

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 2
Were all school districts and consortia involved in the Consortium CLNA process?	<p>Yes or No</p> <p>If no, list the school districts that did not participate.</p> <ul style="list-style-type: none"> ● Belmond Klemme ● Charles City ● Clear Lake ● Forest City ● North Butler ● Northwood-Kensett ● Osage ● St. Ansgar

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 3: LABOR MARKET ALIGNMENT	Strengthen alignment of programs with labor market needs and emerging occupations through strategies such as work-based learning	<ul style="list-style-type: none"> ● Increase work-based learning, concurrent enrollment and other career development opportunities in areas where labor market need is high 	High

		<ul style="list-style-type: none"> ● Increase funding for instructors in areas where labor market need is high ● Expand opportunities for school-based enterprises ● Engage additional employers in the RPP process ● Have regional conversations about what programs should be offered in region to align with labor market ● Expand regional professional development/networking opportunities with employers ● Leverage employers in advisory roles ● Grow interest and awareness of students for pre-apprenticeship and apprenticeship opportunities ● Grow/expand the work of the intermediary and between high schools and NIACC 	
<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY</p>	<p>Increase the number of students who enter and complete CTE experiences with a particular focus on special populations</p>	<ul style="list-style-type: none"> ● Offer recruitment events to get students excited about CTE programs; leverage exploratory camps like NIACC offers and provide more opportunities like that ● Showcase individuals from special populations to illustrate opportunities for students from those populations ● Bring programs to students and their families to showcase CTE through career fairs and other events ● Show connections between secondary and postsecondary programs, especially related to concurrent enrollment ● Identify barriers that could prevent students from becoming a concentrator or completing a CTE program 	<p>High</p>

		<ul style="list-style-type: none"> ● Build awareness of and access to learner supports for all students, especially special populations ● Show connection between core content requirements and CTE programs ● Ensure industry relevant curriculum and equipment is available in all programs ● Start career exploration earlier with learners by providing hands on activities around CTE programs ● Ensure all schools/learners have the ability to explore careers prior to entering CTE programs of study ● Engage employer partners in developing accessible pathways to completion 	
<p>Element 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS</p>	<p>Address development of qualified instructors</p>	<ul style="list-style-type: none"> ● Expand opportunities for professional development around labor market needs ● Expand opportunities for teacher externships ● Provide professional development around aligning curriculum with industry relevant content ● Develop strategies/best practices to recruit outside the traditional education arena ● Continue relationship with postsecondary partners to expand teacher pipelines ● Look into sharing of resources and instructors regionally or across districts ● Continue to bring together program specific instructors for networking and sharing of best practices ● Press for alternate licensure and for shared positions between industry and schools/colleges 	<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	Joe Erickson, Superintendent Keith Turner, Superintendent Tyler Williams, Superintendent Dan Long, Principal Dann Phipps, Associate Principal Darwin Lehmann, Superintendent Wayne Kronemann, Superintendent Mike Kruger, Superintendent Todd Lettow, Superintendent Chad Kohagen, Superintendent Nick Johnson, Principal	North Iowa CSD RRMR Garner-Hayfield-Ventura Mason City CSD Mason City CSD Central Springs and Forest City West Hancock CSD West Fork CSD Hampton-Dumont-CAL Lake Mills RRMR	
President of the Community College or Designee	Steve Schulz, President Joe Davis, Division Chair Brian Wogen, Director of School Partnerships Melinda McGregor, Director of Emerging Workforce Solutions Charlene Widener, VPAA and Student Learning Laura Wood, Chair of Ag, Business and Industrial Division	NIACC	
Secondary CTE Educator (Agriculture)			
Secondary CTE Educator (Applied Sciences)	Josh Omans, Industrial Tech Teacher	GHV	

Secondary CTE Educator (Business)			
Secondary CTE Educator (FCS/Human Services)			
Secondary CTE Educator (Health Sciences)			
Secondary CTE Educator (Information Solutions)			
Postsecondary CTE Educator (Agriculture)	Kevin Muhlenbruch	NIACC	
Postsecondary CTE Educator (Applied Sciences)	Kevin Losee, Tool and Die instructor	NIACC	
Postsecondary CTE Educator (Business)			
Postsecondary CTE Educator (FCS/Human Services)			
Postsecondary CTE Educator (Health Sciences)	Shannon Dodd, Health Instructor	NIACC	
Postsecondary CTE Educator (Information Solutions)	Kelli Miller, IT	NIACC	
Intermediary			
Counselor (AEA and/or School District)			
Counselor (AEA and/or School District)			
AEA Transitions Coordinator	Ann Lupkes, Work Experience/Transition Coordinator	CRAEA	
Representatives of Special Populations*			
Representatives of Special Populations*			

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Regional Economic and Workforce Development			
Regional Economic and Workforce Development			
Regional Economic and Workforce Development			
Business and Industry	Gary McCarthy	Winnebago Industries	
Business and Industry			
Business and Industry			
Business and Industry			
Representatives of Indian tribes			
CRAEA	Rod Ball Farrah Olson, Work Experience Coordinator		
DE	Katy Blatnick-Gagne Dennis Harden Cale Hutchings Matthew Eddy Jeannet Thomas Jane Bradley Jen Rathje Kristy Volesky		
ACTE	Alisha Hyslop		
Advance CTE	Jeran Culina Dan Hinderlinter		

**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.*