

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

Introductions

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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:	16
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)
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<p>ELEMENT 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PRO GRAMS OF STUDY</p>	<p>Priority 1: Provide students additional work-based experiences in CTE areas aligned with workforce needs</p>	<ul style="list-style-type: none"> ● Asset map all available resources in region connected to providing high-quality work-based experiences ● Utilize a local “hub” or listing of work-based experiences to reduce burden on instructor of finding experience for students ● Employ staff member to support regional approach to MOC work and coordination of work-based learning experiences ● Improve communication with supporters of work-based learning that could act as liaison between education and industry partners ● Market the benefits of work-based learning more clearly to industry partners and students alike ● Publish career information so learners and their families can make informed decisions about available opportunities ● Increase career exploration opportunities like field trips in the middle grades ● Develop scenarios or simulation environments for certain fields such as a health field ● Explore opportunities for partnerships with postsecondary institutions with laboratory space or machinery that can be used by secondary classes 	<p>5- high</p>
<p>Element 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS</p>	<p>Priority 2: Removing barriers and finding quality educators</p>	<ul style="list-style-type: none"> ● Improve communication about who is qualified to teach concurrent enrollment ● Further develop teacher credential pipeline through recruitment at the postsecondary level ● Expand conversations with industry and workforce about alternative paths to credentialing 	<p>5- high</p>

		<ul style="list-style-type: none"> ● Provide additional professional development opportunities for CTE educators <ul style="list-style-type: none"> ○ Align district PD times and curricula with other districts so PD can be applicable for CTE educators region-wide ● Conduct gap analysis of current teacher recruitment and retention systems ● Consider additional teacher externship opportunities during summers 	
Element 3: LABOR MARKET ALIGNMENT	Priority 3: Keep curriculum, equipment, and safety training updated and aligned to workforce needs	<ul style="list-style-type: none"> ● Include safety training in curriculum since it is high priority and all employers and work-based learning providers will need to do training if not included ● Survey workforce partners to identify which skills are key for entry level employees to ensure curricular alignment ● Develop efficient way for regional industry partners to proactively communicate their needs ● Integrate “soft skills” training into curriculum ● Communicate with core curriculum educators about alignment with CTE coursework 	3-medium

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	David Keane Nicole Herdrich John Lawrence Greg Smith	BCSDS Central Lee Danville FMCS D	

	Todd Liechty Matthew May Steve Bohlen Bruce Snodgrass Dave Edwards	Mt. Pleasant Keokuk Wapello WBSchools WMUSCD	
President of the Community College or Designee	Ashlee Spangler Michelle Brown	SCC SCC	
Secondary CTE Educator (Agriculture)	Brent Koller	Central Lee	
Secondary CTE Educator (Applied Sciences)	Clint Kobelt	FMCS D	
Secondary CTE Educator (Business)	Lois Roth	Danvile	
Secondary CTE Educator (FCS/Human Services)	Marg Hoffman	Mt. Pleasant	
Secondary CTE Educator (Health Sciences)	X	X	
Secondary CTE Educator (Information Solutions)	Betsy Wolfe (Arts and Community)	Burlington CSD	
Postsecondary CTE Educator (Agriculture)	Sabrina Pidgeon	SCC	
Postsecondary CTE Educator (Applied Sciences)	Ron Waggoner	Mt. Pleasant	
Postsecondary CTE Educator (Business)	Trish Hopper	SCC	
Postsecondary CTE Educator (FCS/Human Services)	Amy Drew	SCC	
Postsecondary CTE Educator (Health Sciences)	Kim Hinson	SCC	
Postsecondary CTE Educator (Information Solutions)	Brenda Wamsley	SCC	
Intermediary	Leanne Krogmeier	SCC	

Counselor (AEA and/or School District)	Angie Moore	Central Lee	
Counselor (AEA and/or School District)	Angela Leinbach	BCSDS	
AEA Transitions Coordinator	Kate Cole	Great Prairie AEA	
Representatives of Special Populations*	Heather Harter	FMCS D	
Representatives of Special Populations*	Jill Stuecker	BCSDS	
Representatives of Special Populations*	Jenell Martin	WBSchools	
Regional Economic and Workforce Development	Dennis Fraise, President and CEO	Lee County Economic Development	
Regional Economic and Workforce Development	Allison Jacobs	Main St. Mt. Pleasant	
Regional Economic and Workforce Development	X	X	
Business and Industry	Jacob Nye	IBEW Local 13	
Business and Industry	KC Fleming	GRHS	
Business and Industry	John Sandbothe	Iowa Farm Bureau	
Business and Industry	Nicole Panther	KC Fleming, Great River Health	
Business and Industry	X	X	
Representatives of Indian tribes	X	X	
AEA	Anne Morgan	Great Prairie AEA	
Department	Katy Blatnick-Gagne Dennis Harden		

	Jane Bradley Matthew Eddy Cale Hutchings Jen Rathje		
ACTE	Kimberly Green Alisha Hyslop Jeran Culina Dan Hinderliter Catherine Impetore Richard Katt		
Unknown where to place	Nicole Panther, KC Fleming, Great River Health		

**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.*