**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.

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**Regional Planning Partnership Information:**

Please complete the following:

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| Regional Planning Partnership: RPP 4 |
| Were all school districts and consortia  Yes or **No**  If no, list the school districts that did not participate.  involved in the Consortium CLNA  ● George-Little Rock  process?  ● Sioux Center |

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. 3

**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)

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| **CLNA Element Alignment** | **List, in order, the priorities that will be addressed on**  **Strategies that will be needed to address the priority,**  **the Regional level.**  **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  ● Continue to provide funds for teachers to learn  educators.  and grow professionally through professional  development opportunities.  ● Expand externships through AEA and the  intermediary network. | High |

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| Element 3:  LABOR MARKET ALIGNMENT | ● Take advantage of "early-out" days to allow  teachers to collaborate.  ● Focus on helping teachers implement what they  learn from conferences. Additional resources and  actions might be needed such as policy changes,  resources, creativity, etc.  ● Continue to gather teachers across the region from  similar CTE subjects for joint PD and planning time.  ● Work together to influence the streamlining of  non-traditional routes to certification or other  flexibilities.  ● Recruit interns to the region to then be in place for  permanent positions.  ● Share best practices on implementing “grow your  own” programs and think about how to enhance  CTE aspects.  ● Work with businesses to create scholarships or  other incentives.  ● Explore ways to market teaching to current CTE  students. Perhaps incentivize prospective  applicants with financial incentives such as student  loan forgiveness.  Enhance students’ employability skills. ● Utilize CAPS program.  ● Utilize business competitions and other  competitions (perhaps design something  regionally) to allow students to apply the skills  they have learned.  ● Use RPP meetings to talk about students’  employability skills as a region.  ● Explore ways to measure how students are  growing in this area. | High |

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| Element 2:  EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS  TOWARD  IMPLEMENTING CTE  PROGRAMS/PRO GRAMS OF  STUDY  **AND**  Element 3:  LABOR MARKET ALIGNMENT | ● Utilize programs such as the Program of a  Graduate.  ● Share best practices and lessons learned around  the region.  ● Develop a repository of which schools in the  region have CTSOs so that connections can be  made across the region.  ● 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.  ● Provide professional development on CTSOs and  how to use them to teach employability skills.  Increase work-based learning opportunities for  ● Bring in career speakers and provide job  students throughout the region, especially special  shadowing opportunities to students across the  populations.  region.  ● Recruit alumni to speak about career pathways  and job opportunities at virtual events.  ● Promote NCC opportunities to explore work-based  learning programs.  ● Collaborate on challenges like student  transportation and liability issues.  ● Collaborate on data review and professional  development on special populations participation  and success in work-based learning.  ● Provide technical assistance or awareness  activities for educators leading programs for  students with disabilities to ensure they can  participate.  ● Share and model creative scheduling practices and  approaches. | High |

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|  | ● Share ideas among CTE instructors on how to  structure work-based learning experiences. |  |

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

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

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

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| 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 | **Allie Mouw NCC** |  |
| Counselor (AEA and/or School District) |  |  |
| Counselor (AEA and/or School District) | **Jillian Letsche Sibley-Ocheyedan** |  |
| Counselor (AEA and/or School District) | **Mark Shea AEA** |  |
| AEA Transitions Coordinator | **Pam Woelber, Family and Educator**  **Northwest AEA**  **Coordinator/Transition Coach**  **Northwest AEA** |  |
| Representatives of Special  Populations\* | **Jerome Schaefer, Equity AEA** |  |
| Representatives of Special  Populations\* | **Dori Horstman, TAPWest Sioux** |  |
| Representatives of Special  Populations\* |  |  |

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

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