

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

Introductions	2
Regional Planning Partnership Information:	3
CLNA RESULTS DOCUMENT - PART 1	4
CLNA REQUIRED REGIONAL STAKEHOLDER VERIFICATION - PART 2	6

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 Des Moines Metro
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">• Urbandale• Southeast Polk

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)

<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PRO GRAMS OF STUDY</p>	<p>Enhanced targeted and intrusive advising and counseling and information for students and parents/families to aid in student recruitment.</p>	<ul style="list-style-type: none"> ● Leverage the 19 college and career counselors. ● Focus on connections to parents (Career Advantage Counselors). ● Show regional pathways linked to postsecondary and employment. ● Create a comprehensive approach to marketing materials that could be shared across the subregion. ● Provide professional development for CTE teachers on how to deliver career development information. ● Look into the potential for DMACC to put together some standard templates and information about work-based learning. ● Highlight businesses that are a cultural fit to under-represented populations. ● Provide LMI information in a more user-friendly format and in multiple languages. ● Promote students more regionally. ● Use social media strategies and show students in workplaces. 	<p>High</p>
<p>Element 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS</p>	<p>Enhance recruitment of educators that are more demographically representative of the student population.</p>	<ul style="list-style-type: none"> ● Utilize business partners as potential instructors or to provide training. ● Explore whether DMACC can set up externships to help teachers get required work hours for licensure. ● Explore how other endorsements can be added to existing teachers. ● Collaborate through joint efforts to recruit employers to provide scholarships to potential teachers or other like supports like internships, summer jobs, etc. 	<p>Medium</p>

		<ul style="list-style-type: none"> ● Share best practices/program examples around grow-your-own programs. ● Profile CTE teachers and highlight their great careers. 	
<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY</p>	<p>Expanding our work-based learning opportunities for students.</p>	<ul style="list-style-type: none"> ● Expand virtual workplace tours. ● Look in to using DMACC workforce roundtables. ● Share best practices across the region on working with employers and setting up continuum experiences. ● Work with businesses to help assuage hesitation to work with younger students (or other concerns). Look into potentially using Iowa business groups to help share this message. ● Make sure students and parents are aware of work-based learning opportunities and possibilities. ● Share business success stories. ● Develop “pre” work-based learning activities that help prepare students and assuage some of the business concerns. ● Have conversations about the need for work-based learning and supports across the region (there are currently not enough staff or other resources). More money and stronger policies are needed. 	<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	Donavan Hill, Career Readiness Teacher Mary Salazar - Director of Teaching and Learning Erik Garnass - CTE Coordinator Beverly Kuehn, Director of Secondary Programs Jyll Miner-Post-secondary Counselor Shane Scott, Director of Secondary Curriculum Nikki Roorda, Executive Director of Teaching and Learning Kerry Manus, CTE Coordinator, Industrial Maintenance	BF Schools Saydel BF Schools Ankeny Johnston West Des Moines Johnston Des Moines Public	
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)			
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	Sidney Pezley	Greater Des Moines Partnership	
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 Dennis Harden Cale Hutchings Jeffrey Fletcher Jane Bradley		
ACTE	Alisha Hyslop Hannah Neeper		
Advance ACTE	Rich Katt		
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.*