**Career and Technical Education (CTE)**

**Perkins 2024-2025 Local Plan Application**

**Completion and Submission Guidance**

**February 23, 2024**

**Transcript**

**00:00:02: Bill Hatch, J.D.:** Good afternoon again and welcome to the Career and Technical Education Administrators Professional Development Session, Perkins 2024-2025 Local Plan Application Completion and Submission Guidance. I'm excited to have you here today for the second of three sessions we are offering for CTE administrators.

**00:00:25: Bill Hatch, J.D.:** My name is Bill Hatch, and I am the Associate Director for Program Administration and Workforce Development in the Office of Career, Technical, and Adult Education at the Virginia Department of Education.

**00:00:38: Bill Hatch, J.D.:** And once again, if you are using a shared link today, please click on this session’s link in the chat box in order to individually register. This is important for us to send you an attendance certificate for attending today’s live session. If you are reviewing this webinar in a recorded format, the attendance certificate will not be generated from us.

**00:01:13: Bill Hatch, J.D.:** The chat feature is open for all attendees to comment during the session. Please put all questions you may have in the Question and Answer section, and I will do my best to address them as they come in. Keep in mind all sessions are being recorded and will be posted for your review at any time. Professional development points may be awarded based on the policies of your school division. Once you close out of this training session, you will receive a survey to complete in order to receive your participation certificate. That is why it is important not to use a registration link that is shared by someone else as the links are specific to the user.

**00:01:59: Bill Hatch, J.D.:** Now, let's look at today's session. We're going to be talking about Program Administration, where we'll go into a little bit about the things that we do on the Program Administration side. We'll be looking at some of our links on the VDOE webpage. Next, we'll be looking at some Perkins Local Plan Application, and especially we'll be going through the welcome and instructions tabs of the application. Next, we'll be looking at some future professional development webinars. And then, finally, the webinar survey.

**00:02:50: Bill Hatch, J.D.:** For CTE Program Administration, there are certainly many things, but among the things for Perkins and the Perkins Local Plan and Application, there is going to be the application itself, which is an excel file. And then the next is the Comprehensive Local Needs Assessment. We did a session on that 2 weeks ago, so if you had not had the opportunity to see it live, it is posted on the website. And then if you need to learn a more about reserve funds clearly, they're there. That's not applicable right now. Always confusing a little bit are how we can use Perkins funds for CTSO’s, so we do have that memo, and it's no different than it when it came out in 2015.

**00:03:40: Bill Hatch, J.D.:** The Perkins V Special Populations Definitions, we're going to be looking at that. The size, scope, and quality, you may have looked at that when you've completed, or at least worked on your Comprehensive Local Needs Assessment. And OMEGA Reimbursement Guidance is always helpful. However, it's not applicable for today's presentation.

**00:04:04: Bill Hatch, J.D.:** And now I'd just like to go to the VDOE site just to show you how to get to this link. It's, if you haven't been, if you don't use our VDOE webpages too often, it's not the easiest thing to do. So, this is the home page for VDOE. Next you would go to Teaching, Learning and Assessment, and from there you'd drop down to the Career and Technical Education listing. And once you're there on the left-hand side, you would scroll down to CTE Program Administration and Management. Click on that and that begins the page where this is located on. If you scroll down close to the middle of the page, you will get to the Perkins Local Plan and Budget Application, and you will find most everything you need there, and if not, certainly you can either contact me, Bernard, Ashley, and we will be glad to help.

**00:05:33: Bill Hatch, J.D.:** And now going back to the PowerPoint. Sorry for the technical delay, will be right there back to the presentation. Jan, am I showing the screen now?

**00:06:23: VDOE – Jan Huffman | Region 7:** I thought you were going to show up, and I'll be glad to if you'd like.

**00:06:26: Bill Hatch, J.D.:** Oh, is it? I just asking if everyone can see it.

**00:06:31: VDOE – Jan Huffman | Region 7:** It is not showing at the moment.

**00:06:33: Bill Hatch, J.D.:** Oh, alright! There we go! Sorry about that. Everyone

**00:06:50: Bill Hatch, J.D.:** When we talk about the Perkins V, that is the Strengthening Career and Technical Education for the 21st Century Act. So, Virginia, this past year 2023, our funding was $32,312,989. But a little bit percent increase 4% increase over from the previous year 2022. Hopefully, we're going to be fairly level funding for 2024. There's a little bit of, there’s a little bit, that we’re showing that it will be pretty close, so hopefully, it'll at least be equal or above that.

**00:07:40: Bill Hatch, J.D.:** For the 2023 funds, we also, in state leadership, which is about 10% of our allocation administration, which is 5%, among the things that does, it supports VDOE, and all the things we do at the state level. It also flows through to VCCS for all the community colleges, and then also to the correctional institutions, Department of Corrections and Department of Juvenile Justice. The community college programs operated a little bit differently than us with their own at the Virginia, at the Virginia Community College System. However, they all have to report, and we do all the paperwork and send it back to the Feds at the end of the year in our Consolidated Annual Report.

**00:08:36: Bill Hatch, J.D.:** The reserve fund is taken off the top of this local distribution, which is 85% of the Perkins allocations, and among the things that that does is supports the regional, actually, now, they're the Secondary Workforce Development Specialists. And, for the Perkins fundings, and you'll be you'll be wanting to know this as you do your Perkins plan, you will be using the 2023 allocations because we do not yet have the 2024 Perkins allocations. Typically, they're made available sometime in April through June, at the very latest we've ever seen. So hopefully, they'll be earlier rather than later.

**00:09:24: Bill Hatch, J.D.:** Again, some of the key components of Perkins V, it builds on that current success of the previous Perkins. It requires much more data-driven decision making than previous. One of the things that is, you know, is most relevant to that is the Comprehensive Local Needs Assessment. And what you're doing that is a very data-driven template.

**00:09:54: Bill Hatch, J.D.:** Increasing stakeholder involvement, same thing with the local comprehensive needs assessment, that is something that is so relevant to bringing in teams and finding out what your, what your division needs. Revising the accountability factors, we took some time, and we added the quality indicators for work-based learning and also for credentials. So, we have, we have really gone a little bit further than many other states that just chose one. We, in fact, chose three because we did keep the technical attainment for the competencies that was no longer required.

**00:10:40: Bill Hatch, J.D.:** And clearly the Comprehensive Local Needs Assessment is brand new, and Perkins V supports for career exploration. This is always a question. It goes all the way down from grades 5 to grade 8 in career exploration. So, Perkins funds can be used from grade 5 to grade 12. Always encouraging innovation. We like to see things that perhaps aren't things that we might see, you know, like, in the plans, year after year, using your Comprehensive Local Needs Assessment. Encouraging innovation as you go through that. And then enhancing efforts to increase special servicing, special populations which we will talk about in a few minutes.

**00:11:34: Bill Hatch, J.D.:** So, as we go through this Perkins Local Plan Application, we're going to do a number of things. First, we're going to look at the Welcome and Instructions Tab, like I mentioned earlier. And we're not going to, we're not going to address everyone, but mostly it's going to be the common Perkins Local Plan Application Submission Issues. If you recall, you may have gotten a comment of mine denying your plan for certain reasons. But there's many common issues, and I'm going to address many of them today. The CTEMS Schedules Tab, we'll be looking at that. We'll be looking at the Comprehensive Local Needs Assessment connection, which we went into a lot more in the previous presentation but do want to address a little bit today. And then the Perkins local plan, application, submission in OMEGA. You know some of the steps that you will need to take to do this, to submit your Perkins plan into the OMEGA platform. A few OMEGA tips, and then just to end it with our Perkins V submission date and requirements that will need to be done in conjunction with sending in your application, sending in your Comprehensive Local Needs Assessment, and all the other things that come in on that same April 30th.

**00:13:01: Bill Hatch, J.D.:** The Welcome and Instructions tab, if you opened up the Perkins Application, the Excel file, you will see there's four tabs. The first is the Welcome and Instructions. So, as you look at that, it is going to help you. It provides lots of information for you, for several of you that like to call and ask questions before looking at that, I encourage you once again to take time to look at the Welcome and Instructions tab, because many of the questions you're asking are answered in there. Some may not be. But certainly, look there first, if you can.

**00:13:40: Bill Hatch, J.D.:** The Career and Technical Education Management System, that CTEMS Schedules, remain similar to the previous years. There's some significant difference in schedules 17 and 18. And then also in several of the schedules they will be, they will have an indication on them too, that it is not required for the data, because it's also addressed in the Comprehensive Local Needs Assessment and we do not feel there's any need to be redundant, and we want to honor your time and make it as efficient as possible for you that we can.

**00:14:27: Bill Hatch, J.D.:** And again, each criteria within the Perkins plan requires that a narrative or may require a narrative to explain how the funds are being used by your school or regional center, and that narrative should be substantial enough so that on the reimbursement side will be able to align what you intend to do with your allotment compared to what you actually did. So please take that time. Be clear, be succinct and that'll be helpful for you to look at it later, and also for us to review.

**00:15:04: Bill Hatch, J.D.:** Looking through the Welcome and Instructions tab, as we'll be doing for the next few slides, the Required and Permissive Funds. And we've had this for a number of years now. But just to remember that not more than 40% of your total Perkins allocation is eligible for permissive uses. So permissive uses, we mean that if you're looking at that dropdown list, if it has a “P” in front of it, that's permissive. It's if there's an “R” in front of it, that's required, and you can spend 100% of your allocations for required. So, there's no, there's no cap there, but there is a cap at 40% for the permissive funds

**00:15:50: Bill Hatch, J.D.:** Next is, don't round the budget amounts. You have to put it in exactly, I think I've denied a few, there were either revisions or amendments in the past two weeks, because there was about a 20-cent difference. So, I do deny those, and they need to be exactly the same. So please check your amounts when you go through your schedules. And again, just double check the totals on Schedules 17 and 18 to make sure that they do match.

**00:16:35: Bill Hatch, J.D.:** Within the Perkins, there's also the Certification and Assurances Page and this requires five signatures, as you will see, and a copy of the signed form must be returned to us and sent to our CTE mailbox by April 30th as well. So please take time, one of the signatures that does take a bit more time to get is the community college signature. So please plan accordingly, and make sure that they can see your application a little bit in advance, because that does take a minute to do.

**00:17:21: Bill Hatch, J.D.:** On Schedule 1, it's the Stakeholder Participation Involvement. I can't say it any other way, there must, all of the rows must have at least one column checked. If there's a column that's not checked, I'm going to deny it and send it back, so please have at least one column checked, or all rows must have at least one column checked in this form. Some have them all checked. Some it just might be you supplied the information. Some, it might be, you know, provided substantive consultation, and some might be reviewed / critiqued, you know, plan. And you know, for a really involved advisory committee certainly may do that. So, as we go through, please just make sure that your, at least one column is checked. All rows must have at least one column checked.

**00:18:28: Bill Hatch, J.D.:** And then the Advisory Committee Participation, identify one individual for each for each category on the CTE Local Advisory Committee, with the exception of Business and Industry, and they must have three. So, as you as you go through, as you look at the top of Schedule 2, it'll tell you who you have to have. Just use that information and make sure that all of the rows are filled, because that means that you get everyone, and that I can now look to see if the correct people are there. If I see a blank row that is, going to be denied and sent back because you need an additional member on your team. So, as you go through that process, definitely please let me know if you're having trouble with your advisory committee and finding members to do that. But otherwise just make sure that you complete all the rows

**00:19:31: Bill Hatch, J.D.:** On Schedule 3, the Local, the Pathway Plans of Study, submit at least one. So, it has to be submitted. So, making sure that there is that information on Schedule 3. And then it also gets submitted in Microsoft Word to the CTE mailbox and that also has to be in by April 30th.

**00:20:03: Bill Hatch, J.D.:** For the special populations, this is sometimes a little bit difficult for some new administrators that aren't that familiar with special populations? I think one of the things that commonly happens when we talk about special populations automatically comes to mind students with disabilities. And while that's true, there's eight other categories, and they are economically disadvantaged, homeless students, English learners, students in foster care, students with parents in active duty, single parents, and a word about single parents, it's not students who have single parents, it's students who are single parents. So that is a very big distinction, students who are single parents. So, if I see a number like you know, 253 single parents, I'm going to look at that and say, hmm, I think they might have transposed some of the definition. So, nontraditional-underrepresented gender group, we're always looking for those numbers. And there are reports that you can look to on in SSWS and find out some other information. I can help you with that if you have any questions. Out-of-Workforce individuals, one of the things about Out-of-Workforce that is formally the Displaced Homemakers, and typically your division is not going to have any that is more applicable at the community colleges. And I'm not saying you might not have one, but it's going to be tough to meet that definition for a, for a high school student.

**00:21:57: Bill Hatch, J.D.:** And while the minimum grade is 5, please use the earliest grade level in which CTE courses are offered at your school. If there's no grades 5, that's fine. If there's no grade 6 or 7, which would be unusual, but please, it can go down to 5. If you don't have 5, that's fine. Just start where your courses are offered.

**00:22:21: Bill Hatch, J.D.:** The unduplicated sometimes may trip people up, please don't count, don’t count the same individual twice. Unduplicated is just that, counting one, that person, that student one time rather than as many times as they may take your classes. Clearly a student may take one more than one CTE class a year. However, we only count them one time.

**00:22:52: Bill Hatch, J.D.:** Next is Schedule 9, and that is looking at the evaluation for the CTE programs. In this you'll need to describe the state system of performance standards and measures, and how you'll be used and how they'll be used to develop and evaluate and continually improve the performance of your CTE program. And this schedule is important, so please be detailed in the information that you provide us, because not only is it is it helpful to you, it is also helpful for us to look at

**00:22:34: Bill Hatch, J.D.:** Schedule 15, when we get to, I'm sorry to skip over so many, but instead of a hour presentation, this could easily turn into a four hour presentation. I don't think anyone would be happy about that, except for a few of you and me. So, Schedule 15, the regional CTE centers and the information that you'll need to provide. It's kind of spelled out here. What needed in column A, B and C and D. And if you do need help from with that, we'll be glad, or I'll be glad to help you. So just shoot me an email if you're not understanding of it. Please don't leave it blank. If it is blank, it's going to be denied. So, if you do have a question, I'd rather be proactive and answer that before it gets submitted, and then it will just be denied if the information isn't correct.

**00:24:34: Bill Hatch, J.D.:** Schedule 16 is where we see a number of issues, and divisions may do the lines 1 through 9, and you can certainly do that, and a number of divisions do. That is great information for your school division to have as you look toward how much local funds is going into your CTE program, but also when it comes to line 10, this looks at how much of the local funds is going to equipment, and every school division has a maintenance of effort that they have to meet and we will be providing that on our webpage that will be there. I don't think it's updated for this year, but it will be probably by next week or the following week, so we'll have those numbers. And then, if you do look at this year's numbers, they're not going to be two distinctly different the formula, there is a formula, but that the actual change is not to, is not too significant.

**00:25:55: Bill Hatch, J.D.:** Again, still, in the Welcome and Instructions tab for Schedule 17, this is where we really start to look at what we're going to be spending it. When I say, we, what you are going to be spending your money on, what the school division are going to be spending their Perkins allocations on. And including, in column one, each school division must allocate, there's three required things, so professional development, what is your school division going to do for professional development? And it's not just your CTE teachers, there's a number of professionals that can be included in that within your, within your division. The second line is special populations. What funds are you going to be using directly related to the students in special populations, those nine categories that we looked at earlier. And then, if applicable, if you do, if your students do attend a CTE regional center, that would be the amount of funds that you identified in Schedule 15 and then put it in that Regional Technical Center line.

**00:27:08: Bill Hatch, J.D.:** On Column 2, there's a dropdown menu, and you're just going to be selecting the appropriate Comprehensive Local Needs Assessment requirement that you've identified in your Comprehensive Local Needs Assessment. And where would this align? We'll be talking about that a little bit as we move further along.

**00:27:32: Bill Hatch, J.D.:** On Column 3, this is just more informative on Column 3. It's just holding your cursor down, and you'll see the local use funds just pop up for all the options that you can choose from. And again, don't forget if it starts with an “R”, that's required, and then if it starts with the “P” that's permissive. And once again, you may not exceed 40% in permissive items, otherwise a warning will appear at the end of Schedule 17, and you will see that it's, it will need to be changed. So please look to see if you do get that warning, and if so, you'll need to reduce the amount of permissive items that you've listed.

**00:28:28: Bill Hatch, J.D.:** And then Schedule 5 is a dropdown menu to indicate the name of the program. So, you will see, you know, all of our program areas. And then “All” is also an option if it applies to everything. Clearly, all would be an option. And that has been so for about four or five years now.

**00:28:55: Bill Hatch, J.D.:** When you're looking at Schedule 18, there's the first part of the schedule is the Budget and Summary worksheet, the Administration and Administrative Equipment funds, and some of the things that you're going to be using for administration within your school division for CTE. So those can only be up to 5% of your Perkins allocation. If they exceed that, you will see a red warning at the bottom of Schedule 18 and then you will need to make those changes. I do see some people that do submit them with the warnings on them, and then I have to inform you that there is a warning, and I deny it, and you do have to correct that. So, if you can see it yourself, you're going to save a lot of time, by the time that it does get to me. Also on Schedule 18, there is a budget code kind of analysis of where you're spending your Perkins allocations. How much is going to be in 1,000? How much is 2,000, 3,000 contract services, 4,000 internal services, 5,000, and then 8,000 would be equipment. So, you will see where that money is being expended. That comes into very, that comes into use when you're doing your budget transfers and moving it from the 000 to where you need it in the in the object codes, and that would, that should match. That initial Schedule 18 should match that first budget transfer exactly.

**00:30:40: Bill Hatch, J.D.:** Again, the Welcome and Instructions page. There is a comment page at the at the very end of it. And if you have had to run out of room, if you need to put in some extra advisory committee members, that would be the place to do it. So, that can be used for any number of things. However, please be fairly detailed, and let me know what schedule number that it refers back to, so that I can go back and look at that information.

**00:31:19: Bill Hatch, J.D.:** And then final, actually, on the Appendix B, it talks about the local uses of Perkins funds, and this is where it's going to tell you what you can do, and you know, provide to you that when you do that dropdown for local funds, this is what it refers to. This local uses of funds in Perkins in Section 113.

**00:31:50: Bill Hatch, J.D.:** This was a slide from the Comprehensive Local Needs Assessment presentation as well. But these are the six different areas that you look, that divisions may use their funds. Whether it's career exploration, professional development for the high skills, high wage and demand, the integration of academic skills into CTE programs, and then in 5, this is where there's just a wealth of things that we spend a lot of our Perkins funds on, including equipment, including work-based learning, including credentials, these things are all included, and our CTSO items are also listed in there. And then finally, this, the sixth area is the Develop and Implement Evaluation. So, if you wanted to have an outside agency, come and do the Comprehensive Local Needs Assessment, which some larger divisions do, that is an opportunity to use Perkins funds for that.

**00:33:01 Bill Hatch, J.D.:** And then finally, Appendix C is that Expenditure of Accounts description. So, people may, you may wonder what that is. Sometimes a new financial person who's doing your OMEGA reimbursement submissions might not quite understand the object codes, so you can find them in appendix C. And then I've also identified those in that one we weren't really addressing today the OMEGA submissions guidance. That is listed on our CTE webpage.

**00:33:40: Bill Hatch, J.D.:** I want to take a minute just to say what I've done said before, just making sure that all of your amounts equal on Schedule 17. You want to make sure your grand total equals the total on Schedule 18. And the reason why it may not happen sometimes is because you didn't indicate that it is Federal funds. So, in Column 8, if you look over to the right on the screen, that is the Column 6, 7, and 8. But on 8 is a drop down, and you have to indicate whether it's federal, state, or local. If you indicate Federal, that's going to be Perkins funds for our purposes, and then that's going to populate into the total. Clearly, if you indicate state or local, it will go into those sub totals, but only Federal Perkins funds will go into the grand total. So, each have to be indicated to get to that point.

**00:34:45: Bill Hatch, J.D.:** We address this a little bit in the Comprehensive Local Needs Assessment where we're making that connection from what you've developed, you've identified different strategies, different priorities that you will need to make as a division based on the information from your Comprehensive Local Needs Assessment. Using your Perkins funds and allocations from last year, you're going to complete this summary from the Comprehensive Local Needs Assessment and then use that to start with and complete Schedule 17.

**00:35:32: Bill Hatch, J.D.:** And when you start to talk about translating the Comprehensive Local Needs Assessment summary into the Perkins Plan, it's just going to take some analysis of your team from the data that you've compiled for each element to indicate the school division's allocation from last year the 23-24, assign a rating, so you'll be deciding, you know, whether it's low, medium, or high, and then identify a priority strategy or strategies for each of those elements. And then indicate the amount that you're going to be sending. Funding for each priority strategy, and then indicate a funding source for each of those priorities’ strategies. And clearly, the funding source that we're primarily looking at is Perkins, because this is the Perkins application. But you may also use other funds, whether it's local or other Federal thing, funds that may be applicable. However, in addressing this application clearly, we're focused on Perkins.

**00:36:37: Bill Hatch, J.D.:** So, like we talked about in the Comprehensive Local Needs Assessment presentation, just for one example, if your team decided that CTE program alignment to labor market was a high rating, and your strategy is to inform program, inform the programs, guidance and advisement that's offered to students. And you estimated we're going to be using $5,000 of Perkins funds. So, it would go in like this. You would look at that, this would be for professional development. We would look at that aligned Comprehensive Local Needs Assessment section, which is Section C, so it would be, you would use the dropdown and pull the C. And then for the local use of funds, you would look for R-2B and that would be providing the teachers, Special Ed case manager, school counselors with PD on labor market information. And in Column 5, that would be all program areas. Or you could, you could specify one over the other. And then, like we talked about before in schedule 8, that would be a budgeted funds, and from resources it would be federal, and you would have that 5,000 there. Also, I didn't do it here, but Column 7 should, the object code should be 3,000. Typically, that is where you're going to do that. However, in the case where your division does not pay the costs upfront and have the traveler pay their own way, that would be a 5,000, and we'll talk about that when we get to the, when we get to, if you have OMEGA submissions, OMEGA reimbursement submissions, I can give you more information like on that, as you call in, and we can talk.

**00:38:51: Bill Hatch, J.D.:** And then with submitting the plan in OMEGA, I know we've been through this a number of years now, but please remember when you go in, you must click “No”. It's going to it defaults to “Yes”. So, it's on “Yes”, and you're going to have to click “No”. It is not a consolidated application. So, click, “No”, it's a non-consolidated application, and if you happen to leave it “Yes”, you are not going to find the Perkins 5 Title One project group. It doesn't pop up unless you click “No” and identify it as a non-consolidated. So, I cannot remind you of that enough. It holds a lot of people up and wondering why they can't find Perkins 5. But the answer is clicking “No” and going to non-consolidated.

**00:39:48: Bill Hatch, J.D.:** And then just some OMEGA tips. Please monitor your to do lists. I know that it's not always on your things to do every day, but maybe put it in your calendar once a week to go in and look at your list. If I have denied something more than likely it's going to come back to you, and then you will have to address that. Just because you submit it and send it up to your next level approver, they may deny it and send it back to you, or I may deny it and send it back to you. But ultimately, please keep a track of your, of what's in your list. I realize that you all don't spend two and three hours a day in OMEGA, like I do, but it's your loss. But it is, it is something that you need to do, because I've seen things sit there for one month, two months, three months, four months. And in fact, I've seen something sit there from September to now and then they wondered why they could not submit that, those funds for that application. But the time had passed for that, and it's one of the things was that they were not monitoring their lists. The local application, please, please, make sure that you understand what some of the icons are in that. If you do this, if you look at the blue, heavy arrow under Project Group Status towards the bottom of the page. If you click on that, you will see all the comments that I've written that folks in your school division have written, that Anthony at Level 6 may have written, at finance at level 7 may have written. So please look at those when you go through.

**00:41:50: Bill Hatch, J.D.:** And, finally, for this part of the presentation, please submit everything to the VADOE by Friday, April 30th, 2024. If you have questions prior to that, please don't hesitate to go back through the Welcome and Instructions tab and look through that. Once you have done that, please call your regional lead for your region, for the CTE Director, and they may be able to help you and then call me. I'm always happy to help you, but, but please look to see if you can find the answer first. That's clearly going to be helpful as you move along next year.

**00:42:40: Bill Hatch, J.D.:** In OMEGA, upload and submit the Perkins V 2024-2025 Local Plan and Budget Application in an Excel file. Please do not put it in a PDF, it needs to be in an Excel file so that we can see everything that we need to on our end. And then emailing the following to the CTE box at [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov). We want to see the completed Certification and Assurances signature page. And again, there's five different signatures, including yours that will need to go in there.

**00:43:23: Bill Hatch, J.D.:** And then, in Microsoft word, we need to see the completed plan or plans of study. You may certainly submit more than one. But please look on Schedule 4 to see what plan of study you are to be submitting, and that would align with what is on Schedule 4 and what you submit to us. And then, finally, the completed Comprehensive Local Needs Assessment template and including the worksheets and the Comprehensive Local Needs Assessment summary form. Those things are very helpful for your division to go through to be a very intentional and thorough and thoughtful as you complete that. It'll help you and your division with your CTE program and understanding your CTE program. I think, particularly if you're a new administrator, it'll be helpful to get a big picture of what your division is doing, and then, if you're more of a veteran CTE administrator, it will help you narrow and look at things, perhaps that you're not doing now, but might need to according to the information that you've collected in the Comprehensive Local Needs Assessment. So please take your time. They're worth it. We think that is a great opportunity for your school division to do some, do some looking internally to see what is exactly in your CTE programs. And what if anything, you need to change.

**00:45:04: Bill Hatch, J.D.:** Questions from the Q and A. Do we have any?

**00:45:10: VDOE - Amy Hammond | Region 5:** There are no questions right now.

**00:45:13: Bill Hatch, J.D.:** Oh, well, that's fantastic, that's fantastic and scary at the same time. So, anyone have questions that was going to email me later in the day, or call me on Monday, because I'd rather address them now, because more than likely, if you have them. Alright. Well, that was easy.

**00:45:45: Bill Hatch, J.D.:** Well, thank you. So, the next session that we'll be looking at for the CTE Administrator Professional Development, is “How to Use the Trailblazers Labor Market Data Tool for New Course Applications”. Katherine Crispin is just a wealth of information and a great presenter. So, next Wednesday, at 8 o'clock, excuse me, next Wednesday, February 28th, at 3, you can participate in that live session. And again, if you're not able to be on that will be provided on the website after we finalize all the information, we need to get it up on our website. And the registration link is there.

**00:46:37: Bill Hatch, J.D.:** Next is the High-Quality Work-Based Learning professional development sessions. And there are two remaining, “Using Forms and Resources”, which is going to be on March 6th at 3, and “Evaluating Your Marketing Program”, and that is Wednesday, March 20th at 3 p.m. as well. Please notice the registration links. Please do register if you want to receive a participation certificate.

**00:47:15: Bill Hatch, J.D.:** And here's my contact information, if you need it. Please, I may, you know, ask you to look at the Welcome and Instructions and others and contact others, but you may always contact me, if you have a question. It's just easier to learn from your peers. It just makes a difference. I think they may provide it in a way that you may understand better being in that same position, but I'm certainly available for that.

**00:47:57: Bill Hatch, J.D.:** And here are the other information. If you need to contact Dr. Williams his, and then Kelly's information, mine, and then Sharon's as well.

**00:48:13: Bill Hatch, J.D.:** And so, thank you so much for joining us today. We hope this session was informative and proves would be helpful as you continue to work towards building your Career and Technical Education program in your school division. Please keep in mind that only the participants who attended today's live session will earn attendance certificate by completing the survey at the end of this session. Once you've completed the survey, you will need to allow a few days for the certificates to be generated. Do not close your zoom window until you receive the survey. If you have any questions or concerns, please do not hesitate to reach out to me. And thank you.