

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:	RPP 6
Were all school districts and consortia involved in the Consortium CLNA process?	<p>Yes or No</p> <p>If no, list the school districts that did not participate.</p> <ul style="list-style-type: none"> ● BCLUW ● GMG ● West Marshall ● AGWSR ● Eldora-New Providence ● Iowa Falls ● Iowa State Training School ● Cedar Falls ● Brookly-Guernsey-Malcom ● Montezuma ● South Tama County

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 IMPLEMENTIN G CTE PROGRAMS/PR OGRAMS OF STUDY</p>	<p>Increase work-based learning experiences</p>	<ul style="list-style-type: none"> ● Assist business leaders in understanding the value/ROI of taking on students in WBL experiences ● Continue using the intermediary network to expand WBL opportunities ● Listen to learners when designing opportunities and enable collaboration across districts ● Support collaborative entrepreneurship and school based enterprises ● Connect high schools, postsecondary, intermediary and employers to collaborate ● Engage businesses in new and innovative ideas around what WBL can look like ● Provide resources/toolkits for employers to understand the continuum of WBL from guest speaking to apprenticeships ● Consider awarding credit for WBL ● Integrate development of core competencies into WBL ● Ensure students have the foundational skills to be successful in WBL (ex. One week class prior to entering job site) ● Align middle school and high school programming to more intentionally integrate employability skills ● Coordinate to streamline employer asks 	<p>High</p>
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<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTIN G CTE PROGRAMS/PR OGRAMS OF STUDY</p>	<p>Develop or expand middle school/early high school career exploration to help students begin to identify a program of study/pathway for concentration</p>	<ul style="list-style-type: none"> ● Leverage and expand on best practices occurring within the region to better engage middle school students (ex. Marshalltown’s eighth grade tour) ● Utilize high school students to connect with middle school students on career pathways ● Consider regional training centers for schools that lack equipment or instructors ● Consider sharing equipment/resources/teachers across districts ● Look at current course requirements to eliminate any barriers that exist when getting students into CTE programs ● Coordinate between middle and high schools for aligned career exploration ● Develop knowledge base of instructors and counselors in both middle and high school grades of CTE programming available ● Develop student employability skills ● Address teacher shortage issues and ratios that limit student participation. ● Expand collaboration between community college and counselors. 	<p>High</p>
<p>Element 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS</p>	<p>Provide professional development for labor market data, performance indicators, special populations, and improved student learning</p>	<ul style="list-style-type: none"> ● Use existing data on teacher needs from program approval processes ● Provide networking opportunities for instructors from specific program areas ● Collaborate and use PD speakers to reach broader audiences (employers, parents, instructors) across the region ● Share with learners and their families about CTE options that transfer from CC to four year. 	<p>High</p>

		<ul style="list-style-type: none"> • Provide awareness and professional development around opportunities within CTE to educators and counselors outside of the CTE context. • Build relationships with employers through teacher externships • Provide professional development on the topic of developing students' employability skills • Share learning modules across the region. • Assist teachers in building curriculum that aids in increasing students' reading and math proficiency. 	
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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	Anthony Ryan, Superintendent Theron Schutte, Superintendent Kevin Seney, Principal Janet Stutz, Superintendent Jacque Wyant, Principal Willy Barney, Superintendent	East Marshall, CSD Marshalltown CSD Grinnell CSD Grinnell CSD Marshalltown CSD Meskwaki CSD	
President of the Community College or Designee	Robin Lilienthal MaryAnne Nickle, Dean	IVCCD, Marshalltown	
Secondary CTE Educator (Agriculture)			
Secondary CTE Educator (Applied Sciences)			
Secondary CTE Educator (Business)			

Secondary CTE Educator (FCS/Human Services)			
Secondary CTE Educator (Health Sciences)			
Secondary CTE Educator (Information Solutions)			
Postsecondary CTE Educator (Agriculture)	Eric Weuve Kevin Butt	IVCCD, Ellsworth	
Postsecondary CTE Educator (Applied Sciences)	Erik Glass, Automotive	IVCCD	
Postsecondary CTE Educator (Business)	Ed Jorgensen	IVCCD, Grinnell	
Postsecondary CTE Educator (FCS/Human Services)			
Postsecondary CTE Educator (Health Sciences)			
Postsecondary CTE Educator (Information Solutions)			
Intermediary	Terri Hungerford	IVCCD	
Counselor (AEA and/or School District)	Rebecca Whalen	Marshalltown CSD	
Counselor (AEA and/or School District)			
AEA Transitions Coordinator			
Representatives of Special Populations*			
Representatives of Special Populations*			
Representatives of Special Populations*			
Regional Economic and			

Workforce Development			
Regional Economic and Workforce Development			
Regional Economic and Workforce Development			
Business and Industry	Lori Wildman	Alliant Energy	
Business and Industry			
Business and Industry			
Business and Industry			
Representatives of Indian tribes			
Central Rivers AEA	Rod Ball Ann Lupkes Katie Bauder		
DE	Cale Hutchings Dennis Harden Matthew Eddy Chris Dzurick Kristy Volesky Jane Bradley		
Advance CTE	Rich Katt Jeran Culina		
ACTE	Catherine Imperatore		

**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.*

