Meets Criteria?	Points	Max Points
Syllabus is appropriate	Yes	Pass/Fail	PASS
Program is using GaDOE curriculum, prerequisites, and sequences	Yes	Pass/Fail	PASS
Students can complete pathway in 3 years	Yes	Pass/Fail	PASS
Program implements a clear and intentional literacy plan	Yes	Pass/Fail	PASS
Adequately matches standards	Yes	1	1
Developmentally appropriate	Yes	1	1
Evidence of differentiation	Yes	1	1
Evidence of addressing different learning styles	Yes	2	2
Multiple modalities	Yes	2	2
Bias-free instruction and materials	Yes	1	1
Academic integration	Yes	1	1
Higher order assessment elements	Yes	1	1
Multimedia and or technology-based elements	Yes	1	1
Use of clear and easy-to-understand rubrics	Yes	1	1
Clear instructions	Yes	1	1
Content is updated to industry standards	Yes	1	1
Appropriate materials	Yes	1	1
Assessments meet educational standards	Yes	1	1
Evidence assessment is used to drive instruction	Yes	2	2
Unit plan is organized, well thought out, and clear	Yes	2	2
17 of 20 possible points required to pass this section	17	20	20
Status	PASS		
NOTES:			

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

V. Student Preparation Indicators	Meets Criteria?	Points	Max Points
Cohesive career awareness and employability plan is in place across all courses	Yes	1	1
Each student has individual career counseling offered	Yes	1	1
There is a plan in place to ensure students graduate	Yes	1	1
There is a plan in place to track graduates	Yes	1	1
The appropriate number of students are passing End of Pathway Assessment and/or certification tests or an actionable plan is in place to improve performance	Yes	2	2
Students are offered industry certification opportunities	Y/N	1	2
The program has an appropriate number of students complete the pathway	Yes	1	1
A good number of enrolled students are members of SkillsUSA – may be waived with an explanation	Yes	1	1
Students participate in SkillsUSA State Leadership and Skills Conference	Yes	1	1
Student leadership participates in at least one out-of-school leadership event or activity that is not a state conference	Yes	1	1
SkillsUSA chapter achieved at least a bronze level for the Chapter of Excellence Program	Yes	2	2
Students are made aware of career opportunities offered in the community	Yes	1	1
Students are participating in work-based learning, shadowing, and/or internships	Yes	1	1
Students have individual career plans and portfolios	Yes	1	1
Guest speakers from industry and/or field trips are a part of classes	Yes	1	1
Student recognition is in place such as a student of the month or similar	No	0	1
Students can join NTHS with LAPSEN Endorsement if they qualify	Yes	1	1
16 of 20 possible points are required to pass this section	16	18	20
Status	PASS		
NOTES:			

VI. Advisory Committee, Industry and Community

VI. Advisory Committee, Industry and Community Indicators	Meets Criteria ?	Points	Max Points
The program has an active advisory committee	Yes	1	1
The program advisory committee is well represented by community, industry, and reflective of the diversity of the school community	Yes	1	1
The advisory committee is engaged with program students whether through SkillsUSA or similar activities	Yes	1	1
A public relations plan in place and being implemented	Yes	1	1
Industry is involved in the program beyond the advisory committee	Yes	1	1
5 of 5 possible points are required to pass this section	5	5	5
Status	PASS		
NOTES:			

Summary of Results

X **Program meets certification** ___ ~~Program does not meet certification~~

Commendations:

- Highly engaging, hands-on instructional model
- Exceptional instructor leadership and student relationships
- Strong alignment with school mission and career readiness goals
- Extensive work-based learning and community partnerships
- Active and effective advisory committee
- Strong administrative and counseling support
- Positive student culture and engagement
- Clear student career pathways and postsecondary planning
- Well-maintained facilities and adequate equipment
- Growing enrollment and program interest

Recommendations:

- Adjust student-teacher ratio to align with LAPSEN recommendation (28:1)
- Implement industry-recognized credentialing (planned)
- Expand classroom/lab space for forensic instruction
- Increase access to work-based learning placements
- Invest in additional specialized forensic equipment
- Establish a formal student recognition program

Appendix 1

Administrator Interview Questions

[Click Here](#)

Advisory interview Questions

[Click Here](#)

Counselor Interview Questions

[Click Here](#)

Student Interview Questions

[Click Here](#)

Photos

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