

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

<b>Introductions</b>	<b>2</b>
Regional Planning Partnership Information:	3
<b>CLNA RESULTS DOCUMENT - PART 1</b>	<b>4</b>
<b>CLNA REQUIRED REGIONAL STAKEHOLDER VERIFICATION - PART 2</b>	<b>7</b>

## 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 4
Were all school districts and consortia involved in the Consortium CLNA process?	Yes or <b>No</b> If no, list the school districts that did not participate. <ul style="list-style-type: none"><li>• George-Little Rock</li><li>• Sioux Center</li></ul>

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 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS	Enhance recruitment, retention and training of CTE educators.	<ul style="list-style-type: none"> <li>Continue to provide funds for teachers to learn and grow professionally through professional development opportunities.</li> <li>Expand externships through AEA and the intermediary network.</li> </ul>	High

		<ul style="list-style-type: none"> <li>● Take advantage of "early-out" days to allow teachers to collaborate.</li> <li>● Focus on helping teachers implement what they learn from conferences. Additional resources and actions might be needed such as policy changes, resources, creativity, etc.</li> <li>● Continue to gather teachers across the region from similar CTE subjects for joint PD and planning time.</li> <li>● Work together to influence the streamlining of non-traditional routes to certification or other flexibilities.</li> <li>● Recruit interns to the region to then be in place for permanent positions.</li> <li>● Share best practices on implementing "grow your own" programs and think about how to enhance CTE aspects.</li> <li>● Work with businesses to create scholarships or other incentives.</li> <li>● Explore ways to market teaching to current CTE students. Perhaps incentivize prospective applicants with financial incentives such as student loan forgiveness.</li> </ul>	
<p>Element 3: LABOR MARKET ALIGNMENT</p>	<p>Enhance students' employability skills.</p>	<ul style="list-style-type: none"> <li>● Utilize CAPS program.</li> <li>● Utilize business competitions and other competitions (perhaps design something regionally) to allow students to apply the skills they have learned.</li> <li>● Use RPP meetings to talk about students' employability skills as a region.</li> <li>● Explore ways to measure how students are growing in this area.</li> </ul>	<p>High</p>

		<ul style="list-style-type: none"> <li>● Utilize programs such as the Program of a Graduate.</li> <li>● Share best practices and lessons learned around the region.</li> <li>● Develop a repository of which schools in the region have CTSOs so that connections can be made across the region.</li> <li>● Provide incentives for teachers starting new CTSOs. Look into using RPP or Perkins funding to use for these incentives as well as provide guidance as to what might be reasonable as an incentive.</li> <li>● Provide professional development on CTSOs and how to use them to teach employability skills.</li> </ul>	
<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY</p> <p><b>AND</b></p> <p>Element 3: LABOR MARKET ALIGNMENT</p>	<p>Increase work-based learning opportunities for students throughout the region, especially special populations.</p>	<ul style="list-style-type: none"> <li>● Bring in career speakers and provide job shadowing opportunities to students across the region.</li> <li>● Recruit alumni to speak about career pathways and job opportunities at virtual events.</li> <li>● Promote NCC opportunities to explore work-based learning programs.</li> <li>● Collaborate on challenges like student transportation and liability issues.</li> <li>● Collaborate on data review and professional development on special populations participation and success in work-based learning.</li> <li>● Provide technical assistance or awareness activities for educators leading programs for students with disabilities to ensure they can participate.</li> <li>● Share and model creative scheduling practices and approaches.</li> </ul>	<p>High</p>

		<ul style="list-style-type: none"> <li>Share ideas among CTE instructors on how to structure work-based learning experiences.</li> </ul>	
--	--	--	--

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

This form must be completed to verify the engagement of each of the required stakeholders.

<b>Required Stakeholder(s)</b>	<b>Name and Title of Stakeholder(s)</b>	<b>Organization/Company</b>	<b>E-Signature</b>
School Superintendent or Designee	<b>Russ Adams, Superintendent</b> <b>Jason Engleman, Superintendent</b> <b>Chad Janzen, Superintendent</b> <b>Stan De Zeeuw, Principal</b> <b>Nate Hemiller, Principal</b> <b>Dan Barkel, Superintendent</b> <b>Dan Pottebaum, Principal</b> <b>Sherrie Zeutenhorst, HS Principal</b> <b>Wade Riley, Superintendent</b> <b>Cory Myer, Superintendent</b> <b>Alynn Coppock, Principal</b>	<b>MOC Floyd Valley CSD</b> <b>Central Lyon</b> <b>Rock Valley</b> <b>Sibley-Ocheyedan</b> <b>Hartley-Melvin-Sanborn</b> <b>MMCRU</b> <b>Boyden-Hull</b> <b>Sheldon</b> <b>South O'Brien CSD</b> <b>Sheldon</b> <b>West Sioux City CSD</b>	
President of the Community College or Designee	<b>Steve Waldstein, Dean of Applied Technology and Interim Dean of Health Sciences</b>	<b>NCC</b>	
Secondary CTE Educator All service areas (Agriculture)	<b>Justin Rottinghaus</b>	<b>Sibley-Ocheyedan</b>	
Secondary CTE Educator (Applied Sciences)			
Secondary CTE Educator (Business)			
Secondary CTE Educator (FCS/Human Services)	<b>Kristin Rockhill, FCS</b>	<b>West Lyon</b>	

Secondary CTE Educator (Health Sciences)			
Secondary CTE Educator (Information Solutions)			
Postsecondary CTE Educator - none in attendance (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	<b>Allie Mouw</b>	<b>NCC</b>	
Counselor (AEA and/or School District)			
Counselor (AEA and/or School District)	<b>Jillian Letsche</b>	<b>Sibley-Ocheyedan</b>	
Counselor (AEA and/or School District)	<b>Mark Shea</b>	<b>AEA</b>	
AEA Transitions Coordinator	<b>Pam Woelber, Family and Educator Coordinator/Transition Coach</b>	<b>Northwest AEA Northwest AEA</b>	
Representatives of Special Populations*	<b>Jerome Schaefer, Equity</b>	<b>AEA</b>	
Representatives of Special Populations*	<b>Dori Horstman, TAP</b>	<b>West Sioux</b>	
Representatives of Special Populations*			



Regional Economic and Workforce Development			
Regional Economic and Workforce Development			
Regional Economic and Workforce Development			
Business and Industry	<b>Kristi Heisinger</b>	<b>NW Iowa Mfg Sector Partnership</b>	
Business and Industry	<b>Scott Lovell</b>	<b>Smith Co Mfg., Inc</b>	
Business and Industry			
Business and Industry			
Representatives of Indian tribes			
<b>AEA</b>	<b>Mona Yanacheak</b>		
<b>DE</b>	<b>Katy Blatnick-Gagne Cale Hutchings Matt Eddy Jeffrey Fletcher Jane Bradley</b>		
<b>Advance CTE</b>	<b>Rick Katt</b>		
<b>ACTE</b>	<b>Alisha Hyslop Hannah Neeper</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.*