

# 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:	11-2
Were all school districts and consortia involved in the Consortium CLNA process?	<b>Yes</b> or No If no, list the school districts that did not participate.

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)
Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND	Improve/expand opportunities for work-based learning and real-world experiences across CTE programs	<ul style="list-style-type: none"> <li>• Develop resources for implementing WBL across the region               <ul style="list-style-type: none"> <li>○ Regional playbook                   <ul style="list-style-type: none"> <li>▪ How to start, who is the contact, training availability, etc.</li> </ul> </li> </ul> </li> </ul>	High - 5

<p>PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/ PROGRAMS OF STUDY.</p>		<ul style="list-style-type: none"> <li>• Utilize DMACC as a central resource for connection to employers</li> <li>• Look into statewide opportunities to collaborate and network around best practices</li> </ul>	
<p>Element 3: LABOR MARKET ALIGNMENT</p>	<p>Expand PD for teachers and leaders</p>	<ul style="list-style-type: none"> <li>• Tailor professional development to instructor needs</li> <li>• Address state regulations and mandates to provide more flexibility</li> <li>• Target professional development to include specific skills for content area expertise</li> <li>• Provide professional development on topics like WBL especially during program review</li> <li>• Provide professional development on labor market information</li> <li>• Deliver professional development virtually to avoid barriers of lack of substitute staff</li> <li>• Assist leaders in accessing and understand quality of programs</li> </ul>	<p>High - 5</p>
<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/ PROGRAMS OF STUDY.</p>	<p>Recruitment and retention of quality educators</p>	<ul style="list-style-type: none"> <li>• Develop and model grow your own educator programs</li> <li>• Explore ways to share teachers/programs across the region</li> <li>• Fund certifications for industry professionals</li> <li>• Find alternative incentives/flexibility for staff to continue as CTE teachers <ul style="list-style-type: none"> <li>○ Ex. Teacher who farms</li> </ul> </li> <li>• Share recruitment and hiring strategies as best practices</li> </ul>	<p>High-5</p>

		<ul style="list-style-type: none"> <li>• Share information on alternative certification requirements and flexibilities available</li> <li>• Explore the development of a shared technical school offering CTE areas</li> </ul>	
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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
School Superintendent or Designee	Charles Folsom, Dir Secondary Teaching Corey St. John, Director Teaching and Learning Dan Marburger, HS Principal Lee Griebel, HS Principal Travis Donahue, Dean of Students	Waukee  Winterset  Perry Adel DeSoto Minburn (ADM) Dallas Center Grimes Schools (DCG)	
President of the Community College or Designee	Rob Denson, President Stephanie Oppel, WBL	DMACC DMACC	
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			
Representatives of Indian tribes			
<b>DE Staff</b>	<b>Dennis Harden Katy Blatnick-Gagne Jane Bradley Jeff Fletcher Cale Hutchings Chris Dzurick Matthew Eddy</b>		
<b>ACTE</b>	<b>Rich Katt Alisha Hyslop Jeran Culina</b>		
<b>AEA</b>	<b>Thomas Jumper</b>		

*\*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.*