

FEDERAL PERKINS  
MONITORING  
SELF-ASSESSMENT PART II –  
PROGRAM SPECIFIC

*It's not scary; we promise!*



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## MONITORING IS HELPFUL – FOR THE DOE AND INSTRUCTORS

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- ❖ Monitoring is an opportunity for instructors to reflect on their programs in a guided fashion. It can be a lot of work initially, but if the Part II binders are maintained over time (and they should be), subsequent monitoring preparations will be *much* easier!
- ❖ Monitoring is a way for instructors to demonstrate that their programs meet Federal guidelines. It also gives the NH DOE the evidence it needs to prove to the US DOE that NH programs are fulfilling their obligations.

LET'S GO THROUGH THE  
PART II DOCUMENT  
STEP-BY-STEP.



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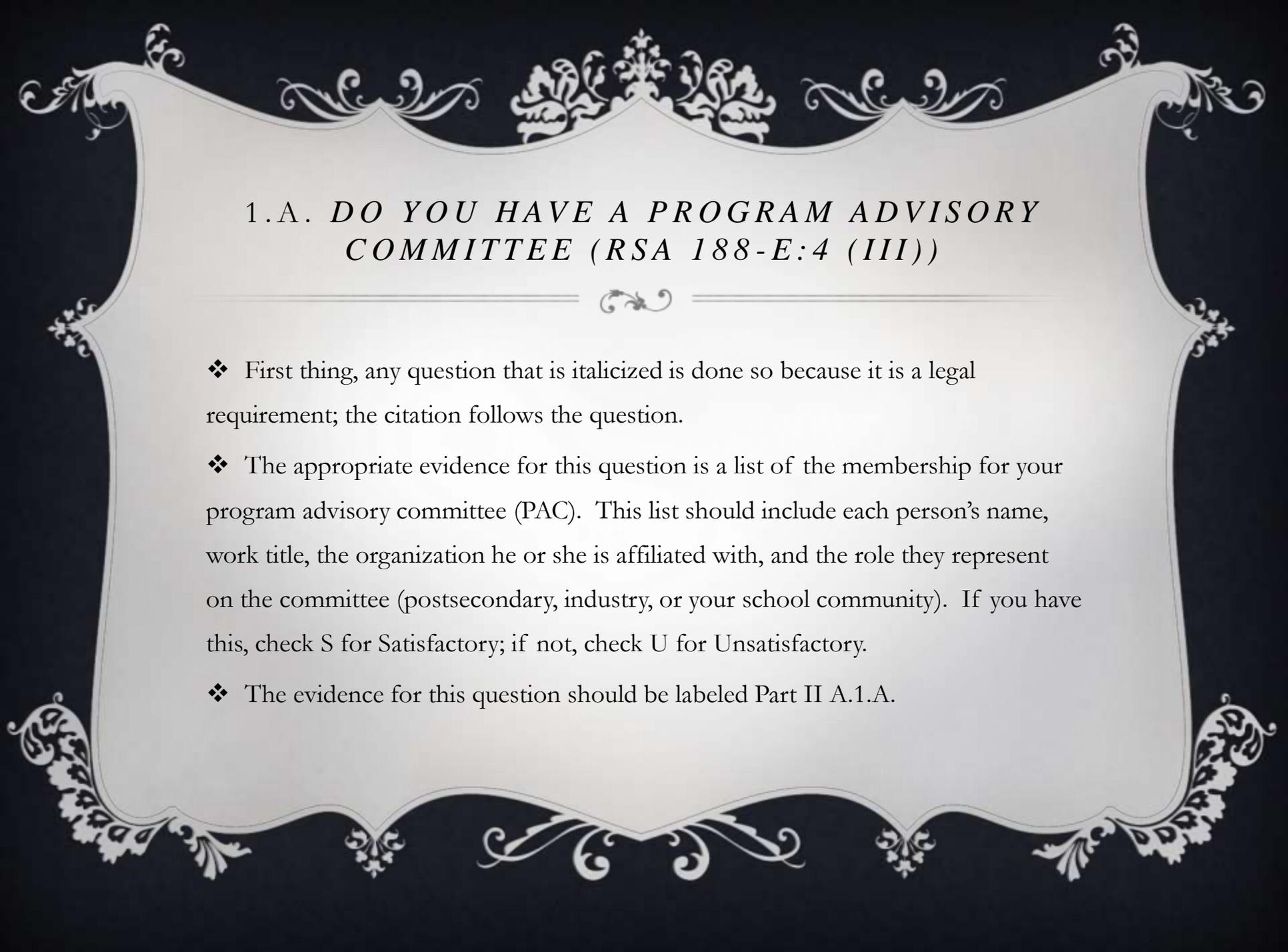
NOT TO SPOIL THE ENDING  
FOR YOU, BUT EVERYTHING  
IS GOING TO BE OKAY.



# SECTION A

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*Program Advisory Committee and Community Relations*



1.A. *DO YOU HAVE A PROGRAM ADVISORY COMMITTEE (RSA 188-E:4 (III))*

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- ❖ First thing, any question that is italicized is done so because it is a legal requirement; the citation follows the question.
- ❖ The appropriate evidence for this question is a list of the membership for your program advisory committee (PAC). This list should include each person's name, work title, the organization he or she is affiliated with, and the role they represent on the committee (postsecondary, industry, or your school community). If you have this, check S for Satisfactory; if not, check U for Unsatisfactory.
- ❖ The evidence for this question should be labeled Part II A.1.A.

1.B. DOES YOUR PROGRAM'S ADVISORY  
COMMITTEE HOLD REGULARLY SCHEDULED  
MEETINGS? (RSA 188-E:4 (III))

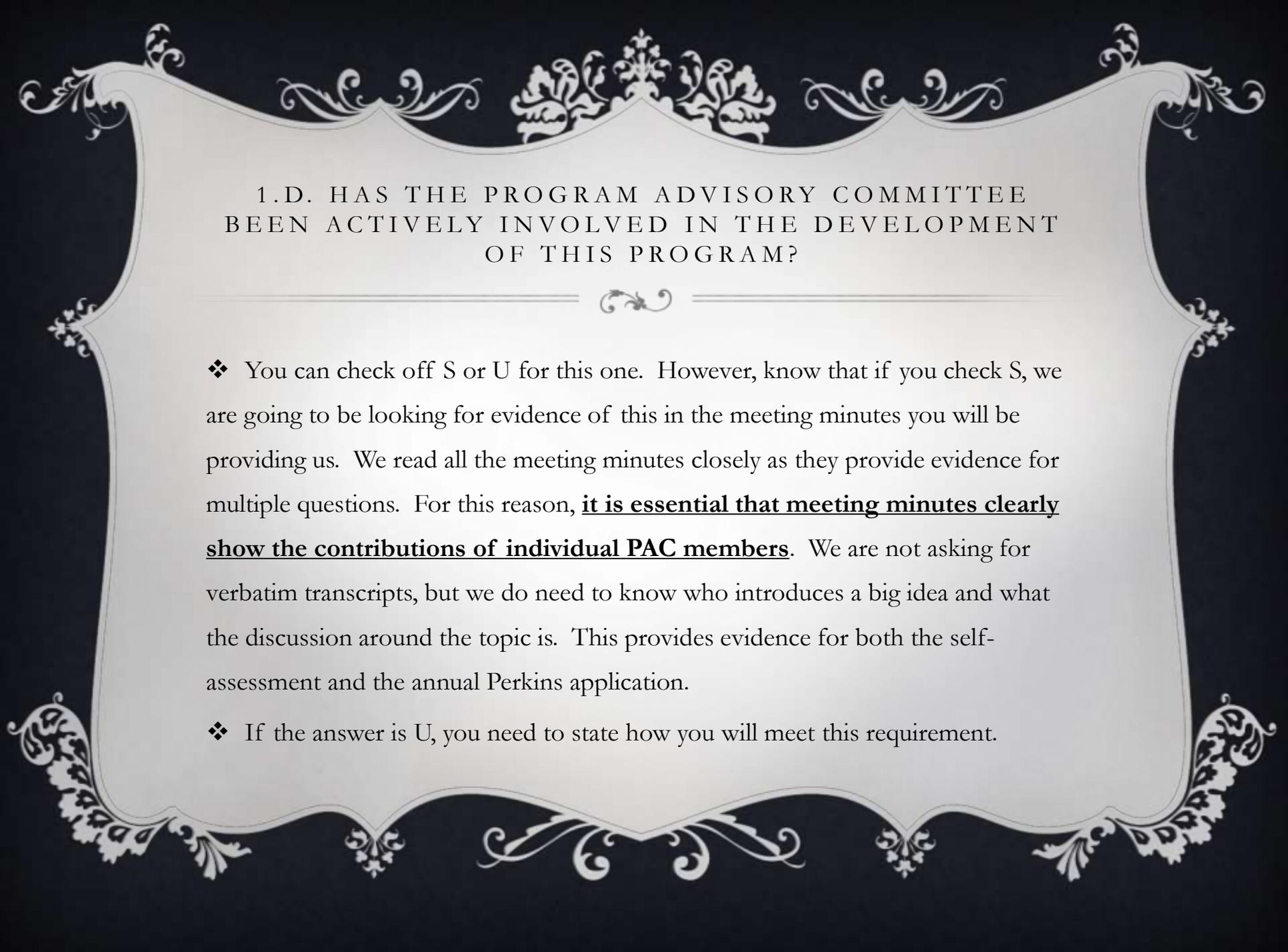
- ❖ For this question, you may be able to just check S. Great! That was easy!
- ❖ If, however, you don't have regularly scheduled meetings, you should check U. You then need to explain why. Scheduling challenges are not an acceptable reason to not hold PAC meetings. If you find a date when a representative percentage of members can meet, hold the meeting. Other members can Skype or tele-conference in, or you may email them your agenda and ask for their comments. Any e-mails should be retained as documentation this happened.
- ❖ The evidence for this question should be labeled Part II A.1.B.



*1.C. DOES YOUR PROGRAM'S ADVISORY COMMITTEE  
INCLUDE BUSINESS & INDUSTRY AND  
POSTSECONDARY REPRESENTATIVES? (STATE  
APPROVED STANDARD 5.2)*



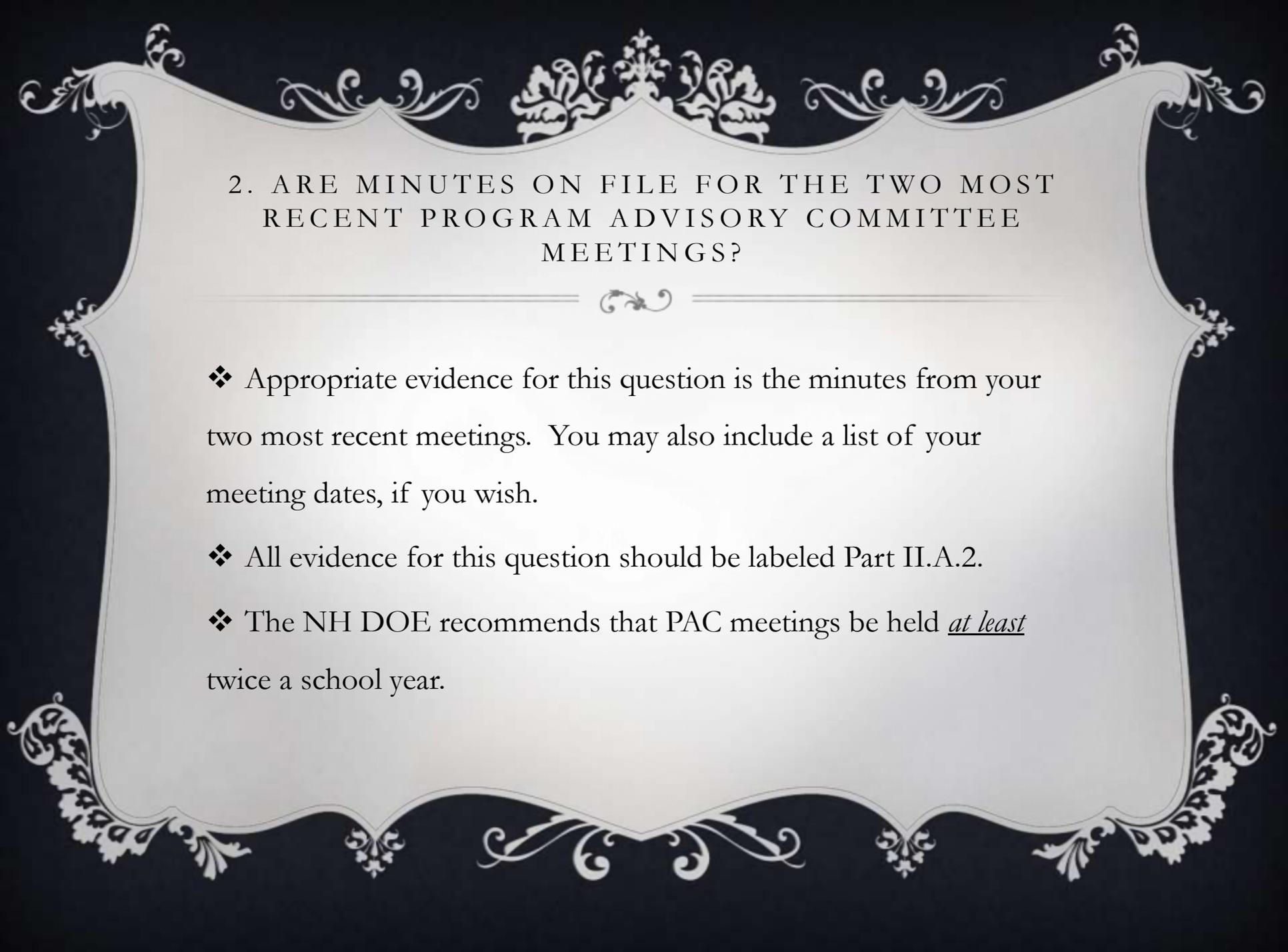
- ❖ Why do we ask this? It's important to have postsecondary and industry representation on your PAC because the contributions of these members help you to ensure that your students are college and career ready. These individuals help keep you abreast of innovations in the program related industry/postsecondary trends and provide relevant recommendations.
- ❖ If your answer for this question is S, reference back to your evidence for Part II A.1.A.
- ❖ If your answer is U, explain why. If you are having trouble finding members to participate from either group, reach out to your Regional Advisory Board (RAB), instructors from other CTE centers, and the NH DOE. We are all here to support you.

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1.D. HAS THE PROGRAM ADVISORY COMMITTEE  
BEEN ACTIVELY INVOLVED IN THE DEVELOPMENT  
OF THIS PROGRAM?

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- ❖ You can check off S or U for this one. However, know that if you check S, we are going to be looking for evidence of this in the meeting minutes you will be providing us. We read all the meeting minutes closely as they provide evidence for multiple questions. For this reason, **it is essential that meeting minutes clearly show the contributions of individual PAC members.** We are not asking for verbatim transcripts, but we do need to know who introduces a big idea and what the discussion around the topic is. This provides evidence for both the self-assessment and the annual Perkins application.
- ❖ If the answer is U, you need to state how you will meet this requirement.

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2. ARE MINUTES ON FILE FOR THE TWO MOST RECENT PROGRAM ADVISORY COMMITTEE MEETINGS?

- ❖ Appropriate evidence for this question is the minutes from your two most recent meetings. You may also include a list of your meeting dates, if you wish.
- ❖ All evidence for this question should be labeled Part II.A.2.
- ❖ The NH DOE recommends that PAC meetings be held *at least* twice a school year.



A.4. Does your program's advisory committee regularly review Perkins program performance data (i.e., the eight Perkins performance indicators):

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OTHERWISE KNOWN AS DATA AND  
HOW YOU USE IT!

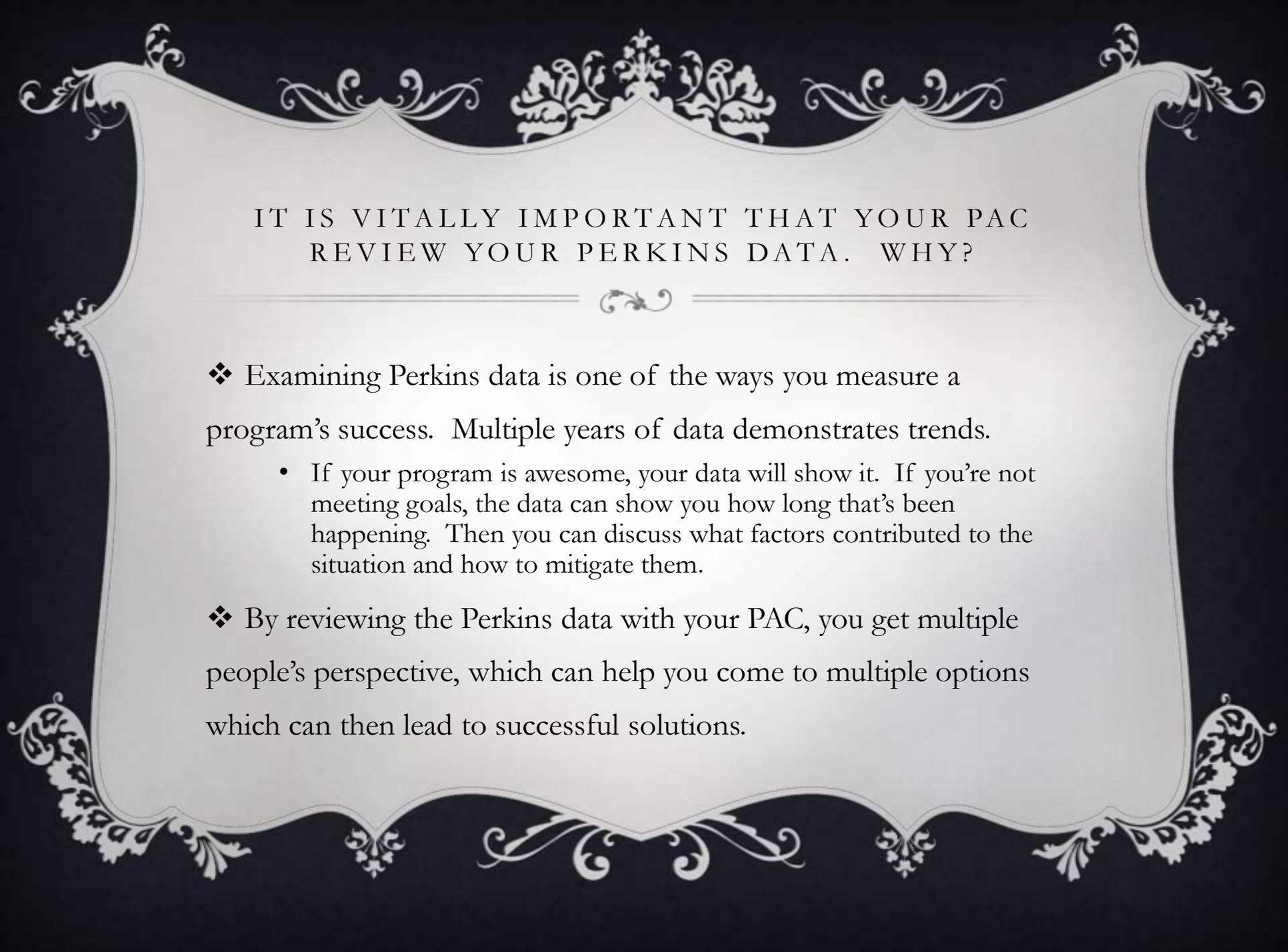
**WHO IS THE  
MOST AWESOME  
PERSON TODAY?**



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## WHAT ARE THE 8 PERKINS INDICATORS?

- Academic Attainment in Reading/Language Arts? (1S1)
- Academic Attainment in Math? (1S2)
- Technical Skill Attainment? (2S1)
- Secondary School Completion? (3S1)
- Graduation Rate? (4S1)
- Placement (employment, cont. education, military, etc.)? (5S1)
- Non-traditional Participation? (6S1)
- Non-traditional Program Completion? (6S2)

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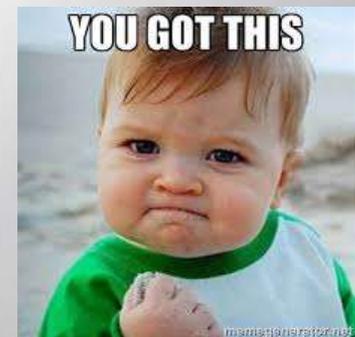
IT IS VITALLY IMPORTANT THAT YOUR PAC  
REVIEW YOUR PERKINS DATA. WHY?

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- ❖ Examining Perkins data is one of the ways you measure a program's success. Multiple years of data demonstrates trends.
  - If your program is awesome, your data will show it. If you're not meeting goals, the data can show you how long that's been happening. Then you can discuss what factors contributed to the situation and how to mitigate them.
- ❖ By reviewing the Perkins data with your PAC, you get multiple people's perspective, which can help you come to multiple options which can then lead to successful solutions.

# WHAT IF I DON'T UNDERSTAND MY DATA?

❖ Ask for help! Your director and the staff at the Career Development Bureau are here to help you understand your data and how it can help you make your program more successful. We will help you go into your PAC meetings with confidence, knowing that you can explain the numbers and what they mean.





## WHAT IS APPROPRIATE EVIDENCE FOR A.4.?

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- ❖ Appropriate evidence for this question again goes back to meeting minutes. Use the same methods for providing evidence as you did for A.3.

5.A. WHEN DID YOUR PROGRAM'S ADVISORY COMMITTEE LAST MAKE RECOMMENDATIONS FOR PROGRAM IMPROVEMENT? (RSA 188-E: 4 (III), (STATE PROGRAM STANDARD 5).

- ❖ Again, refer the reviewer to the minutes. (See, I wasn't kidding: the minutes are KEY. That's why they need to be really complete.)
- ❖ If your answer is Uto this question, be prepared to explain how you will meet this legal requirement.

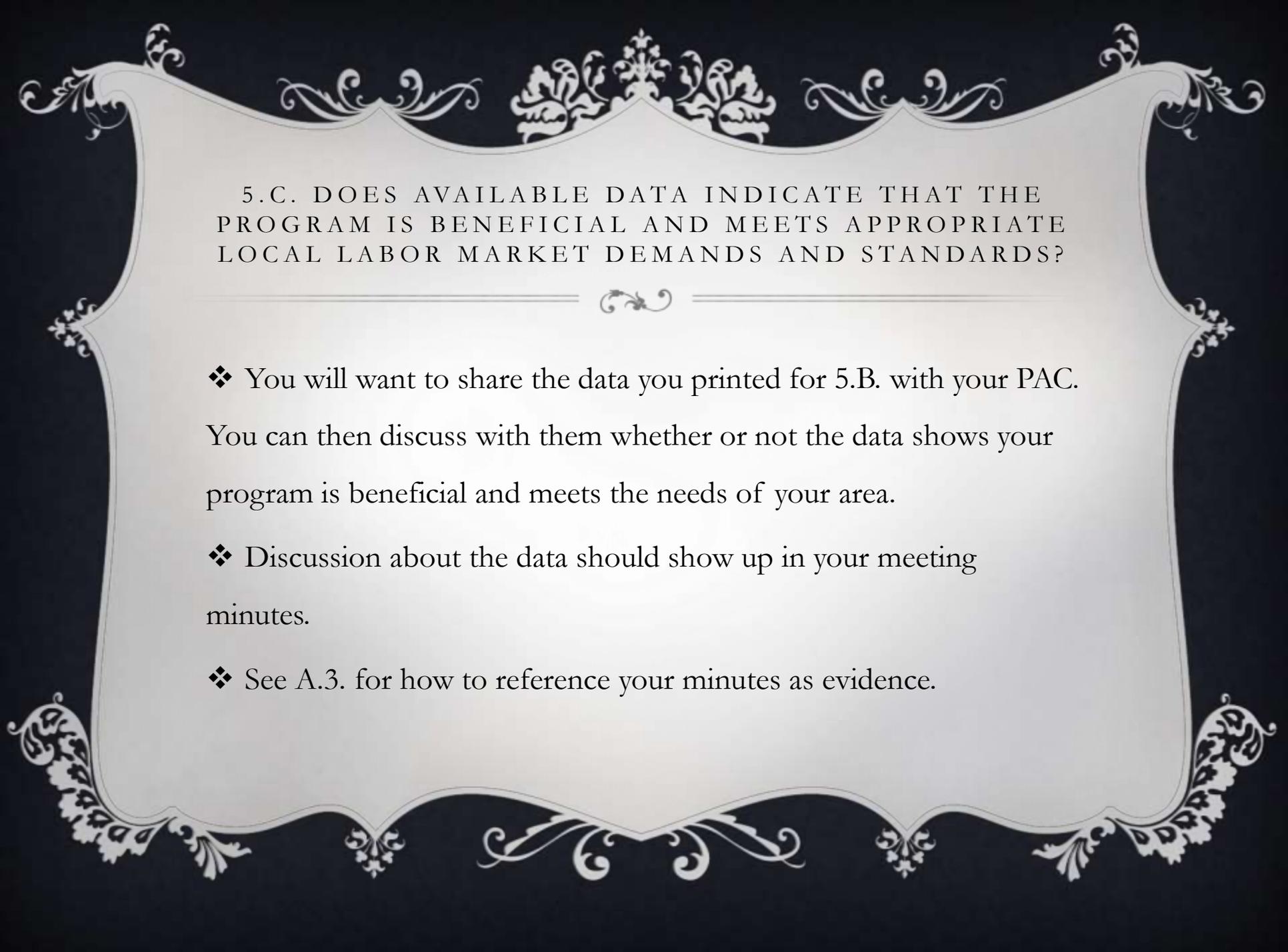


5.B. IS INFORMATION ON CURRENT AND EMERGING OCCUPATIONS IN BUSINESS AND INDUSTRY IN THE LOCAL AREA REVIEWED ANNUALLY TO DETERMINE THE NEED FOR PROGRAM CONTINUATION OR PROGRAM REVISIONS?

❖ The appropriate evidence here is documentation from the NH Economic and Labor Market Information (ELMI) Bureau. They provide two very helpful documents for you:

- The [Occupational Employment and Wage charts](#), which are broken into areas of the state
- And the [Employment Projections](#), which are state-wide and also by planning region.

❖ You should print this information and include it in your evidence, labelled Part II A.5.B.

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5.C. DOES AVAILABLE DATA INDICATE THAT THE PROGRAM IS BENEFICIAL AND MEETS APPROPRIATE LOCAL LABOR MARKET DEMANDS AND STANDARDS?

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❖ You will want to share the data you printed for 5.B. with your PAC.

You can then discuss with them whether or not the data shows your program is beneficial and meets the needs of your area.

❖ Discussion about the data should show up in your meeting minutes.

❖ See A.3. for how to reference your minutes as evidence.

## 5.D. DOES THE PROGRAM'S ADVISORY COMMITTEE HAVE A PLAN TO PROMOTE THE PROGRAM?

- ❖ Your PAC is there to help you make your program successful. Part of that is helping you promote your program to students, parents, and the community.
- ❖ Plans to promote the program may include specific plans for recruitment of students, but may also include things like open house events, PAC members mentioning your program to other industry groups to which they belong, or simply displaying information about your program where they work.
- ❖ You can include almost anything in your plan. You just need to have one.



What's  
the  
plan?

6. *IS YOUR PROGRAM NON-TRADITIONAL FOR  
EITHER GENDER? (135 (C)(17))*

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- ❖ You can check your program's non-traditional status [here](#).
- ❖ If your program has non-traditional status, you must answer questions a-d.
  - Evidence for these questions may come from PAC meeting minutes, emails, photographs, marketing materials, etc.
  - Please label your evidence appropriately for ease of use.

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7. IF THIS IS FOR A NEW PROGRAM HAS THE REGIONAL ADVISORY APPROVED THE ADDITION OF THIS PROGRAM TO THE CENTER OFFERINGS?

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- ❖ This question only needs to be answered if your program is new.
- ❖ If it is, provide the Regional Advisory Board minutes that show your program was approved as evidence.



# SECTION B

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*Size, Scope, and Quality*

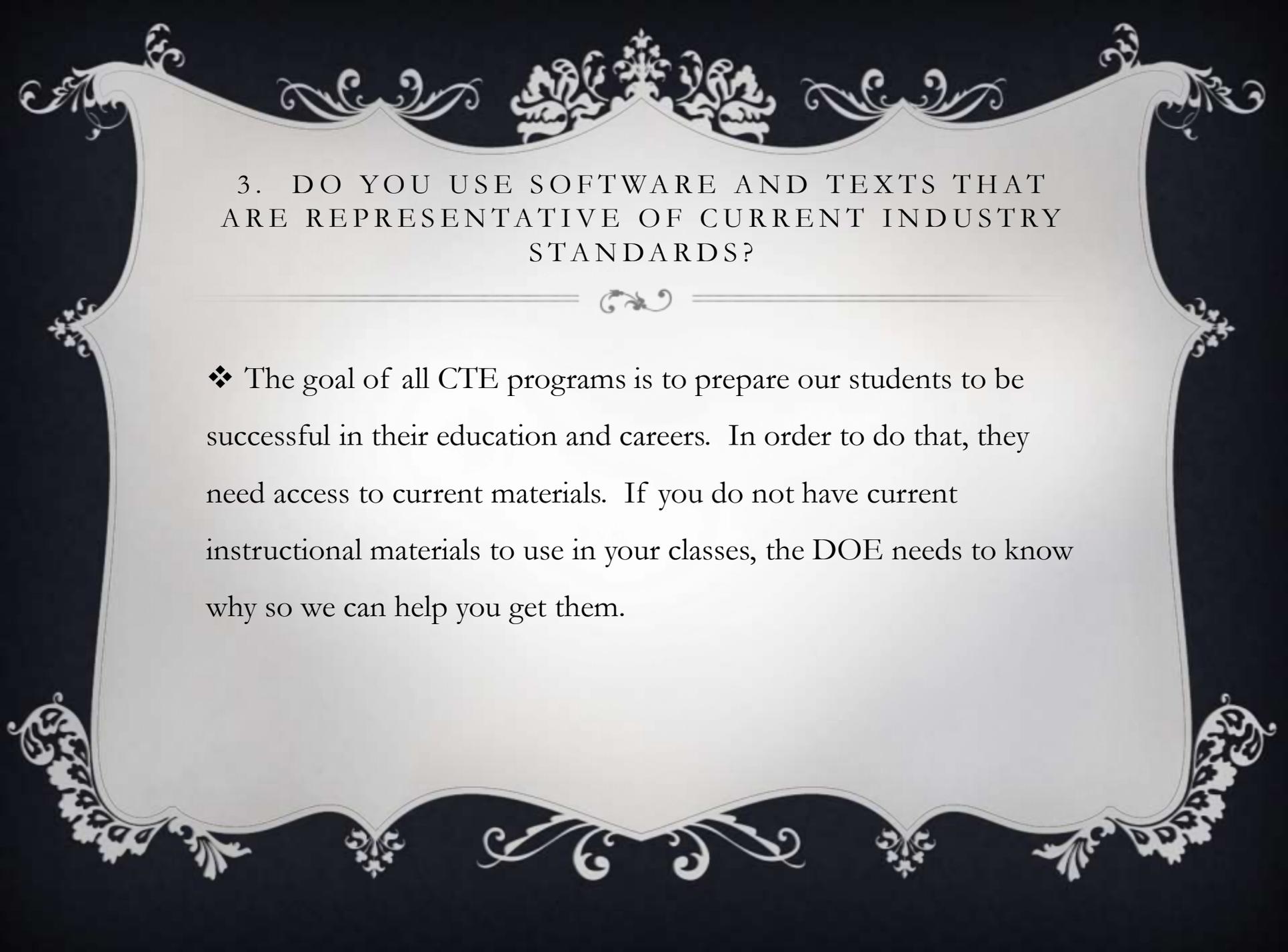
1. *CAN STUDENTS EARN INDUSTRY OR STATE CREDENTIALS AS PART OF COMPLETING THE PROGRAM? (ED 1404.02 (D) (A))*

- ❖ Evidence to answer this question may just be a list of the credentials available to your students.
- ❖ Please, **do not** provide any copies of student certificates as evidence. Providing personal student data, including names, is a violation of FERPA.
- ❖ If credentials are not available to your students, that's ok. Know that your reviewer may ask if you have investigated the possibilities and may make suggestions. We all want your students to be as prepared and employable as they can be.



2. THE STATE'S CORE COMPETENCIES ARE DEVELOPED FROM NATIONAL STANDARDS, AND CURRICULUM SHOULD ALIGN WITH THESE STANDARDS. PROVIDE A CROSSWALK THAT SHOWS THE ALIGNMENT BETWEEN YOUR PROGRAM'S COMPETENCIES, CURRICULUM, AND ASSESSMENT(S).

- ❖ For this question, format is less important than content; there are many acceptable ways for a crosswalk to look.
- ❖ What is important is **your crosswalk covers your whole program**; that means your crosswalk is going to cover multiple courses.
- ❖ Each crosswalk should clearly show what competency is being covered by what units and lessons and the assessments that are used to test that competency. Ideally, it will also be linked to standards and maybe even the Precision exams.



3. DO YOU USE SOFTWARE AND TEXTS THAT  
ARE REPRESENTATIVE OF CURRENT INDUSTRY  
STANDARDS?

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❖ The goal of all CTE programs is to prepare our students to be successful in their education and careers. In order to do that, they need access to current materials. If you do not have current instructional materials to use in your classes, the DOE needs to know why so we can help you get them.



4. DO YOU KNOW HOW TO INTERPRET ON-GOING  
ASSESSMENT DATA AND USE THE RESULTS TO DESIGN  
DAILY PLANS AND PERSONALIZED INTERVENTIONS?

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❖ Data is always important. As good teachers, you review the data from your assessments and use what you learn to revise your instruction and your assessments so that your students maximize their learning.

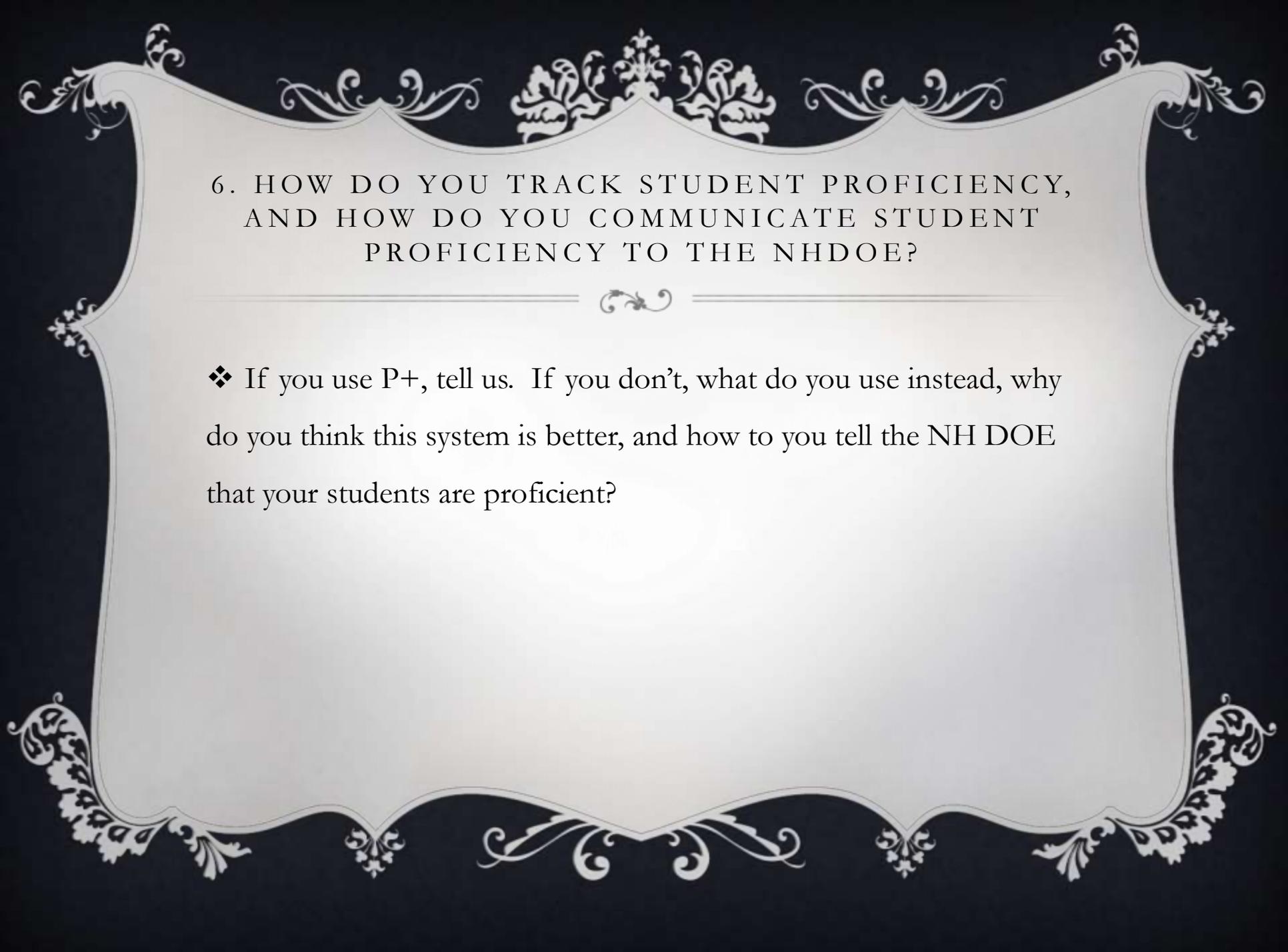
❖ Appropriate evidence here would be:

- Samples of lesson plans where you made reflective notes on how to teach the topic better in the future;
- Reflective journal entries that show how you reviewed an assessment and then used that reflection to decide to re-teach a topic;
- Copies of assessments that clearly have been through multiple revisions, with notes as to why.

## 5. ARE STUDENTS AFFORDED THE OPPORTUNITY TO JOIN A CTSO?

- ❖ If S, great!
- ❖ If U, please explain why. CTSOs are a great resource for students, but if the model isn't working or isn't accessible to your students, we need to know why.

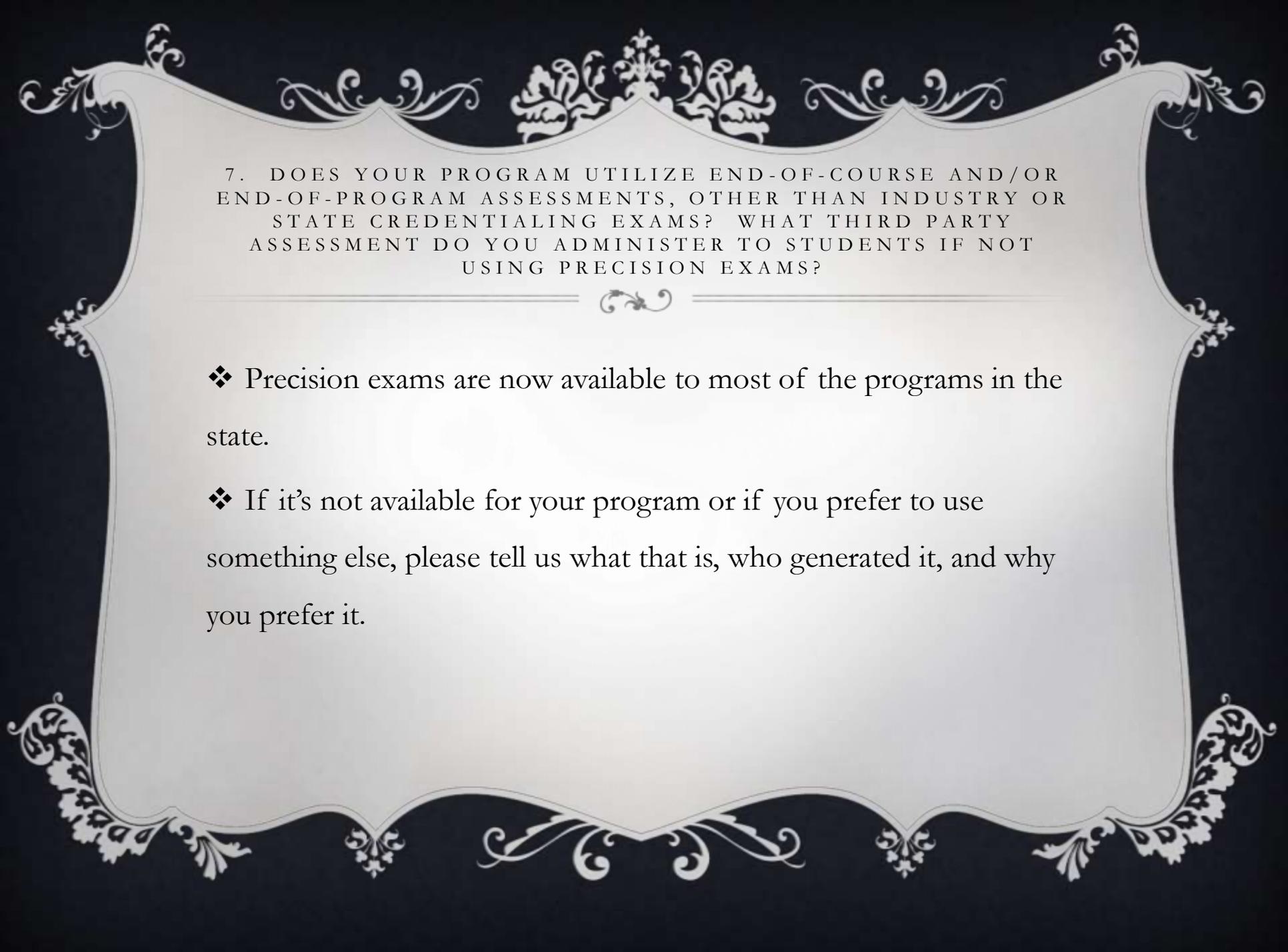


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6. HOW DO YOU TRACK STUDENT PROFICIENCY,  
AND HOW DO YOU COMMUNICATE STUDENT  
PROFICIENCY TO THE NHDOE?

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❖ If you use P+, tell us. If you don't, what do you use instead, why do you think this system is better, and how do you tell the NH DOE that your students are proficient?



7. DOES YOUR PROGRAM UTILIZE END-OF-COURSE AND/OR  
END-OF-PROGRAM ASSESSMENTS, OTHER THAN INDUSTRY OR  
STATE CREDENTIALING EXAMS? WHAT THIRD PARTY  
ASSESSMENT DO YOU ADMINISTER TO STUDENTS IF NOT  
USING PRECISION EXAMS?

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❖ Precision exams are now available to most of the programs in the state.

❖ If it's not available for your program or if you prefer to use something else, please tell us what that is, who generated it, and why you prefer it.

8. WHAT IS THE PROCESS THROUGH WHICH IT IS ENSURED THAT YOUR INSTRUCTIONAL MATERIALS ARE REVIEWED AND KEPT FREE OF GENDER AND RACIAL/ETHNIC BIAS AND STEREOTYPING?

- ❖ By process, we mean steps, not your district's policy on non-discrimination or curriculum review.
- ❖ We want to know who reviews the material for your program, what process is used, and how often reviews occur.
- ❖ Materials include not only textbooks, but also videos, posters, and anything else your students may use in class.



9. DO YOU USE DISAGGREGATED STUDENT PERFORMANCE DATA ABOUT STUDENTS IN YOUR PROGRAM?

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❖ When you do receive the data, how do you use it? Appropriate evidence for this question will answer inquiries such as:

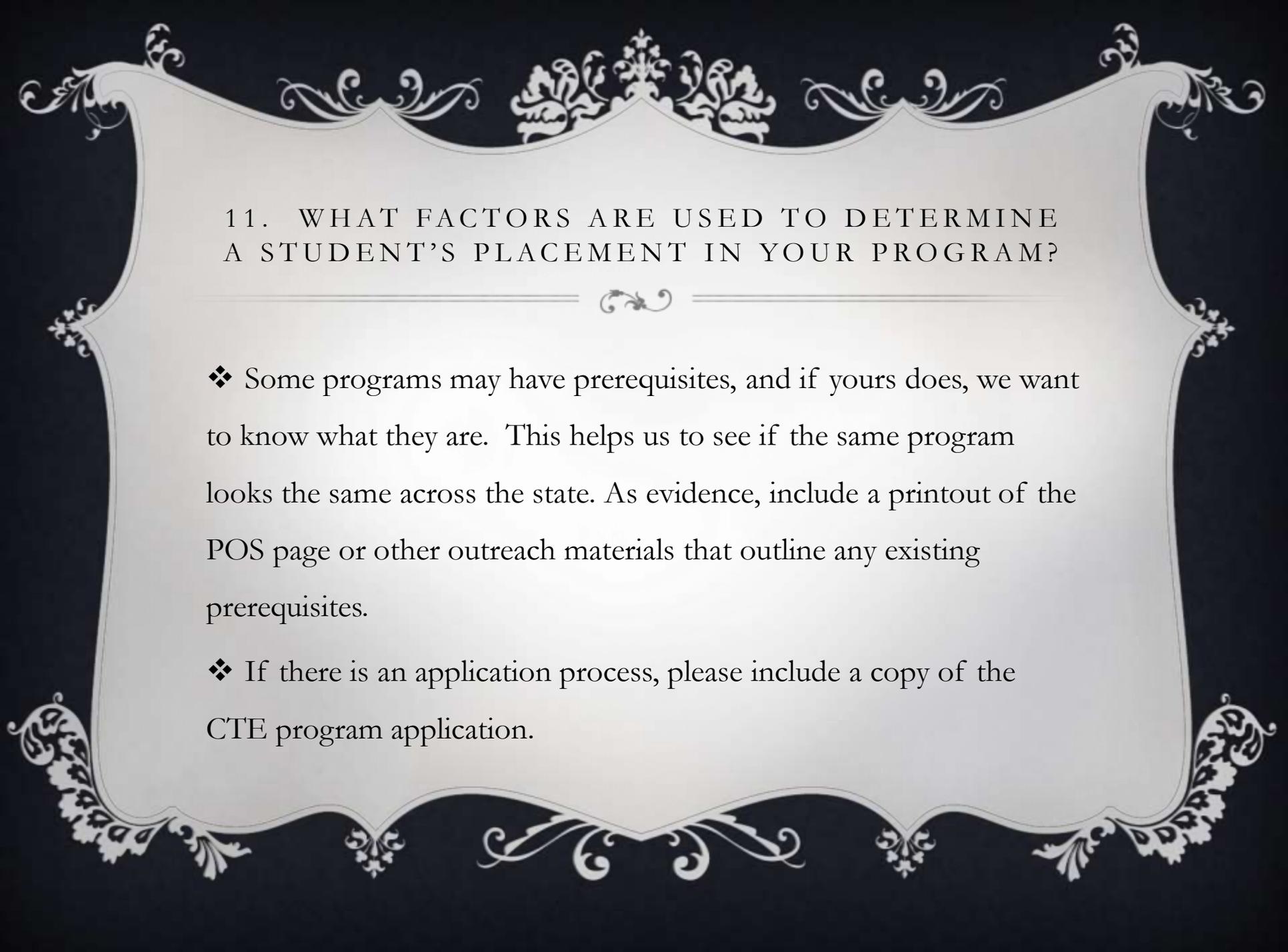
- If your students aren't meeting the goals for ELA or math, are you incorporating those topics more into your instruction?
- If your non-trad population is falling, are you considering other techniques for recruitment and retention?
- If your students aren't completing the program, are you taking steps to determine why, and are you trying to fix the problem?



10. ARE INSTRUCTORS PROPERLY CERTIFIED TO  
TEACH THIS PROGRAM?

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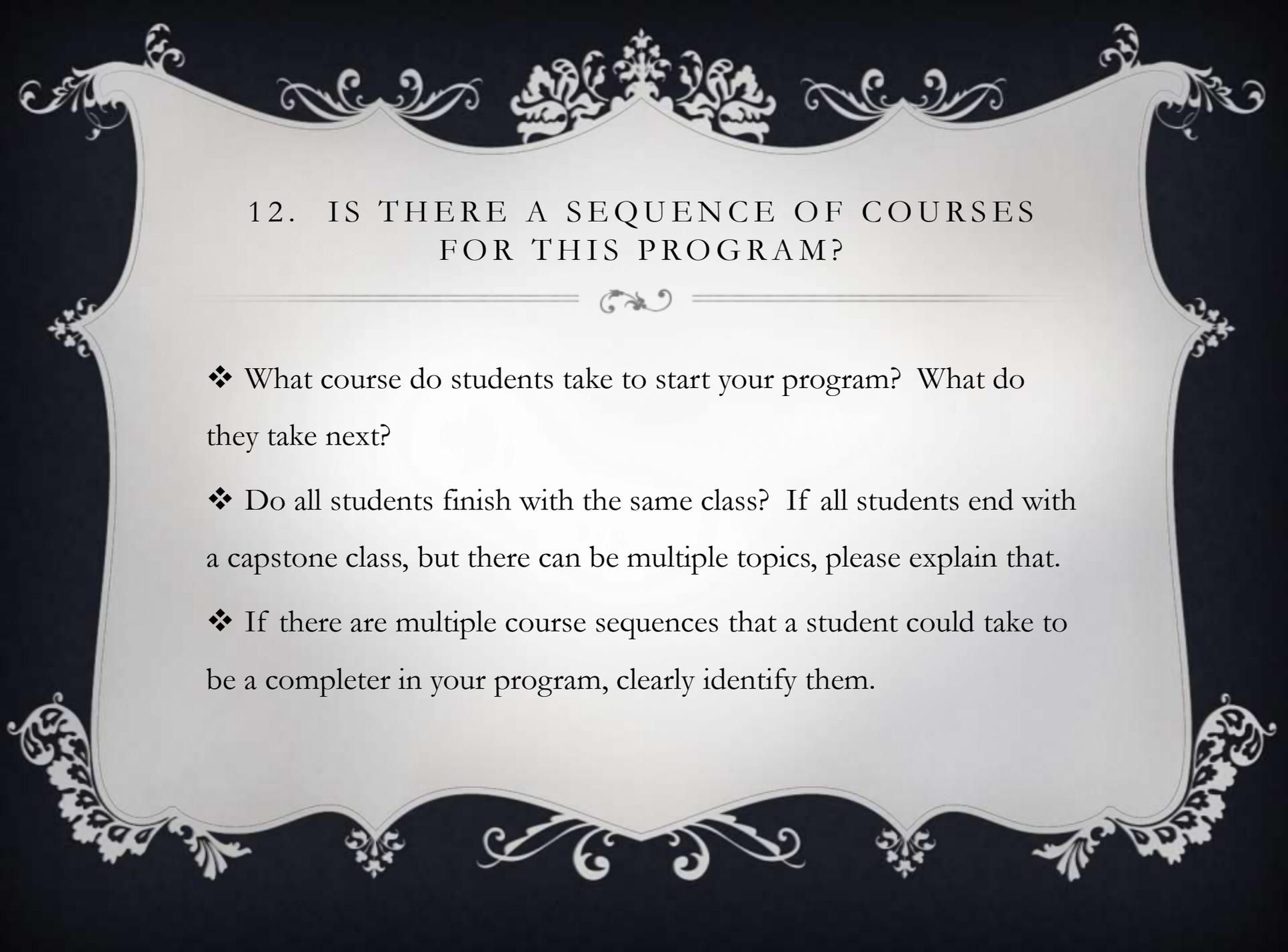
- ❖ Please provide a **current** copy of your certification. If you are on an alternative plan toward certification, please include a copy of your plan, and tell us where you are in the process.
- ❖ Including your resume and job description helps us understand how the same position title might have different duties in different districts.



11. WHAT FACTORS ARE USED TO DETERMINE  
A STUDENT'S PLACEMENT IN YOUR PROGRAM?

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- ❖ Some programs may have prerequisites, and if yours does, we want to know what they are. This helps us to see if the same program looks the same across the state. As evidence, include a printout of the POS page or other outreach materials that outline any existing prerequisites.
- ❖ If there is an application process, please include a copy of the CTE program application.

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## 12. IS THERE A SEQUENCE OF COURSES FOR THIS PROGRAM?

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- ❖ What course do students take to start your program? What do they take next?
- ❖ Do all students finish with the same class? If all students end with a capstone class, but there can be multiple topics, please explain that.
- ❖ If there are multiple course sequences that a student could take to be a completer in your program, clearly identify them.

13. *DO INSTRUCTORS PARTICIPATE IN DEVELOPING  
THE PROGRAM BUDGET? (ED 507.02(B)(10))*

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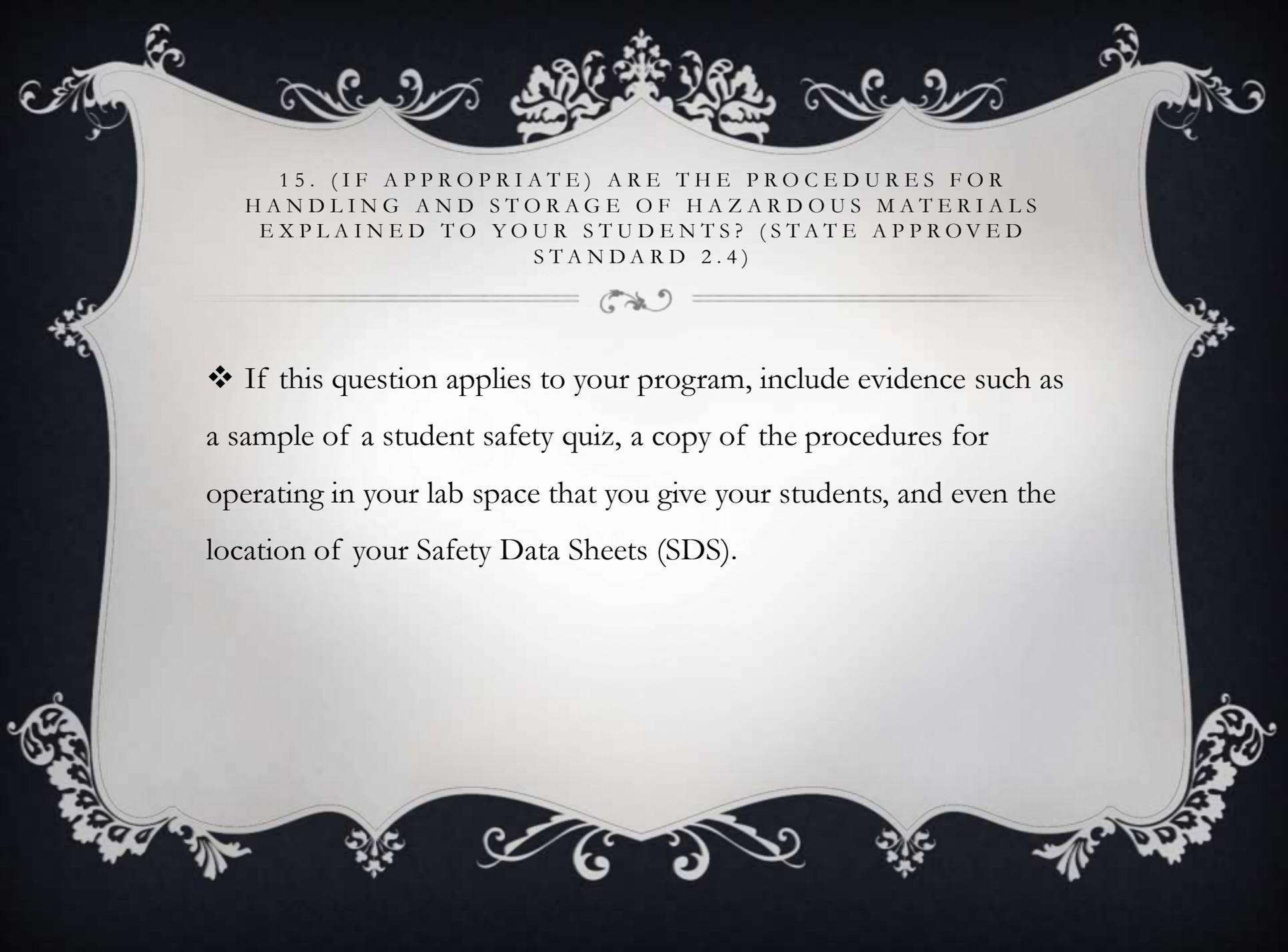
❖ It is a legal requirement for instructors to participate in the formulation of the budget. We hope this participation is in a meaningful way, through discussion. Your participation may even involve PAC meeting minutes; this may be a way in which your PAC is staying involved in the development of your program.

14. IS THE SPACE AND EQUIPMENT PROVIDED  
SUFFICIENT TO MEET PROGRAM NEEDS?

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- ❖ Do you have the space and materials for you and your students to be successful? If not, why? How can we help you fix the problem?





15. (IF APPROPRIATE) ARE THE PROCEDURES FOR HANDLING AND STORAGE OF HAZARDOUS MATERIALS EXPLAINED TO YOUR STUDENTS? (STATE APPROVED STANDARD 2.4)

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❖ If this question applies to your program, include evidence such as a sample of a student safety quiz, a copy of the procedures for operating in your lab space that you give your students, and even the location of your Safety Data Sheets (SDS).

16. DOES THE SELECTION AND PLACEMENT OF  
EQUIPMENT MEET INDUSTRY STANDARDS AND FOLLOW  
SAFETY REGULATIONS?

❖ This question is best answered by referring to your PAC minutes as this topic should be covered in those meetings. (Those minutes are *mighty* useful!)



17. DOES THIS PROGRAM REQUIRE SPECIAL FACILITIES?  
(E.G., LARGER THAN NORMAL AREA FOR THE  
CONSTRUCTION OF MODULAR HOUSING; EXTRA AUTO  
BAYS; ETC.)

❖ This answer will be an obvious for programs like auto, culinary, and cosmetology. Think about it though: if you use any space in addition to a standard classroom (like a school store) or you would like to have additional space, this is the place to note it.



# SECTION C

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*Initiate, Improve, Expand, & Modernize Programs*

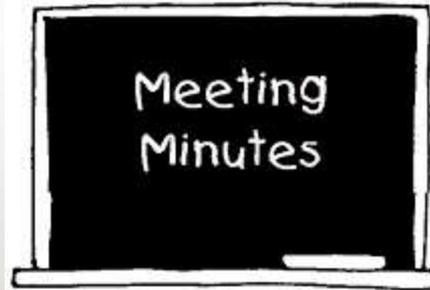
1. HAS YOUR PROGRAM COLLABORATED WITH  
INDUSTRY PARTNERS IN ADDITION TO MEMBERS OF  
YOUR PROGRAM ADVISORY COMMITTEE?

❖ Have you had industry members present to your students? Has someone offered to be a mentor or provide students with Work Based Learning opportunities? Let us know!



2. IS YOUR PROGRAM ADVISORY COMMITTEE INVOLVED  
IN REVIEWING DEVELOPING AND EMERGING  
TECHNOLOGIES?(STATE APPROVED STANDARD 5)

❖ Aren't you glad your meeting minutes are so complete and awesome? Man, those things come in handy!



3. *ARE YOU CURRENTLY OR WILL YOU IN THE FUTURE USE YOUR PERKINS PERFORMANCE DATA IN PROGRAM DEVELOPMENT? (STATE APPROVED STANDARD 6.1)*

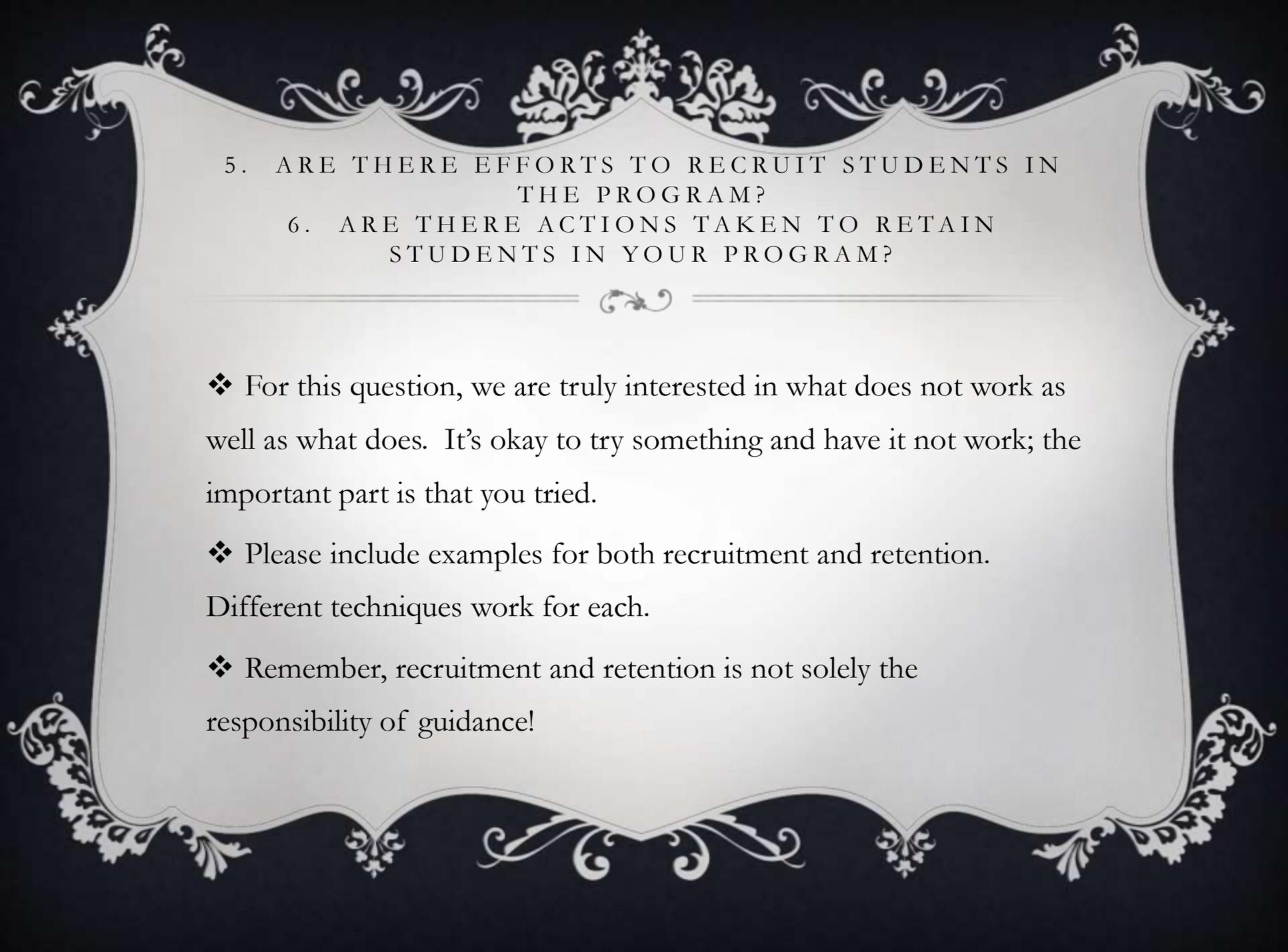
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❖ You told us about this in A.4 and B.8. Now we want to know, after reviewing the data with your PAC and reflecting on it yourself, how do you measure program success? Do you measure it in the same way the Perkins Indicators do? If not, tell us what success looks like to you.

4. *DO INSTRUCTORS PARTICIPATE IN CAREER TECHNICAL PROFESSIONAL DEVELOPMENT ACTIVITIES?* (ED 306.16; PERKINS; SEC. 135 (B)(5)(B); ED 306.15))

- ❖ PD is a requirement for certification, so we know you complete this. Appropriate evidence for this question may be a simple list of the PD you've completed.
- ❖ What we're also interested in is any PD that you've participated in that is outside of your content area. This can demonstrate your interest in cross-curricular instruction and/or other topics, and we want to recognize that!





5. ARE THERE EFFORTS TO RECRUIT STUDENTS IN  
THE PROGRAM?

6. ARE THERE ACTIONS TAKEN TO RETAIN  
STUDENTS IN YOUR PROGRAM?

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❖ For this question, we are truly interested in what does not work as well as what does. It's okay to try something and have it not work; the important part is that you tried.

❖ Please include examples for both recruitment and retention. Different techniques work for each.

❖ Remember, recruitment and retention is not solely the responsibility of guidance!

7. *HOW MANY OF YOUR STUDENTS TOOK PART OR WILL TAKE PART IN IN EACH OF THE WORK-BASED ACTIVITIES LISTED BELOW FOR THE PAST FULL SCHOOL YEAR (PERKINS; SEC. 135 C (3) (A))?*

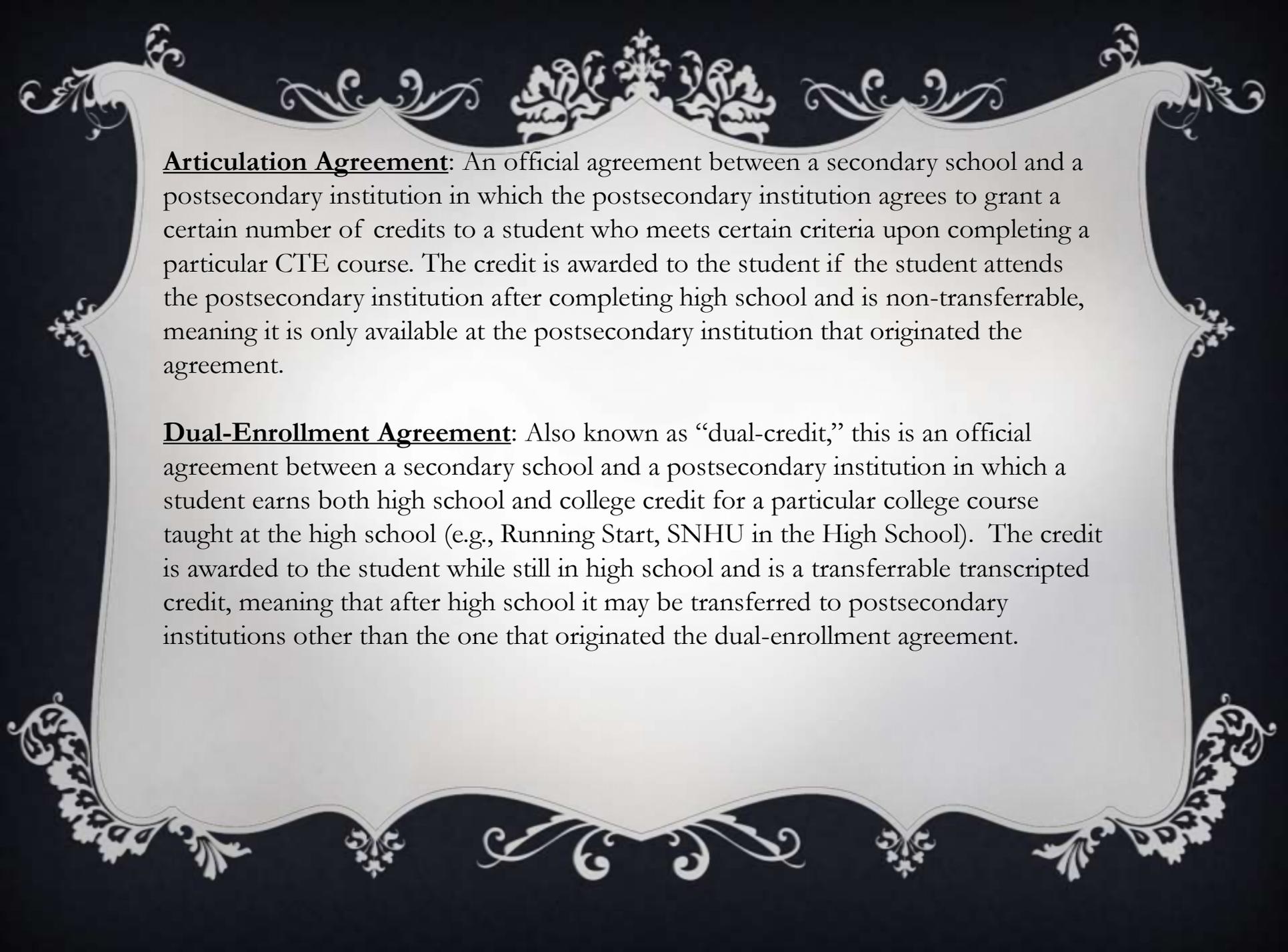
❖ Make sure to tell us not only how many students are participating in which activities, but also where they are participating. Work-based learning experiences are an important component of CTE and support students development of career and college readiness skills.



# SECTION D

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*Secondary and Postsecondary Links*



**Articulation Agreement:** An official agreement between a secondary school and a postsecondary institution in which the postsecondary institution agrees to grant a certain number of credits to a student who meets certain criteria upon completing a particular CTE course. The credit is awarded to the student if the student attends the postsecondary institution after completing high school and is non-transferrable, meaning it is only available at the postsecondary institution that originated the agreement.

**Dual-Enrollment Agreement:** Also known as “dual-credit,” this is an official agreement between a secondary school and a postsecondary institution in which a student earns both high school and college credit for a particular college course taught at the high school (e.g., Running Start, SNHU in the High School). The credit is awarded to the student while still in high school and is a transferrable transcribed credit, meaning that after high school it may be transferred to postsecondary institutions other than the one that originated the dual-enrollment agreement.

- 1.A) NEW PROGRAMS: NEW PROGRAMS MUST BE DEVELOPED AS PATHWAYS OF STUDY FROM SECONDARY TO POSTSECONDARY, AND MUST OFFER A MINIMUM OF SIX COLLEGE CREDITS. ARE YOU ALIGNED WITH POSTSECONDARY INSTITUTION(S) FOR PATHWAY DEVELOPMENT? DOES THIS ALIGNMENT INCLUDE AN AGREEMENT WITH POSTSECONDARY (E.G., ARTICULATION AGREEMENT, DUAL-ENROLLMENT AGREEMENT, 2+2+1, ETC.)?
- B) EXISTING PROGRAMS: IF YOURS IS NOT A NEW PROGRAM, ARE YOU ALIGNED WITH A POSTSECONDARY INSTITUTION? WHAT IS THE NATURE OF THAT ALIGNMENT?

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*Appropriate evidence for both questions is **current and signed** copies of your dual enrollment contracts and/or articulation agreements.*



2. IS THERE A DUAL-ENROLLMENT CONTRACT BETWEEN  
SECONDARY AND POSTSECONDARY FOR YOUR STUDENTS TO  
EARN COLLEGE CREDIT? (PERKINS; SEC. 135 (C)(12))

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❖ You may refer to your evidence for D.1. here.



3. ARE YOUR STUDENTS INFORMED OF DUAL-  
ENROLLMENT OPPORTUNITIES FOR THIS PROGRAM?

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❖ Evidence for this question may include excerpts from your Program of Studies, a description or schedule of speakers from postsecondary partners, and/or posters that appear in your school.

#### 4. DO YOUR DUAL-ENROLLMENT COURSES USE THE POSTSECONDARY SYLLABUS?

- ❖ If you do use the postsecondary syllabus, it should include the contact information and logos of both the secondary and postsecondary institutions in the header.





5.A. ARE THERE ANY ARTICULATION AGREEMENTS  
CURRENTLY IN EFFECT FOR YOUR PROGRAM?

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❖ Copies of your articulation agreements should be **current and signed.**



5. B. HOW OFTEN ARE YOUR ARTICULATION  
AGREEMENTS REVIEWED TO SEE IF THEY ARE UP-TO-  
DATE AND CURRENT?

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- ❖ All documents should be reviewed regularly to be sure they are still valid and work for all parties. What is your schedule of review?

5.C. WHEN WAS THE LAST TIME YOUR AGREEMENTS  
WERE UPDATED?

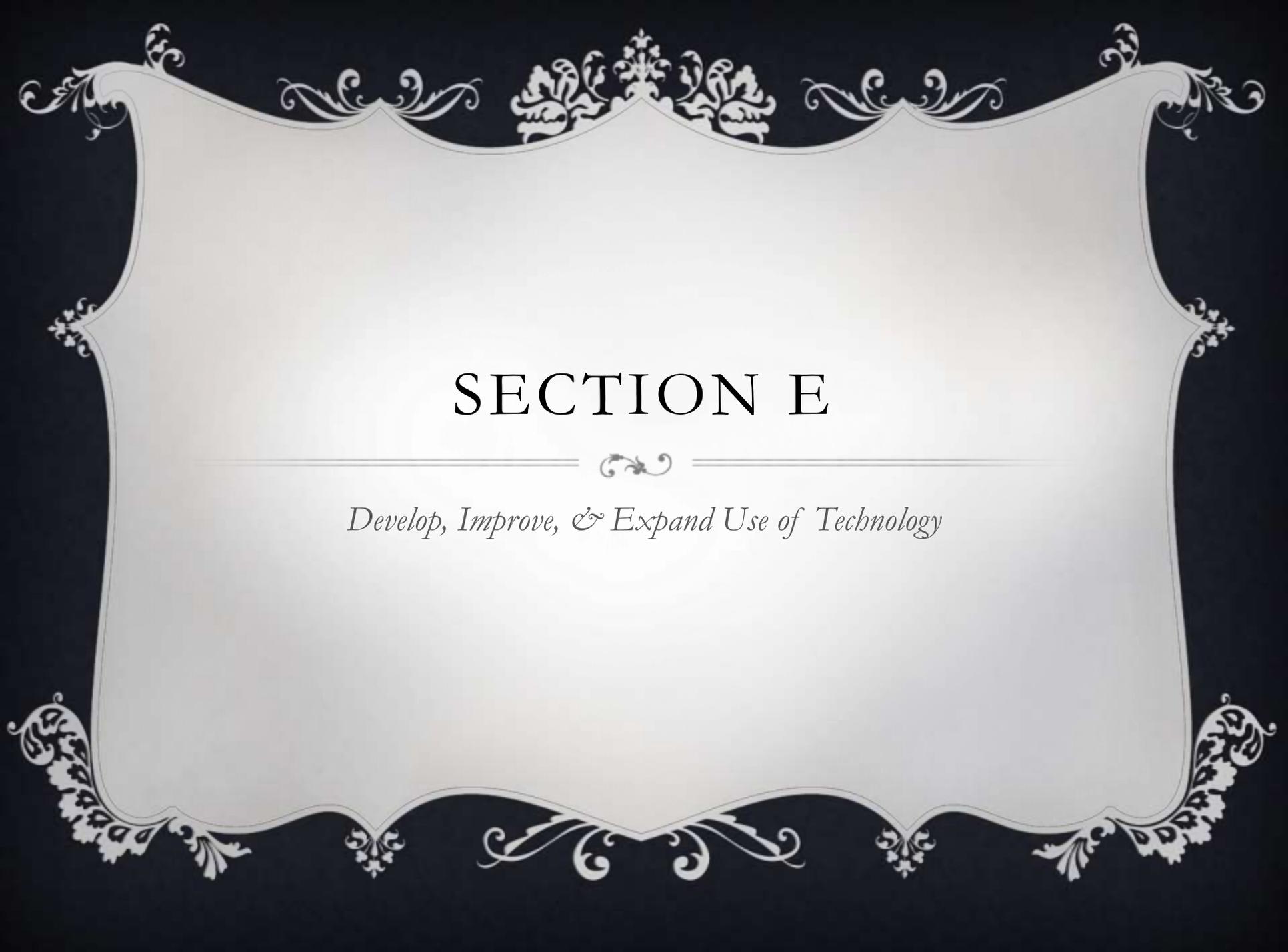
- ❖ This may be reflected on the agreement itself. If so, please refer your reviewer back to the appropriate place on the document.



*6. DO YOU EMBED COLLEGE AND CAREER  
READINESS ACTIVITIES IN YOUR PROGRAM?*

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- ❖ Your evidence for this may be a simple copy of your CPPOS. This useful tool provides students, parents/guardians with a suggested outline of coursework to take in order to pursue a specific career pathway within your school and partnering postsecondary programs.
- ❖ You may also use career planning software and other tools. Tell us!



# SECTION E

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*Develop, Improve, & Expand Use of Technology*

1. *ARE NEEDS FOR TRAINING IN THE EFFECTIVE USE OF TECHNOLOGY BEING IMPLEMENTED OR ASSESSED BY THE CENTER? (PERKINS; SEC. 135(B)(D))*

❖ If your technology needs aren't being met, we want to know why and how we can help you meet them. The key to this question is **by the center.**

❖ If they are being met, yay! Please tell us how your center is helping you be successful.





2. ARE DISTANCE-LEARNING OPPORTUNITIES  
AVAILABLE IN YOUR PROGRAM?

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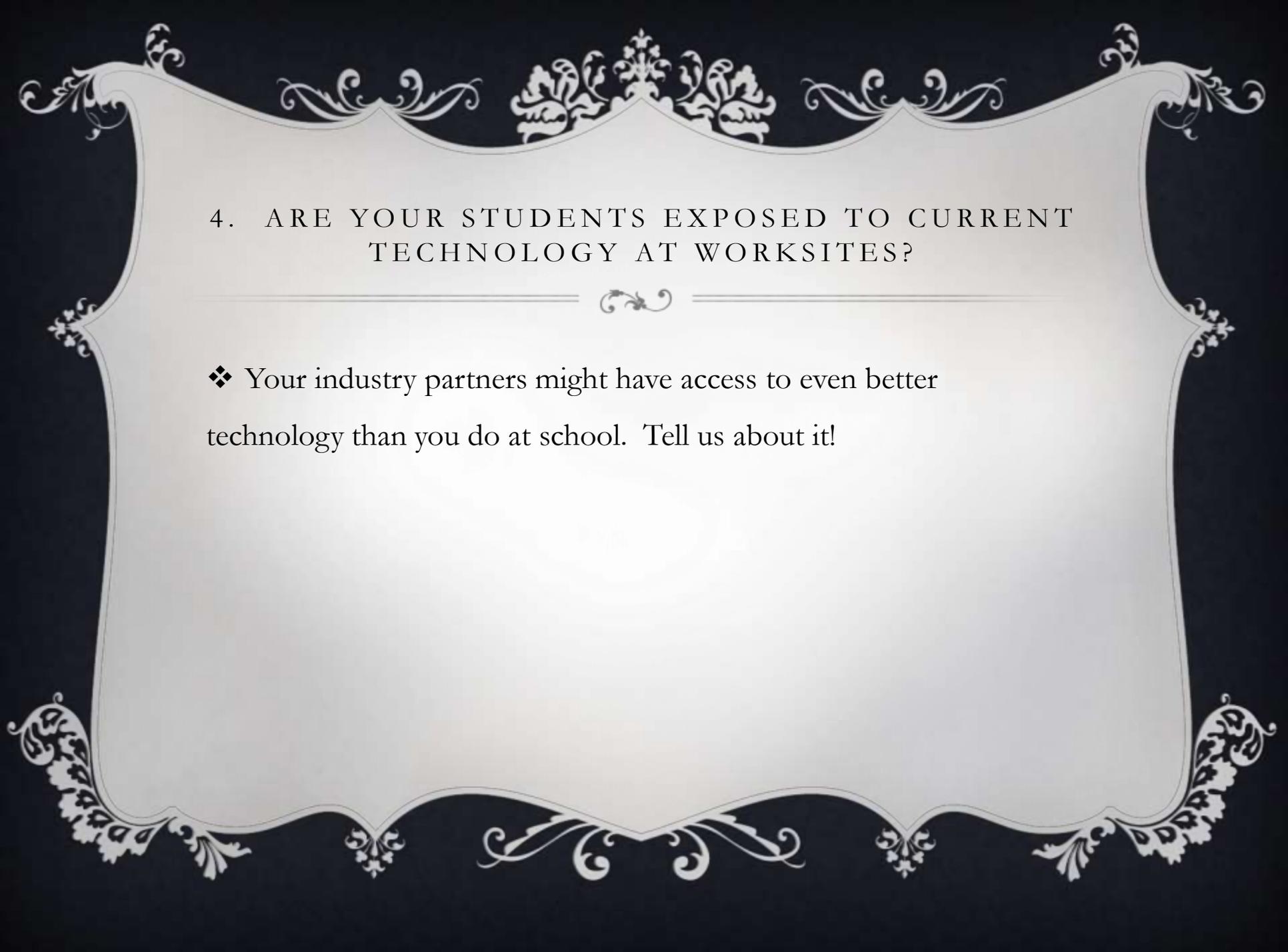
❖ Samples of distance learning include:

- Correspondence courses
- VLACS courses
- Any online learning

### 3. ARE YOUR STUDENTS EXPOSED TO CURRENT TECHNOLOGY IN THE CLASSROOM?

❖ Please give us examples of the current technology your students get to use. If technology needs exist, briefly outline unmet needs.





4. ARE YOUR STUDENTS EXPOSED TO CURRENT  
TECHNOLOGY AT WORKSITES?

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❖ Your industry partners might have access to even better technology than you do at school. Tell us about it!



# SECTION F

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*Equipment (For everyone!)*

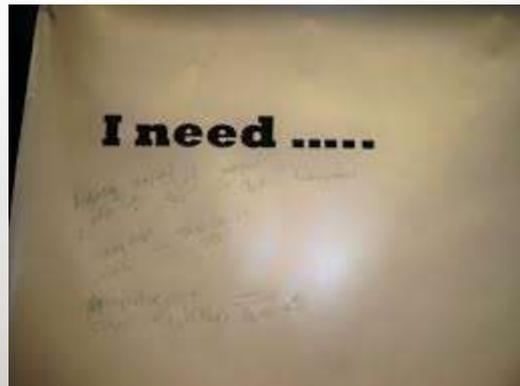
## 1. WHAT IS THIS PROGRAM'S CURRENT INVENTORY?

❖ We ask to see the whole center's inventory during Part I, but it is important that you are keeping accurate inventory for your own program. Check Page 23 of the [Policy Manual](#) to make sure you are including all of the required sections.



## 2. WHAT ARE THE FUTURE EQUIPMENT NEEDS FOR THIS PROGRAM?

- ❖ What do you need for your program? Why?
  - This is another great place to use your meeting minutes! Your PAC should be making equipment recommendations.





3. DO YOU HAVE A MAINTENANCE PLAN IN PLACE FOR PERKINS PURCHASED EQUIPMENT?

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- ❖ According to the [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Final Rule](#), maintenance costs can now be covered by Perkins.
- ❖ What is your maintenance plan? Be prepared to show service records to prove that your equipment is being maintained properly.

4. IS THE SPACE FOR THE PROGRAM APPROPRIATE FOR THE DELIVERY OF THE CURRICULUM, AS WELL AS OF SUFFICIENT SIZE TO ENSURE THE SAFETY OF THE INSTRUCTOR AND STUDENTS?

- ❖ Is there enough room for students and instructors to work safely?
- ❖ Does the space replicate industry?



# YOU MADE IT!

- ❖ Monitoring is not scary. It is not hard. It is a useful tool for instructors, directors, and the NH DOE.
- ❖ We want to help you be successful. If you have questions, ask!

