

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:	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.
Perkins Contact:	
Perkins Contact Email:	

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)
	Students need to continue engagement in work-based learning	<ul style="list-style-type: none"> • Create a directory of contacts and resources, with RPP as the central hub to help information flow from education to business, and business to education • Recruit more new businesses to participate in work-based learning through human resources, workforce developments groups/contacts 	High

		<ul style="list-style-type: none"> ● Communicate to all stakeholders the full continuum of work-based learning including the opportunities available and the role of the intermediary ● Communicate to employers the return on investment for work-based learning throughout the continuum ● Expand the work-based learning opportunities into elementary and middle school and engage parents/caregivers as part of the process. 	
	<p>Regular and substantive and effective professional development is offered to CTE faculty, staff and counselors.</p>	<ul style="list-style-type: none"> ● Expand teacher externships (must include CEUs) <ul style="list-style-type: none"> ○ Recruit more businesses for teacher externships ● Provide professional development for teachers and counselors on understanding and using labor market data as well as data from across secondary and postsecondary ● Provide networking opportunities for discipline-specific teacher groups ● Provide shared professional development with industry on how to use equipment effectively and what expectations are for learners <ul style="list-style-type: none"> ○ Offer this training in school buildings 	<p>High</p>
	<p>Review, utilize and communicate workforce and economic data annually to guide funding, equipment, supplies and programming decisions.</p>	<ul style="list-style-type: none"> ● Engage workforce partners to help with labor market information deep dives in CLNA process ● Summarize labor market trends in succinct documents to help market programs to learners and families and help them interpret labor market data ● Align school equipment and supplies in collaboration with industry (this will have funding implications) 	<p>High</p>

- Use regional approach to developing new programs based on LMI data

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	James Rotert (Principal) Tracie Christensen (Principal) Brad Leonard (Principal) Marshall Lewis (Superintendent) Jade Beehler (Principal) Paul Peppmeier (Principal) Elli Wiemers (Principal)	Algona Emmetsburg Estherville Graettinger Terril and Ruthven Ayrshire Spencer West Bend Mallard Spencer	
President of the Community College or Designee	Valerie Newhouse (president) Bob Leifeld (vice president) Kari Hampe (High School Programming)	ILCC ILCC ILCC	
Secondary CTE Educator (Agriculture)	X	X	
Secondary CTE Educator (Applied Sciences)	Travis Birkey	Algona	
Secondary CTE Educator (Business)	Kelly Herrig	Emmetsburg	
Secondary CTE Educator (FCS/Human Services)	Kate Meyers April Moffitt	GT Emmetsburg	
Secondary CTE Educator (Health Sciences)	X	X	
Secondary CTE Educator (Information Solutions)	X	X	

Postsecondary CTE Educator (Agriculture)	X	X	
Postsecondary CTE Educator (Applied Sciences)	Corey Menning	ILCC	
Postsecondary CTE Educator (Business)	X	X	
Postsecondary CTE Educator (FCS/Human Services)	Amy Ver Mulm	ILCC	
Postsecondary CTE Educator (Health Sciences)	Tamy Shimon	ILCC	
Postsecondary CTE Educator (Information Solutions)	X	X	
Intermediary	Autumn Larson	ILCC	
Counselor (AEA and/or School District)	Mindy Brechwald	ELCCSD	
Counselor (AEA and/or School District)	X	X	
AEA Transitions Coordinator	Elaine Cook Tammy McKimney	Prairie Lakes AEA Prairie Lakes AEA	
Representatives of Special Populations*	X	X	
Representatives of Special Populations*	X	X	
Representatives of Special Populations*	X	X	
Regional Economic and Workforce Development	Brian Dalziel	Iowa Lakes Corridor	
Regional Economic and Workforce Development	X	X	
Regional Economic and Workforce Development	X	X	
Business and Industry	Diane Streit	Maxyield	

Business and Industry	Michelle Nicoson (Armstrong), Human Resources	GKN	
Business and Industry	Jon Josephson	Principal, Ruthven Ayrshire	
Business and Industry	X	X	
Representatives of Indian tribes	X	X	
AEA Rep	Mark Shea		
Perkins	Val Bonney	Perkins Consortium - Clay Dickinson	
Government	Katy Cale Dennis Jane Matt Kristy	IDOE	
Facilitation	Rich Katt Jeran Culina Catherine Impeatore	ACTE	

**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.*