

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	7

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 5
Were all school districts and consortia involved in the Consortium CLNA process?	<p>Yes or No If no, list the school districts that did not participate.</p> <ul style="list-style-type: none"> ● Alta ● Aurelia ● East Sac County ● Manson Northwest Webster ● Paton-Churdan ● Prairie Valley (5-8 to Southeast Webster Grand) ● Rockwell City-Lytton ● South Central Calhoun ● South Hamilton ● Southern CAL

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/PROGRAMS OF STUDY</p>	<p>Further develop middle school exploratory CTE programs and career development activities.</p>	<ul style="list-style-type: none"> ● Utilize Iowa Central camps for 8th graders. ● Pull together RPP members to talk about career development activities and share best practices. ● Replicate intermediary work to provide virtual career development experiences but focus on middle school. ● Partner together on events like career fairs and industry tours. ● Provide a consistent message to middle school students about job availability and career pathway options. 	<p>Medium</p>
<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY AND Element 6: EVALUATION OF SAFETY FOR CTE PROGRAM(S)/BUILDING(S)/DISTRICT(S)</p>	<p>Update CTE curricula, labs and classrooms to maintain industry standards, including software, equipment and safety standards.</p>	<ul style="list-style-type: none"> ● Examine how to leverage school-based enterprises. ● Provide professional development for instructors on how to better incorporate universal CTE standards into instruction and assessment. ● Leverage work of the intermediary and share activities. ● Integrate more critical thinking skills. ● Create templates/guides to share across the regions. ● Share best practices for teaching employability skills. ● Help businesses understand more about work-based learning. ● Support rural areas in overcoming barriers such as transportation. 	<p>High</p>

<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PRO GRAMS OF STUDY</p>	<p>Increase work-based learning opportunities to develop and reinforce relevant technical, academic and employable knowledge and skills.</p>	<ul style="list-style-type: none"> ● Put on student events on ICCC campus to provide opportunities for students to experience work-based learning and opportunities for professional development for CTE teachers. ● Focus on ensuring inclusivity/accessibility for different learners. Possibly provide professional development on this. ● Provide targeted professional development for instructors in specific content areas to get together-potentially at ICCC. ● Target regional investment to maximize opportunities. ● Create partnerships between high schools and ICCC to allow students more access to industry-standard equipment. ● Share sources of expired equipment/supplies. 	<p>High</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	Jess Toliver Christopher Feldhans, Principa Jim Murray, Superintendent Tim Christensen, Superintendent Kevin Wood, Superintendent Adam Kent, Asst Principal Daniel Johnson, Principal Jeff Scharn, Principal	Eagle Grove Newell-Fonda Humboldt Greene Co. Sioux Central Fort Dodge Webster City Sioux Central	
President of the Community College or Designee	Neale Adams, Dean	ICCC	
Secondary CTE Educator (Agriculture)			
Secondary CTE Educator (Applied Sciences)	Andrew Tew, Industrial Tech	Clarion-Goldfield	
Secondary CTE Educator (Business)	Angie Axman	Pocahontas	
Secondary CTE Educator (FCS/Human Services)	Jessie Palmer	Fort Dodge	
Secondary CTE Educator (Health Sciences)	Alyssa Reekers	Humboldt	
Secondary CTE Educator (Information Solutions)			
Postsecondary CTE Educator (Agriculture)	Mike Richards	ICCC	
Postsecondary CTE Educator (Applied Sciences)	Joel Collins	ICCC	
Postsecondary CTE Educator (Business)			

Postsecondary CTE Educator (FCS/Human Services)	Michael Hirst, FCS/Human Services	ICCC	
Postsecondary CTE Educator (Health Sciences)	Sara Carlson, Nursing	ICCC	
Postsecondary CTE Educator (Information Solutions)	Marc Matthes	ICCC	
Intermediary	Megan Kruse Colleen Bartlett, WBL Connections	ICCC ICCC	
Counselor (AEA and/or School District)	Mark Shea	PLAEA	
Counselor (AEA and/or School District)	Matt Doebel, Instructional Coach	Storm Lake	
Counselor (AEA and/or School District)	Sofia Seliger	School Counselor at Pocahontas	
AEA Transitions Coordinator			
Representatives of Special Populations*	Samantha Reeves, Equity Coordinator	ICCC	
Representatives of Special Populations*			
Representatives of Special Populations*			
Regional Economic and Workforce Development	Julianne Bidelman	Iowa Central Economic Development	
Regional Economic and Workforce Development	Emily Williams	Iowa Central/Pocahontas Co Economic Development	
Regional Economic and Workforce Development			
Business and Industry	Stacy Johnson	Loring Hospital	
Business and Industry			

Business and Industry			
Business and Industry			
Representatives of Indian tribes			
DE	Katy Blatnick-Gagne Dennis Harden Cale Hutchings Matthew Eddy Jane Bradley		
Advance CTE	Rich Katt		
ACTE	Alisha Hyslop Hannah Neeper		

**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.*