

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

## **Introductions**

Regional Planning Partnership Information:

## **CLNA RESULTS DOCUMENT - PART 1**

## **CLNA REQUIRED REGIONAL STAKEHOLDER VERIFICATION - PART 2**

**1**

**2**

**3**

**4**

## 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-Subregion 8
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)

<b>CLNA Element Alignment</b>	<b>List, in order, the priorities that will be addressed on the Regional level.</b>	<b>Strategies that will be needed to address the priority, this includes funding, resources and partnerships.</b>	<b>Priority (1=low; 3=medium 5= high)</b>
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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>Modernize/add equipment and technology, emphasizing safety in labs.</p>	<ul style="list-style-type: none"> <li>● Connect with community colleges to share information from advisory committees with K-12 partners on the technology needs of business and industry.</li> <li>● Utilize shared resources to obtain pieces of equipment that might not be used often but could be shared among districts, such as healthcare simulation tools.</li> <li>● Expand strategies like heavy equipment days and invite other schools for students to use or experience equipment not possible to purchase at the school level.</li> <li>● Share information among districts and colleges about equipment needs and innovations.</li> <li>● Come together as a region and negotiate the purchase of equipment that multiple districts need.</li> <li>● Use pooled resources to potentially purchase large equipment such as simulators or mobile labs for different CTE study areas.</li> <li>● Share tips on working with business and industry to get equipment.</li> </ul>	<p>High</p>
<p>Element 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS</p>	<p>Improve professional development opportunities for CTE staff.</p>	<ul style="list-style-type: none"> <li>● Provide training for safety in labs. Bringing in a speaker on a topic like this virtually might be helpful.</li> <li>● Utilize work-based learning ideas and professional development from DMACC. There are some virtual offerings this summer and there are more coming.</li> <li>● Develop PD on CTSOs.</li> <li>● Develop more formal structures to share information from community college's advisory committees with K-12 partners.</li> </ul>	<p>High</p>

		<ul style="list-style-type: none"> <li>● Incorporate representing under-represented populations into PD efforts.</li> <li>● Expand focus on discipline-specific PD and bring teachers together across the region to share ideas.</li> <li>● When possible, provide opportunities for teachers to visit other schools and labs to see best practices.</li> <li>● Use existing DMACC Career Discovery Days to bring instructors together to see the different DMACC labs and connect with other faculty.</li> </ul>	
<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTIN G CTE PROGRAMS/PR OGRAMS OF STUDY</p>	<p>Address gaps in the availability and quality of CTSOs.</p>	<ul style="list-style-type: none"> <li>● Share resources on cost barriers and potential sources of funds.</li> <li>● Explore the potential of working across schools to offer chapters.</li> <li>● Consolidate providing transportation or other activities.</li> <li>● Provide PD to teachers with a focus on "CTSO 101."</li> </ul>	<p>Medium</p>

## 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	<b>Shane Ehresman&lt; Superintendent Kristen Souza, HS Principal Bill Peters, Principal Sr. HS Todd Jones</b>	<b>LShawks PCM Newton Colfax Mingo</b>	
President of the Community College or Designee	<b>Joseph DeHart, Provost Stephanie Oppel, Dir WBS</b>	<b>DMAcc, Newton DMAcc</b>	
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	<b>Tanya Michner</b>	<b>Newton</b>	
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			



<b>DE Staff</b>	<b>Katy Blatnick-Gagne Dennis Harden Jane Bradley Cale Hutchings Matthew Eddy Jen Rathje</b>		
<b>ACTE</b>	<b>Hannah Neeper Alisha Hyslop</b>		
<b>Advance ACTE</b>	<b>Rich Katt</b>		
<b>AEA</b>	<b>TJ 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.*