

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:

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| Regional Planning Partnership: | RPP 7 |
| 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"> ● Clarksville ● Dunkerton ● East Buchanan ● Janesville Consolidated ● Jesup ● Nashua-Plainfield ● North 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) |
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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>Recruit and retain CTE students.</p> | <ul style="list-style-type: none"> ● Identify barriers to programs of study concentration and/or completion. ● Use CTSOs to support recruitment and retention. ● Consider competency-based opportunities. ● Provide accommodations, modifications and supportive services to improve performance for all CTE students and particularly special populations. ● Build on guided pathways model. ● Collaborate on regional recruitment strategies. ● Explore systematic barriers to building intentional, seamless progressions. ● Collaborate on helping students meet gen ed requirements, avoid remediation, and keep Last Dollar Scholar. ● Explore requirements and scheduling issues that hinder CTE participation. ● Provide consistent college and career readiness guidance. ● Build math and reading proficiency. ● Expand hands-on middle grades career exploration, including more guidance on how funds can be used. ● Address childcare and other barriers for part-time postsecondary students. | <p>High</p> |
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| <p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY</p> <p>AND</p> <p>Element 3: LABOR MARKET ALIGNMENT</p> | <p>Expand opportunities for work-based learning experiences.</p> | <ul style="list-style-type: none"> ● Embed employability skills into curriculum. ● Streamline and coordinate opportunities across region and with business. ● Address planning and schedule challenges. ● Support MOC and work-based learning coordinators with time and resources. ● Expand apprenticeships, especially in rural communities. ● Use CTSOs to develop student’s work-based skills. ● Make classrooms look like authentic workplaces. ● Partner with SPED, VR and other work experience coordinators. ● Provide training and supports for business doing work-based learning experiences. | <p>High</p> |
| <p>Element 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS</p> | <p>Provide relevant professional development for instructors.</p> | <ul style="list-style-type: none"> ● Provide professional development on current, industry-based content area specific equipment and curriculum. ● Provide professional development on work-based learning best practices. ● Collaborate with special education teachers to support learners with IEPs. ● Provide regional networking time and opportunities. ● Build regular, consistent opportunities (not a one and done). ● Leverage CTSO conferences to provide professional development. ● Provide professional development and best practices on employability skills and business partnerships. | <p>High</p> |

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| | | <ul style="list-style-type: none"> • Consider offering professional development for credit. • Ask teachers about their professional development needs and barriers. | |
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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 | Allan Eckelman, Principal Tony Voss, Superintendent Ed Klamfoth Erik Smith Ethan Wiechmann, Coordinator CAPS Jeff Frost, Ex Dir CTE Robert Hughes Travis Fleshner, Superintendent Taylor Anderson Jane Lindeman | Sumner Fredericksburg CSD Hudson CSD Waverly CSD Gladbrook-Reinbeck Cedar Falls CSD Waterloo CSD Aplington-Parkersburg and Grundy Center CSD Hudson CSD Denver CSD Waterloo CSD | |
| President of the Community College or Designee | Todd Holcomb, President Lynne Lagrone, CAO Catherine Freeman, Dean Dave Grunklee, Dean Gene Leutzinger, Dean | Hawkeye CC | |
| Secondary CTE Educator (Agriculture) | Jay Marley Justin Stockdale Taylor Anderson TJ Murphy | Tripoli Dike-New Hartford Denver Wapsi Valley | |
| Secondary CTE Educator (Applied Sciences) | Bryan Benham, Industrial Tech | Waverly Shell Rock HS | |

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| Secondary CTE Educator (Business) | Devon Winters | Waterloo CSD | |
| Secondary CTE Educator (FCS/Human Services) | Dawn Stoakes, FCS | Union HS | |
| Secondary CTE Educator (Health Sciences) | | | |
| Secondary CTE Educator (Information Solutions) | K Kuhlert | Waterloo CSD | |
| Postsecondary CTE Educator (Agriculture) | | | |
| Postsecondary CTE Educator (Applied Sciences) | Gerrot Jacobson, Automotive | Hawkeye | |
| Postsecondary CTE Educator (Business) | | | |
| Postsecondary CTE Educator (FCS/Human Services) | Jane Evan, ECE instructor | Hawkeye | |
| Postsecondary CTE Educator (Health Sciences) | Tiffany Meike, Nursing Elizabeth Cummings | Hawkeye Hawkeye | |
| Postsecondary CTE Educator (Information Solutions) | | | |
| Intermediary | Kelly Kobliska, Intermediary Stacy Ascher | Hawkeye Cedar Valley West/Career Connections | |
| Counselor (AEA and/or School District) | Russell Reiter, Career Coordinator | Independence | |
| Counselor (AEA and/or School District) | | | |
| AEA Transitions Coordinator | Ann Lupkes | CRAEA | |
| Representatives of Special Populations* | | | |
| Representatives of Special | | | |

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| Populations* | | | |
| Representatives of Special Populations* | | | |
| Regional Economic and Workforce Development | | | |
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| Business and Industry | Liz DeWinter, Wage Employment Administrator | John Deere | |
| Business and Industry | VP | Innovative Ag Services Co. | |
| Business and Industry | | | |
| Business and Industry | | | |
| Representatives of Indian tribes | | | |
| AEA | Rod Ball | | |
| DE | Katy Blatnick-Gagne Dennis Harden Jeffrey Fletcher Cale Hutchings Jane Bradley Kristy Volesky | | |
| Advance CTE | Rich Katt | | |
| ACTE | Catherine Imperatore Hannah Neeper | | |
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**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.