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

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 3
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. ● Interstate 35 ● Martensdale-St. Marys

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 PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY	Ensure that CTE programs have current, industry-relevant curriculum, equipment, safety standards, facilities and materials to meet workforce and economic needs.	- Develop tools and/or resources for understanding current, relevant industry safety standards (e.g., checklist) - Connect with building/grounds/facilities staff on industry safety standards. - Bring in experts to help implement industry standards and guidelines in the context of a school facility. - Network and share industrial tech curriculum across the region. - Incorporate employability skills as part of industry-relevant curriculum. - Align industry standards to CTE state standards on secondary level (including statewide access to FCS curriculum and CASE ag curriculum). - Take a regional approach with advisory councils to address safety standards, materials, curriculum and equipment (utilize DMACC as a resource).	High
Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY	Ensure that students have access to career guidance, advising and work-based learning that provides exposure to and experience with available careers and develops skills for available occupations.	- Develop professional development, networking and collaboration opportunities for instructors, work-based learning coordinators and counselors to connect across like programs of study. - Connect work-based learning coordinators to share resources, network and collaborate. - Connect employers to the continuum of work-based learning opportunities from secondary to postsecondary. - Share logistics across the region to create systemic approaches to career guidance and work-based learning. - Utilize DMACC as the intermediary for employer connections.	High

		- Expand the use of Xello across secondary programs, outside of counseling. - Find connections between career coaching at the postsecondary level and platforms at the secondary level (Kuder, Naviance, etc.). - Enhance career discovery days to provide connections between guided pathways and careers. - Use postsecondary program advisory groups to share best practices and resources with secondary programs.	
Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY	Integrate CTSOs into each CTE program of study.	- Understand the statewide requirements for CTSOs and alignment to specific program areas. - Develop a regional network among instructors to learn more about content development within CTSOs, especially with new programs. - Understand best practices and models of effective classroom integration. - Explore different options for adviser stipends and other costs.	Low

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	**Andrea Hoekstra - Principal** **Andrea Moore - CTE Coordinator** **Annette Jauron** **Kim Roby - Director** **Jeff Siebersma - High School Principal**	**Carlisle** **Twin Cedars Schools** **Indianola** **Twin Cedar Schools** **Indianola**	

	Tracy Wilkins, High School Principal Chris Basinger, HS Principal Lowell Ernst, Director Gary Friday, High School Principal	Knoxville, CSD Norwalk Pella Pleasantville	
President of the Community College or Designee	**Stephanie Oppel**	**DMACC**	
Secondary CTE Educator (Agriculture)			
Secondary CTE Educator (Applied Sciences)			
Secondary CTE Educator (Business)			
Secondary CTE Educator (FCS/Human Services)	**Lori Kreykes, CTE TLC person**	**Pleasantville**	
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 Staff	**Katy Blatnick-Gagne** **Dennis Harden** **Cale Hutchings** **Jane Bradley** **Amy Vyberal**		

	Mathew Eddy		
ACTE/Advance CTE Staff	Jeran Culina Catherine Imperatore Hannah Neeper		
AEA	TJ 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.			