

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:	12
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">• Charter Oak-Ute/Maple Valley-Anthon Oto• West Monona• Whiting

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)
	Offer quality courses that incorporate relevant equipment and technology.	<ul style="list-style-type: none"> • Improve understanding of accreditation • Integrate CTSOs into each program area • Utilize data around student interests and needs when expanding or creating courses and programs • Engage industry in discussion on alignment of curriculum, technology and equipment for high-quality courses and programs 	High

		<ul style="list-style-type: none"> ● Make sure secondary and postsecondary courses and curriculum align 	
	<p>Ensure all educators are adequately credentialed and can access regular, substantive and effective PD, particularly teachers with alternative endorsements from industry.</p>	<ul style="list-style-type: none"> ● Consider accessibility barriers to PD <ul style="list-style-type: none"> ○ Availability of substitutes ○ Timing of PD during the year and school day ● Expand and continue momentum around grow your own programs ● Help cover costs of teacher credentials ● Create or enhance networking opportunities for secondary and postsecondary teachers in CTE areas ● Expand opportunities for externships for CTE educators (with costs covered/reimbursed) ● Align PD across secondary and postsecondary 	<p>High</p>
	<p>Increase WBL opportunities throughout the region, including authentic work projects, internships and apprentice-type offerings in existing and emerging occupations. Address barriers related to liability, age restrictions and accreditation.</p>	<ul style="list-style-type: none"> ● Create communications around varying levels of engagement and related time commitments for industry <ul style="list-style-type: none"> ○ Educate industry partners on the WBL continuum ● Develop consistent communication with industry ● Communicate the ROI and/or value to industry on WBL ● Educate schools and employers about logistical barriers and requirements ● Increase the number of MOC endorsements in the region ● Use the intermediary network to expand WBL opportunities ● Offer flexibility for teachers who need time to develop and communicate effectively with industry partners. ● Connect the region through Siouxland 	<p>High</p>

		<ul style="list-style-type: none"> ○ This could be who helps create a shared list of contacts for business and education ● Consider health care-specific WBL/clinical requirements 	
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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	Brad McCauley Jason Klingensmith Jay Lutt Phil Goetstouwers Mark Iverson Joshua Sussman Katie Towler Patrick Miller Dave Wiebers Scott Bailey Matt Drees Derkek Briggs Douglas Glackin Jon Wiebers Matt Drees Adam Bisenius Tom Ryherd Jim VanderLoo Chad Shook	SBL SBL Westwood CSD Hinton Le Mars Galva-Holstein/Schaller Crestland Sioux City CSD OABCIG Denison Kingsley-Pierson Westwood Akron-Westfield Woodbury Central Galva-Holstein/Schaller Crestland Westwood River Valley Cherokee Sioux City CSD Lawton-Bronson	
President of the Community College or Designee	Darin Moeller Michael Rohlena Teri Peterson Greg Strong	WITCC	
Secondary CTE Educator	Kari Hadden	OABCIG	

(Agriculture) NOT BROKEN OUT BY DISCIPLINE	JoAnn Fredrikson Danielle James Casey McGee Niki Coughlin Karen Kennedy	Sioux City Lemars SBL Sioux City CSD Denison	
Secondary CTE Educator (Applied Sciences)	NA		
Secondary CTE Educator (Business)	NA		
Secondary CTE Educator (FCS/Human Services)	NA		
Secondary CTE Educator (Health Sciences)	NA		
Secondary CTE Educator (Information Solutions)	NA		
Postsecondary CTE Educator (Agriculture) NOT BROKEN OUT BY DISCIPLINE	Jennifer McCune Sandy Silbernagel Brett Oetken	WITCC	
Postsecondary CTE Educator (Applied Sciences)	NA		
Postsecondary CTE Educator (Business)	NA		
Postsecondary CTE Educator (FCS/Human Services)	NA		
Postsecondary CTE Educator (Health Sciences)	NA		
Postsecondary CTE Educator (Information Solutions)	NA		
Intermediary	Tina Benton	WITCC	
Counselor (AEA and/or School District)	Jeff Lucas	AEA	
Counselor (AEA and/or School District)	Mark Shea	AEA	

AEA Transitions Coordinator	x	x	
Representatives of Special Populations*	Jerome Schaefer	AEA	
Representatives of Special Populations*	Revathi Truong	WITCC	
Representatives of Special Populations*	x	x	
Regional Economic and Workforce Development	Rachel Desy	CDCIA	
Regional Economic and Workforce Development	x	x	
Regional Economic and Workforce Development	Jonathan Murad	IWD	
Business and Industry	Alex Watters	Chamber of Commerce, Sioux City/Morningside College Adjunct	
Business and Industry	David Anderson	Wells Enterprises	
Business and Industry	Tracy Larson	Mercy Health Center	
Business and Industry	Brook Boeckman	United Bank of Iowa	
Representatives of Indian tribes	NA		
AEA Representative	Mona Yanacheak		
DE Representatives	Katy Blatnick-Gagne Dennis Harden Amy Vybiral Jane Bradley		
ACTE	Richar Katt Jeran Culina Catherine Impertore Hannah Neeper		

<i>*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.</i>			