

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) TEMPLATE REGIONAL WORKSHEETS- 2021

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Introductions

The worksheets below are part of the Comprehensive Local Needs Assessment (CLNA) process. Each eligible recipient applying for Perkins V funding must complete the local CLNA, regional worksheets, budget and Perkins V application. Each school district, consortia or community college CLNA evaluated its CTE programs in regard to the following elements:

- Student Performance
- Size, Scope and Quality; and Implementation of CTE Programs/Programs of Study
- Labor Market Alignment
- Recruitment, Retention, and Training of CTE Educators
- Equity and Access
- Safety for CTE Program(s)/Building(s)/District(s)

Through the 2020 Perkins V application process, each school district, consortia or community college listed priorities based on the results of the CLNA. These priorities have been compiled for each Regional Planning Partnership and will be used for this worksheet.

Before completing the worksheets below, please read through the CLNA Guidebook.

Worksheets include:

The worksheets below will be completed during Perkins V Year 3, 2021 and Year 5, 2023.

- **Regional CLNA Worksheets** – A worksheet is provided for each of the elements to summarize the findings of the assessment process. These worksheets **will be completed at the Regional Meeting**. All Regional meetings are convened based on the Iowa Regional Planning Partnership division. The Regional Needs Assessment Worksheets must be submitted to the CTE Bureau as documentation of the comprehensive needs assessment process via the Iowa Grants system.
- **CLNA Results Document** – This document summarizes the priorities established as a result of the comprehensive needs assessment process. This should be **completed at the regional level**. This worksheet must be submitted as documentation of the comprehensive needs assessment process via the Iowa Grants system.
- **CLNA Results Document Signature Page** – This page must be signed by each local education partner and the convener of the regional needs assessment process.
- **Local CLNA Regional Phase: School District, Consortium or Community College**- This worksheet defines the strategy or strategies that will be addressed by the local school district, consortium or community college based on the Regional Needs Assessment Documentation Part 2. This should be completed at the **local, consortium or community college level**. The Local Needs Assessment Regional Phase: School District, Consortium or Community College must be submitted to the CTE Bureau as documentation of the comprehensive needs assessment process via the Iowa Grants system.

Regional Planning Partnership Information:

Please complete the following:

Regional Planning Partnership:	RPP 11 Sub-Region 1
Were all school districts and consortia involved in the Consortium CLNA process?	Yes or No If no, list the school districts that did not participate. <ul style="list-style-type: none">• Earlham• Carroll• Ar-We-Va• Raccoon Valley- Panorama, Adair-Casey/Guthrie Center

The priorities listed are based on the responses to question 1 of the 2020 Perkins V application:

- List at least the top 3 and up to 5 funding priorities, as identified by your CLNA. For each priority listed address ALL of the following requirements:
 - A. Describe how you used the CLNA results to determine that your school has an Opportunity or Gap in this area.
 - B. Identify the specific Student Opportunity or Performance Gap your consortia or school district/college will address.
 - C. Name the program or programs this priority is related to.
 - D. List the budget requirements that will be required to complete this priority.

Priorities are listed, in no particular order by school, consortia or community college per Regional Planning Partnership.

CLNA Results document to be completed as a result of the Regional Planning Partnership meeting.

CLNA RESULTS DOCUMENT - PART 1

Identify three priorities to be addressed by the Region based on the Regional Phase meeting. Priorities can come from different or the same CLNA element. List each priority below and discuss the strategies that will be needed to meet the priority. Each priority must be ranked (1=low; 3=medium 5= high) and ranked as year 1 or year 2.

Copy and paste from the list below for the CLNA Element Alignment section.

Element 1: EVALUATION OF STUDENT PERFORMANCE

Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY

Element 3: LABOR MARKET ALIGNMENT

Element 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

Element 5: PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

Element 6: EVALUATION OF SAFETY FOR CTE PROGRAM(S)/BUILDING(S)/DISTRICT(S)

CLNA Element Alignment	List, in order, the priorities that will be addressed on the Regional level.	Strategies that will be needed to address the priority, this includes funding, resources and partnerships.	Priority (1=low; 3=medium 5= high)
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<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTIN G CTE PROGRAMS/PR OGRAMS OF STUDY</p>	<p>Expand career guidance and advising.</p>	<ul style="list-style-type: none"> ● Continue using virtual experiences for career exploration. ● Allow students to participate in small group job shadowing opportunities. ● Expand DMACC career discovery events. ● Potentially expand the college and transition counselor program (address legislative and funding barriers). ● Explore potential funding avenues to increase the number of counselors in the schools. 	<p>High</p>
<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTIN G CTE PROGRAMS/PR OGRAMS OF STUDY</p>	<p>Work Based Learning Opportunities: Expand work-based learning (WBL) opportunities within multiple CTE programs.</p>	<ul style="list-style-type: none"> ● Explore how districts can collaborate on providing transportation for students to experience WBL opportunities. ● Address equity issues with not all students having transportation to work-based learning opportunities. ● Leverage local industry associations to provide more opportunities/supports for students. ● Address issues with businesses not being comfortable with high school students being on job sites, both regulatory and education aspects. ● Invest in mobile labs to provide career-based learning opportunities. ● Collaborate between community colleges and K-12 schools to inform students about work-based learning opportunities. 	<p>High</p>

<p>Element 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS</p>	<p>Provide professional development that will support improved teacher practices in the delivery of their programs of study and in their support of working with employers in our community.</p>	<ul style="list-style-type: none"> ● Expand teacher’s networks by expanding professional development opportunities with other teachers in the region that teach in their content area. ● Use student events to provide training to instructors that are teaching in those areas (such as providing teacher PD at CTSO events). ● Incorporate opportunities for license renewal. ● Share competencies needed across the region, perhaps using DMACC business advisory groups to gather info. ● Use DMACC to provide regional PD. ● Provide funds for release time and to support events (such as meals). 	<p>High</p>
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CLNA REQUIRED REGIONAL STAKEHOLDER VERIFICATION - PART 2

This form must be completed to verify the engagement of each of the required stakeholders.

Required Stakeholder(s)	Name and Title of Stakeholder(s)	Organization/Company	E-Signature
<p>School Superintendent or Designee</p>	<p>Rusty Shockley - Co-superintendent/HS Principal Adam Lamoureux - 6-12 Principal Kreg Lensch Amanda Miller - Principal Eric Trager - Supt Quentin Stanerson</p>	<p>West Central Valley Van Meter Glidden-Ralston Coon Rapids-Bayard Audubon and Coon Rapids-Bayard Audubon</p>	
<p>President of the Community College or Designee</p>	<p>Rob Denson, President Stephanie Oppel</p>	<p>DMACC DMACC</p>	

Secondary CTE Educator (Agriculture)			
Secondary CTE Educator (Applied Sciences)			
Secondary CTE Educator (Business)			
Secondary CTE Educator (FCS/Human Services)			
Secondary CTE Educator (Health Sciences)			
Secondary CTE Educator (Information Solutions)			
Postsecondary CTE Educator (Agriculture)			
Postsecondary CTE Educator (Applied Sciences)			
Postsecondary CTE Educator (Business)			
Postsecondary CTE Educator (FCS/Human Services)			
Postsecondary CTE Educator (Health Sciences)			
Postsecondary CTE Educator (Information Solutions)			
Intermediary			
Counselor (AEA and/or School District)			
Counselor (AEA and/or School District)			
AEA Transitions Coordinator			
Representatives of Special			

Populations*			
Representatives of Special Populations*			
Representatives of Special Populations*			
Regional Economic and Workforce Development			
Regional Economic and Workforce Development			
Regional Economic and Workforce Development			
Business and Industry			
Business and Industry			
Business and Industry			
Business and Industry			
Representatives of Indian tribes			
DE	Katy Blatnick-Gagne Jane Bradley Matt Eddy Jeanette Thomas		
ACTE	Richard Katt Alisha Hyslop Hanna Kneeper		
AEA Representative	Thomas Jumper		

**Special Populations as defined in Perkins V: Individuals with disabilities; Individuals from economically disadvantaged families, including low-income youth and adults; Individuals preparing for nontraditional fields Single parents, including single pregnant women; Out-of-workforce individuals;*

Homeless individuals; Youth who are in, or have aged out of, the foster care system; Youth with a parent who is a member of the armed forces and is on active duty Individuals with other barriers to educational achievement, including individuals with limited English proficiency.