**00:00:00: Bill Hatch, J.D.:** Thank you, Jan. It looks like we have most of our participants here and seeing the very familiar names come through the chat. That is certainly exciting to know you're here, and also there's some ones that I do not, or have not seen before, so I'm glad you're here as well, and naturally, if you need to connect with us for any number of different reasons. Please feel that you're certainly welcome to do that. Good afternoon again, and welcome to the Career and Technical Education, Comprehensive Local Needs Assessment for 2024-2025: The Completion and Submission Guidance Session. I'm glad you have you with me today. I'm Bill Hatch, the Associate Director for Program Administration and Workforce Development for the Office of Career, Technical and Adult Education at the Virginia Department of Education.

**00:01:05: Bill Hatch, J.D.:** Again, if you are using a shared link from someone else in joining the session today, please click on the session’s registration link in the chat box in order to individually register. If you are viewing this webinar in a recorded format, an attendance certificate will not be generated from our office. So that certainly doesn't apply to those here live. But if you are later in a recorded, you will not get the attendance certificate.

**00:01:45: Bill Hatch, J.D.:** Let's quickly review some housekeeping tips for today's training. The chat feature is open for all attendees during the session. And, Jan, that was my fault for not opening it up, and I did realize it was me if you asked. We ask, that you only use the chat feature to address links that will be posted, or as prompted for all other general questions. Please put those in the Q&A section and we will do our best to address them. And additionally, we'll be using a time at the end of the session to address all of them. All sessions are being recorded and will be posted on the VDOE website on the CTE Program Administration and Management Page accompanied by a transcript. Professional development points may be awarded based on the policies of your school division. At the end of this live session, webinar attendees will receive a survey to complete to earn the attendance certificate. And again, if you've joined today's session using another person's link, you will need to register using the link in the chat box in order to receive an attendant certificate.

**00:03:09: Bill Hatch, J.D.:** And let's begin. So, for today's session, we are going to be looking at the purpose of the Comprehensive Local Needs Assessment, certainly the Perkins requirements, any guidance that VDOE is providing and part of the things that are going to be included in the Comprehensive Local Needs Assessment. And then going to the Perkins application submission and looking at the local uses of funds for the school divisions, and then there's the connection between the Comprehensive Local Needs Assessment and Schedule 17, which is where the budget is. And then making sure of the Comprehensive Local Needs Assessment submission and the dates and everything that we need. And then, finally, as mentioned before, there will be a session survey.

**00:04:14: Bill Hatch, J.D.:** And to get started, the purpose of the Comprehensive Local Needs Assessment. And for those of you that have done this two years ago, and then perhaps another three years before that, I think we got a waiver to do a three-year period. This is something that is, you know, we recognize the purpose of this is to look and support the school division's needs and look at how we're developing our programs. But while you have to submit this and it is required by Perkins so that's clearly something you have to do, but the purpose of this is really for you to take the time to look at what your division is doing, and perhaps what they need. Are there things that you're currently doing, is this something that's needed in the division, is more of this needed in the division? And then ultimately looking at that connection to the Comprehensive Local Needs Assessment and the Perkins local application, you know, particularly the budget items. But this is just, it's just a process to use to identify what you need in your division, and yes, you report it to VDOE, but this document is for you and your division and your team to really explore the things within the Comprehensive Local Needs Assessment.

**00:05:51: Bill Hatch, J.D.:** Just an introduction. You know, this is one of the biggest changes of the Perkins 5, and while this came out in 2019-2020, the Comprehensive Local Needs Assessment, clearly, we've been learning as the Virginia Department of Education coming along, and how we can make these things most applicable and efficient for you. The other piece of that is that this is all using that data-driven decision making, you know, where you're aligning your planning, your spending and accountability, and that's one of the purposes of the Comprehensive Local Needs Assessment - to put these things together for you for your teams to look at.

**00:06:50: Bill Hatch, J.D.:** One of the things we'll be doing a bit later on is looking at that bridge between the Comprehensive Local Needs Assessment and how you're using your Perkins funding in Schedule 17, that budget page of the application.

**00:07:08: Bill Hatch, J.D.:** If you haven't already, and I hope you have, and perhaps you've learned from the previous submissions of your Comprehensive Local Needs Assessment, is establishing your team. And one of the things that that Virginia has done with it’s, with the needed representatives for Schedule 1 and 2 of our application, looking at your CTE Advisory Committee. These same team members are required for the Comprehensive Local Needs Assessment Team. So, we've kind of made it easy. Your committee, your advisory committee, can be the same or similar members that are going to be on your Comprehensive Local Needs Assessment Team. And of course, you can always seek additional team members just like you can for your advisory committee., just to make sure that any gaps and expertise or diversity to build a stronger CTE program and making sure that you're including education, workforce, and members of the community. So just where you can see the identification of who's needed for your CTE local advisory committee. These same people will serve as your team members or can, you can certainly add more.

**00:08:46: Bill Hatch, J.D.:** The elements of the Comprehensive Local Needs Assessment, there's six different elements and I'll start with the first three. If you've done them before, you may be familiar with the student performance. And one of the things you're going to be looking at particularly is the, is your data from the annual performance reports. Hopefully, you have received those in the past few days. If you have not, please email me, and please, email, Cc, Joseph Ryder, and we will get them to you as soon as possible if you don't currently have them.

**00:09:27: Bill Hatch, J.D.:** The next thing, the next element that we look at is the program size, scope, and quality. And in that section, we will have the definition of what size, scope, and quality is for Virginia, and looking at how well you come up and meet those different identifications. So just to make sure that all our students are getting served.

**00:09:55: Bill Hatch, J.D.:** Third is the alignment to the labor market, and this one is something that I think we all should be looking at now for our courses that we offer. Are these needed in our labor market? Are they needed in the local labor market? Are they needed in the regional labor market? Are they needed, you know, statewide? So, there's any number of ways that you can look at your labor markets, but particularly how it looks to you. One of the things with labor markets, too, that we found, and I know some of you, particularly I think Region 3 is altogether working on the Comprehensive Local Needs Assessment. If your labor markets are similar, you can certainly use the same data, that's, and share that data, and collaborate to work on particularly the Element 3 for the alignment of labor market. So, that's a that's an excellent thing to do.

**00:10:58: Bill Hatch, J.D.:** It's also a lot of the community colleges have to work on their labor markets because they, the community college Perkins also has to complete the Comprehensive Local Needs Assessment for post- secondary. So, all of these things you can share and work together particularly on this section.

**00:11:21: Bill Hatch, J.D.:** The four, five and six elements of the Comprehensive Local Needs Assessment, the program and plans of study, and looking at what you currently offer and perhaps, you know, revising those or looking at new things to offer in the near future.

**00:11:44: Bill Hatch, J.D.:** The fifth is the program professional recruitment, retention and development. And, while I don't number importance, I really look at this one strongly. One, is how we are recruiting for our positions within CTE. And then once we get them, we want to see how we can retain them. What are you doing to, you know, for your, for your instructors or other people, as far as retention? And then clearly, professional development is all part of that. And Perkins 5 is just, it focuses a lot on professional development and what we can do, and the certainly the use of Perkins funds for those pieces in schedule 17. That first line there is for professional development. And I am very supportive of, you know, divisions using, you know, perhaps a significant percentage of their funding, you know, not maybe half of it, but certainly a significant portion to train your people to provide them that professional development, to keep that understanding and currently, and being aware of what's currently being happening in the business of industries around us.

**00:13:13: Bill Hatch, J.D.:** And then, lastly, is the program access and equity. This is just a big piece that we're looking at to make sure that our students, that we're looking at all of our students, we want to look at the different access gaps that may appear, performance gaps. And then what we can do to remove those barriers if we need to do that.

**00:13:50: Bill Hatch, J.D.:** In each one of the six elements of the Comprehensive Local Needs Assessment, there's going to be a number of different sections within that. There's going to be a space for the citation, it's just the language that's used in Perkins 5, so you understand what the exact requirement is if you ever need to go back to that.

**00:14:17: Bill Hatch, J.D.:** The next part is any data, materials and resources that are going to be helpful pieces of information for you to use. And we may even pre-populate or provide links for some of those as you go through, like with labor markets, we provide, you know, any number of different links to certain things that would be helpful for that.

**00:14:43: Bill Hatch, J.D.:** The team talking points, there's some questions that we provide for your teams to consider as they go through the discussions and hopefully will lead to some sort of not just discussion among the group, but some sort of maybe just again, a more deeper assessment of what you're doing for those particular things.

**00:15:10: Bill Hatch, J.D.:** There are two worksheets in the Comprehensive Local Needs Assessment in the student performance and also the labor markets that you will need to complete and send in a finalized version in the template.

**00:15:28: Bill Hatch, J.D.:** And then there is a Team Work Space where you can kind of draft that information that's useful, that the team workspace is not to be, or does not have to be submitted. However, you certainly can, because we're interested in your thoughts, in the way that you get to certain different ideas, and where you need to work on and you know, kind of where you're heading, what you've looked at, this is all helpful in that Team Work Spaces is helpful. And then, lastly, there's a required portion that you will need to submit. And you'll see that as you start looking through. And if I could see you all I'd say, let's see a hand, a show of hands of who's actually looked at the Comprehensive Needs Assessment template and what it includes. It would be very helpful for you, and we're going to look at that in just a brief moment, but we're not going to go too deeply into that because that's another two hours to dive through that.

**00:16:39: Bill Hatch, J.D.:** And then, once we start looking at the results, we will start to put it into terms of how are we going to incorporate this into our Perkins local plan application. Looking at some overarching, you know, questions or discussions or ideas that come up, and how to prioritize those in your findings. So, is one thing more important than the other? And that's kind of what you're going to be, perhaps spending your money on, or at least your team's energy on, or your CTE program, and moving it toward those things that are higher priorities than perhaps some others. So then prioritize those areas of focus and consider, you know, those areas that need the greatest attention, or perhaps are going to have the greatest impact on student achievement. So, there are, you know, a number of things to start looking at as you go through that.

**00:17:51: Bill Hatch, J.D.:** And then for the summary, and we'll dive into this a little bit deeper later, but that analysis that you've compiled from your data for each of the six elements indicating the school divisions, you know, allocation from last year 23-24 because we don't have the 24-25 yet. So, you're kind of using last year's as a baseline and then assigning a rating for each element, low priority, medium priority, high priority, and to see what you need to do as a team, and what you're going to, you know, look at, as far as you know, spending some of your Perkins funding or other funding. And then identify a priority strategy or strategies for each element. You know, what are you going to do for each of them? How are you going to accomplish this? And then estimate the amount of funding needed for each priority strategy. And that can be, certainly, Perkins funding, but it could be local funding. It could be, perhaps something, you're doing something in collaboration with your special education. So, there might be some IDEA of funding that could be combined in there if you're working together to accomplish a similar goal. And then indicate the funding source for each priority strategy.

**00:19:19: Bill Hatch, J.D.:** And, in completing the template, just refer that information that your team compiled and in the guidance document sections A through F, and then those six element sections will have a prompt aligned to a relevant Perkins requirement and with a writable space and that's where you would put your response. And again, the worksheets in Sections A and C must be completed as we talked about before. And then each of these three sections, in Section F must be completed. So, we'll talk about that in a bit. But, Jan…

**00:20:12: Bill Hatch, J.D.:** And we're going to go to the, so this is the Virginia Department of Education website. And what I would like to do is to kind of take make sure that you know how to get, once you go to our website, that you make sure you can get to the CTE page. And Jan's going to take us there now. So, we go to Teaching and Learning Assessment and then we scroll down under K12 standards to the CTE link and then we hit that, and then we're at the main page for CTE. And for the things that we need, we drop down on the right, on the left-hand side to CTE Program Administration and Management. And this is where also that the presentations will be located that we'll be doing over the next couple of months. But then on this page we'll scroll down to Perkins Local Plan and Budget Application. And you will see here we have this listed, so perhaps you don't, let's just say you haven't looked at it yet. This is where you're going to find it, and you can get the link here, and you can save it. Also, at the top, you're going to notice that there's the local plan, too, but so yeah, thanks, Jan. And then you'll find that and so you can work on them at the same time.

**00:21:39: Bill Hatch, J.D.:** And then once we go to the Comprehensive Local Needs Assessment, that template itself, we're going to go through it, and you'll see the different sections kind of where they are, and with a slight table of contents. Nothing too complicated there, but as you go through it, there'll be a slight introduction that we've, you know, talked about some of the things many times, but it's a little bit more into in the detail. But again, we talked about the six elements that are listed. One of the things that we're doing this year with the Comprehensive Local Needs Assessment and the Perkins plan, one of the comments that I had from a number of directors was the amount of redundancy that was required in completing the plan, and then also completing the application. So, there are some portions in the application which are now, they indicate that this information is in the plan, so you do not have to cut and paste and put it into one another. So, we were trying to make this as efficient as we could. Yet provide the information that your division needs to conduct the assessment, and, you know, go for continuous improvement. So again, we have the six elements within the Comprehensive Local Needs Assessment.

**00:23:14: Bill Hatch, J.D.:** And then, Jan, if you would go to Student Achieve, excuse me Student Performance, just so we can get an idea of what is included in there. So, we have that again. It talks about the exact text from the from Perkins. And then also listing the data and materials that are going to be needed as you come through.

**00:23:41: Bill Hatch, J.D.:** And then, if there are any links like, if you clicked on ESEA, and if you clicked on special populations, you would see the definitions for special populations and those that are included. One of the things that I always like to say when I talk about special populations, that it's much more than students with disabilities. There, there are nine different categories, and please help to distinguish between those, and we'll get much more deeper into that on February 23rd, when we talk about the Perkins application.

**00:24:19: Bill Hatch, J.D.:** So, the next is the Team Considerations, and this is a brief example of what they'll look like. Just asking your team these questions, and they can kind of be that jump off point to get into some more specific information, or at least talk about that among your team. And then there'll be a Teams Work Space, where you can identify that information that you just talked about in a really informal way. And again, you can submit that or not submit that, that is your choice. But as you go deeper down into each element, there will be a required portion. Oh, here I forgot, for the section, for Element One Student Performance, there is a worksheet, and as you go through this, you will need to complete the worksheet in each, this section and in Element 3.

**00:25:18: Bill Hatch, J.D.:** One of the other recommendations that people have talked about before, some complaints, some recommending of, I edited this a little bit from last year, I think, last or two years ago, there were at least five columns that needed to be addressed, and I've changed them into three columns with a little bit more explanation for each, so hopefully that will be helpful.

**00:24:49: Bill Hatch, J.D.:** And if you can go to the last, just so this response section, there will be a response section that you will be required to submit to VDOE, and this will be your more formal statement of what your team looked at regarding each of the prompts. And the prompts directly relate to the Perkins requirement for each one.

**00:26:15: Bill Hatch, J.D.:** And, Jan, if you'll go to Element 3, the Labor Market. Excuse me, Labor Element C, yeah. There we go so for the labor market, this is another one that that does have a worksheet, but we've also linked the Bureau of Labor Statistics, the, you know, the labor market data through Trailblazers, and then also the new office, the Virginia Office of Education Economics Job Posting Analytics Explorer, which is really helpful. Some of the things you might also find helpful are like Jobs EQ and other things that you do have access to.

**00:27:06: Bill Hatch, J.D.:** And then, similarly, there's team considerations. And then there's a Team Work Space. And then there's the second worksheet, which is Labor Market Trends. And I've tried to provide just a little bit information. And I know there's some school divisions that offer, you know, you're going to be, you know, needing many different pages of worksheets to go through this. However, what I would do is look at the ones your most, that you need to look at most. If there are some that you have no question about this is what we need, if your team decides, this is exactly what we need, we're doing exactly what we need. However, if you, if your team is really looking and exploring and using this information for a helpful purpose, that form perhaps can be helpful to your division.

**00:28:01: Bill Hatch, J.D.:** And so, there are, you know, we're on Element C, there's, you know, D, E, and F. However, I don't really want to get too bogged down into looking at each of the sections. So, Jan, if you'll close out of this. And then I will share my screen again. And I think we're back to where we were.

**00:28:40: Bill Hatch, J.D.:** Okay. Great. all right. So, the next thing we want to look at are just a few minutes to take a look at the local uses of funds because these are important. These are what, you know, allows us to use Perkins funds for different activities, pieces of equipment, professional development that we're attending. So, I don't make these decisions. If you ask me a question, I will always go back to the local uses of funds and explain to you hopefully, or if I have the time, that whether it's permissible or not permissible, and what I mean by permissible is you are allowed to do it. You're not required to do it, but you're allowed to do it. So, you know, we have the Career Exploration and Career Development Perkins, I mean, really thinks a lot about what we're doing. And don't forget when we talk about career exploration and career development, that can go all the way down to grade 5. So, grade 5 through grade 12 you can use your funding for that exploration or career development activities.

**00:30:09: Bill Hatch, J.D.:** The next is Professional Development. So, you know, we look at many things there. And II think about all the ones that you know, people typically use. You know, providing professional development, supporting individualized academic and career instructional approaches. You know, there's any number of things that we're doing. Professional development to look at the labor markets and other things. And certainly providing, you know one of the things that I do want to make clear, it's not just the CTE instructors, it's not just the CTE administrators. It's also specialized instructional support, career guidance and academic, paraprofessionals, and other instructors that might benefit from going, whether it's teachers and special education or some other areas that might be helpful. If you're looking to do some academic collaboration with a certain subject, it might be well for you, perhaps, to have them go to some conferences or trainings or workshops to be helpful.

**00:31:25: Bill Hatch, J.D.:** The next thing is the Skills for High-Skill, High-Wage, or In-Demand Occupations, and this is pretty much a stand-alone. And this is where we see that it's a fairly broad category. If we, if we can't fit the activity into some other things, it usually goes into that R3, which is, this area. And then the next is the CTE Programs to Increase Student Achievement in Performance Measures, and we look at any number of things as we go through the fives. I think, trying to think of some of the big ones that are 5D, and typically, that's where we see a lot of the equipments and other things. R5E is that continuum of work-based learning opportunities. And then 5PF, or P5F, it's that industry credentials that Perkins funds can be used for after you have exhausted your state credential funding. So, and I think, the P50, and that's our student organizations that we look at. And then one of the things that people haven't used too much but we're seeing more and more is the P5S, and that's to reduce, excuse me, to support or support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE. So, whether it's transportation, childcare other costs, and that could be with some, perhaps initial equipment, it could be for clothing that might be needed, or uniforms that might be needed. And then there's also some mobility challenges for those in our CTE programs. If something is needed particularly for that, Perkins funds can be used for students and special populations. Naturally, including students with disabilities, including economically, students from economically disadvantaged families. So, there's any number of things that that we can use our Perkins funds for. So, and then Number 6 is if you're really having a hard time, and I think this might and that might involve some of the larger school divisions. I know Fairfax, at one time, had an outside agency come in to do an evaluation and help with the Comprehensive Local Needs Assessment, because there were so many pieces of the puzzle to consider. So, Perkins funds are also available for that purpose, and certainly it doesn't have to be a big agent, a big school division, but that would certainly be something that would be included. So, these are our local uses of funds. And again, we don't really do anything without out looking at that.

**00:34:50: Bill Hatch, J.D.:** Just depending on how, I'm just deciding on how much time I want to spend on this, because I do want to get to your questions. One of the things that I do when I would look at the summary, the comprehensive team, the Comprehensive Local Needs Assessment Summary with the allocations from last year, the 23-24, and you know what you had and what you were available to spend, and then putting it into the 24-25 local plan Schedule 17 and how you would do that. And I've just created some, I have my own imaginary team that I work with, and I looked at a number of things. I put down the section elements and then I rated some, and some I didn't even rate. They weren't really on our radar, we didn't have to work with them, certainly as a division, we weren't thinking that they were an issue for us. But there was some for, I look at the Element C, the CTE Program Alignment to the Labor Market. We rated that really high in our Program Strategy, we identified that. Then we identified the amount of money that we wanted to put into Perkins. So, this is just a connection I wanted to show you.

**00:36:19: Bill Hatch, J.D.:** Looking at column 2, the Aligned Comprehensive Local Needs. Clearly, that's going to be a C, because that's the labor market element, and then the local use I was going to do in that R2B is providing CTE Teachers, Special Education case managers, school counselors with PD on the labor market and informing to inform, you know what we do with our programs, how we do our guidance and advisement that's offered to students. So, and then that $5,000, just, you know, that's Federal Perkins money, so we indicate fed. And then the amount 5,000, and that goes into our local plan. And I did one more and I'll just give you a chance to look at this really quickly. But I went with staff recruitment, retention and development, and then took that over and again, using the Comprehensive Local Needs Assessment where it goes in there, which is Element E, and then I developed a local use and what I wanted to do. And then clearly, that's going to be for all our programs. And then, with the amount of money that would go in that 10,000. Of course, Perkins is going to be Federal. So, as you go through those and start understanding what you can do, you will really be able to go through and look at some things and decide, hey, this is what we need based on this Comprehensive Local Needs Assessment. This is going to be a priority for us. And how are we going to correlate that into our Perkins application. And how much do we want to spend? And what do we have to spend? So, all those considerations have to be taken. Just to go over some of the things that have been you know, noted best practices as we've gone through these now for, this will be the third time we develop, we've had to, you've had to submit a Comprehensive Local Needs Assessment and do that for your division. So, some of the things, not only describing the process, but also describing the results of the process in the plans action step. So, it's much more than just, hey, this is what we did, but telling us, this is what we did, and these are results of the process. And then this is what we're going to do with the results. That's very helpful to us.

**00:39:03: Bill Hatch, J.D.:** Provide transparency on challenges that the division faces. Clearly in an assessment like this, and this is for you, it's not again, it's not for us. And if you show us some challenges, that's fine. We, we, you know, certainly will see that, and then we'll say, how can we help you with that? But there may be some things that you know might be identified, particularly in some of your achievement or performance gaps with your different special populations. You know that that certainly can happen.

**00:39:40: Bill Hatch, J.D.:** Next is just meaningful input. We, you know, sometimes we just see things that really don't or really aren't data driven and really don't move the division to understand what they're doing in that area. So, that meaningful input is something that's important and that members simply didn't sign off on it and submit it. So, as you go through that, that that does make a difference. Evidence that the analysis was done in a thoughtful, intentional way. Again, you know, for the most part, we see this all the time, but every once in a while there might be an Element, or there might be a Comprehensive Local Needs Assessment that's just done for us to check that box off. So please don't do that. Please use this to drive your decisions, as you, you know, do things for your school division.

**00:40:44: Bill Hatch, J.D.:** Alright. And this is just submission dates and requirements. By Friday, April 23rd, in Omega, you're going to be uploading and submitting the Perkins 24- 25 local plan and budget application in an Excel file. And some people upload them in word, some people upload in them in PDF. However, if you do that, we will say, hey, this is great, but we need an Excel file, so it'll be denied. And you know there's one thing that I really don't, that I like to do more than anything, is deny Perkins applications. So, you know, try not to give me an obvious reason, because I will find something but only because only because the Feds are eventually going to be looking at us. So, we want to make sure that we have your application in the most, the most appropriate forms. And then emailing the completed Certification and Assurance and signed by the five different people for that.

**00:41:51: Bill Hatch, J.D.:** And then a Microsoft Word file of your completed plan or plans of study. You may certainly do more than one. And of course, the Comprehensive Local Needs Assessment, including the worksheets and the Comprehensive Local Needs Assessment Summary forms. So please do those things. And, you know, I think, that we are really looking for some good work this year. And now for the last 10-12 minutes, I'd love to hear some of the questions that are coming up.

**00:42:30: VDOE - Amy Hammond**: Okay, Bill. I have one, wasn't really a question in the Q&A. From Betty Jo and I've copied and pasted that in the chat. If anyone has any recommendations for her, she was running into an issue for the professional development piece and that it's often free or really low cost. So, then she has trouble spending what she initially allocated or planned for, and then has to do an additional addendum to disperse the leftover funds. So, she was looking for any recommendations for quality PD that's valuable with a monetary component.

**00:43:05: Bill Hatch, J.D.:** Yeah. So, that is difficult. And clearly, during Covid, we ran into that problem all the time. I mean, everybody had that money allocated for professional development, and for that year, year and a half there was 0. And, you know, we look for things as you know, as VDOE, as the VDOE team looks at things, the program area specialists with their programs have number of options to do, too. So please just try to look at anything they provide or asked. You know if a particular program area might need some training, go to the program area specialists. There's any number of professional association trainings throughout the year that they certainly can attend, but that's probably more on a specific level. So, as you go through that. But thanks, Betty Jo.

**00:44:19: VDOE - Amy Hammond**: We also had one more, Bill, from Kathleen Duncan that says, “so we do not have to do labor market data for every program we offer?”

**00:44:31: Bill Hatch, J.D.:** No, you do not have to do it for every, because some I mean clearly some divisions would be using, you know, 3 - 4 pages of those. So, look at the ones that really need to be identified and looked at by your school division. If you do only offer a few certainly include those. But that's more for and, Kathy, that maybe for you know, Roanoke City, it might be for some other ones that have large, you know, would have a large number of lines that they would have to complete. So, you know, use your discretion to identify those that need to be reviewed. And then for the for a smaller division offering only, you know, 5 or even 10. I would certainly try to do them all. But you know, once we start looking about 15 or 20, and I know there's any number of divisions that might have things like that, look at the ones that are most beneficial, or that you need to look at the most.

**00:45:46: VDOE - Amy Hammond**: Okay. The next one is, “can we partially reimburse for college classes?”

**00:45:51: Bill Hatch, J.D.:** The answer's probably no. There are very, very, very few exceptions for that, and it might be because your division, that it's a benefit to division more than the person. And you know I use a sliding scale, but bring that to me individually, but likely the answer is going to be, no.

**00:46:24: VDOE - Amy Hammond**: Another question is, “can you send a recording of this session to us?”

**00:46:28: Bill Hatch, J.D.:** The recording of this session will be posted on the CTE pages on the Program Administration and the Management site. And I'm not sure how quickly they'll get up there, but they will get up there relatively soon. We have to do the transcript and any number of other things to get them posted.

**00:46:53: VDOE - Amy Hammond**: That looks like all of the questions, for now, Bill.

**00:46:57: Bill Hatch, J.D.:** All right. Well, I appreciate the time that you spend, not only on this webinar, but also in your divisions, you know, working and doing, you know, all the things. And if you can, looking at the Comprehensive Local Needs Assessment, identify those things that you're doing, both that you're doing well, and some that might need to be addressed, and to see what might be the best solutions to do that. And then establishing a priority of what you need to do. And that's the purpose of the Comprehensive Local Needs Assessment, to kind of bring those things together and help draw out some of the issues that you might be having, or some of the strengths that you might be having. You know, we look through these and we see some great programs that are that are going on, and then have the results, you know, to back them up. And those are the ones that we want that we share with other divisions. So please, you know, do the Comprehensive Local Needs Assessment as thoroughly and intentionally as you can, and it's going to benefit you. So, as you do that in your team. You and your students are the ones that will benefit. So…

**00:48:30: VDOE - Amy Hammond**: Bill, we have, we have one more question and that is, “can you send us a copy of the presentation today?”

**00:48:38: Bill Hatch, J.D.:** I cannot send a copy of the presentation today. It will be posted, however, on the CTE webpage and go to the Program Administration and Management to find that.

**00:48:57: Bill Hatch, J.D.:** Any other questions? And then, of course, if you have questions, just like you normally would, please email me and I'll be glad to help you, particularly new folks that have come on and I know you're out there, if you do have questions, let me know, because it's so much easier to do them now rather than like April 15th and try to jam it in before, so please ask.

**00:49:34: Bill Hatch, J.D.:** And not hearing anything else, just want to invite you to join us in other training opportunities as we work together to build upon and improve our CTE programs. My next one will be February 23rd for the Application, Local Plan Application and Completion. So, feel free to register for that. Then there's of course, there's Trailblazers on the 28th. And then again, the Workforce Development Specialists we've been working with some of the other areas, the Writing an Effective Training Plan for Work-Based Learning, Using Forms and Resources. And again, Marketing and Evaluating your Program. So, any number of these things are going to be so helpful as we go on together.

**00:50:50: Bill Hatch, J.D.:** And feel free to reference and share any of these in your school divisions and with other school divisions as the as these slides are showing.

**00:51:03: Bill Hatch, J.D.:** And then finally, I just, you know, clearly again, just want to thank you for joining me today, and I hope this session was informative, provided helpful information as you continue to build your CTE program in your school division. And keep in mind that only the participants who attended today’s live session will earn an attendance certificate by completing the survey at the end. So, do not close your zoom window until you receive this survey. And then, once you've completed the survey, you'll need to allow a few days for the certificates to generate and sent via your email.

**00:51:46: Bill Hatch, J.D.:** And I look forward to seeing you again on our next training session on February 23rd. And if you have any questions, please do not hesitate to contact me and thank you.