

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

Introductions

Regional Planning Partnership Information:

CLNA RESULTS DOCUMENT - PART 1

CLNA REQUIRED REGIONAL STAKEHOLDER VERIFICATION - PART 2

1

2

3

4

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 9
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">• Camanche• Central DeWitt• Muscatine

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>Ensure all schools offer WBL programs</p>	<ul style="list-style-type: none"> ● Leverage employer partnerships that have been willing to provide apprenticeships to share info across the region ● Utilize employer voice in sharing best practices with other employers on the development of WBL programs ● Develop materials to assist with recruiting businesses to participate that address their perceived challenges (like liability) ● Share and collaborate on WBL programs as a region ● Strengthen partnerships with special education and voc rehab programs to ensure students with disabilities can access opportunities ● Provide opportunities for leaders from different sectors voc. rehab, WBL intermediaries, work-experience, etc. to collaborate ● Streamline employer asks across the region ● Combine and share resources on opportunities like job-shadowing, tours, etc., particularly virtual opportunities ● Develop marketing and communication efforts targeted at families and students to encourage participation ● Explore efforts to gain support from counseling departments, including providing professional development to school counselors ● Share resources on how to connect with and best utilize the intermediary ● Provide externships for core teachers and counselors 	<p>High</p>
--	--	---	-------------

		<ul style="list-style-type: none"> ● Promote new ways to interact with students throughout the WBL continuum from elementary to high school ● Share best practices on transportation ● Develop “heat maps” across the region to identify potential partnerships or gaps in opportunities 	
<p>Element 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS</p>	<p>Enhance efforts to recruit and retain quality teachers</p>	<ul style="list-style-type: none"> ● Continue PLC efforts ● Provide regular professional development in specific content areas ● Build teaching career pathways (ex. Hold signing days) ● Develop marketing materials to “sell” teaching as a profession ● Build awareness of challenges teachers face and solutions to address those challenges ● Communicate with the state on issues related to teacher recruitment/retention ● Share best practices across the region on recruitment (ex. Grow your own) ● Advocate with BOEE on licensing requirements ● Share best practices re: hiring and compensation ● Utilize business and industry partners from advisory committees to help recruit 	<p>Medium</p>

<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTIN G CTE PROGRAMS/PR OGRAMS OF STUDY</p>	<p>Align and sequence high-quality programs from middle grades through high school in partnership with postsecondary opportunities and labor market needs</p>	<ul style="list-style-type: none"> ● Utilize regional advisory councils more frequently to allow educators to hear directly from business and industry ● Share uniform high-quality curriculum and resources (like CASE) ● Assist teachers with integration of new middle grades standards ● Standardize safety instruction across programs ● Standardize 5S procedures through expanded professional development offerings ● Create benchmark regional assessments around safety ● Advocate for Iowa code changes related to middle school scheduling ● Advocacy for summer opportunities for dual enrollment/concurrent enrollment and/or career exploration in the lower grades ● Include middle grade teachers in PLCs ● 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. ● Share best practices on how others are approaching middle grades CTE. 	<p>High</p>
--	---	---	-------------

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	Jen Boyd, Career Tech Ed Curriculum Specialist Brian Strusz, Superintendent Chris Fee, Superintendent Tom Meyer, Superintendent Rhea Wright, Dir. of Student Svcs Jennifer Huling, Principal Mike Zimmer, Director of Secondary Education Brenda Arthur-Miller, Principal Chris Hoover, Superintendent Gary Delacy, Superintendent	Davenport CSD Pleasant Valley CSD Easton Valley CSD Bellevue CSD Clinton CSD Northeast Middle-HS Pleasant Valley CSD West Liberty Maquoketa Schools Clinton CSD	
President of the Community College or Designee	Jeremy Pickard, Dean of Instruction Diane Stanley, ? Gabe Knight, Dean of Instruction Cheryl Welsch, Dean of Curriculum	EICCD, Muscatine EICCD, Scott EICCD, Clinton EICCD	
Secondary CTE Educator (Agriculture)	Anna Lowe-Hartman	Columbus CSD	
Secondary CTE Educator (Applied Sciences)	Tim Rouse, Ind. Tech David Linnenbrink, Ind Tech	Durant and Wilton North Scott HS	
Secondary CTE Educator (Business)	Kathleen Herrig Sarah Roeder	Louisa-Muscatine CSD Bettendorf High School	
Secondary CTE Educator (FCS/Human Services)	Savanna Bachus	Calamus-Wheatland	

Secondary CTE Educator (Health Sciences)	Tami Cottrell	Clinton HS	
Secondary CTE Educator (Information Solutions)	Roberta Osmers, MID Instructor	EICCD, Urban	
Postsecondary CTE Educator (Agriculture)	Jaylin Parker	EICCD	
Postsecondary CTE Educator (Applied Sciences)	Jeff Rose, Asst project Dir Adv Mfr Tom Arends, Automotive	EICCD EICCD, Scott	
Postsecondary CTE Educator (Business)			
Postsecondary CTE Educator (FCS/Human Services)			
Postsecondary CTE Educator (Health Sciences)	Dawn Boettcher, Chair	EICC	
Postsecondary CTE Educator (Information Solutions)			
Post Secondary Concurrent Enrollment	Anthony Bielseki	Blong Technology Center- EICC	
Intermediary	Erica Ewert	EICC	
Counselor (AEA and/or School District)	Haleigh Hoyt, Future Ready Coach Loralee Cole, Counselor Ellie Thomas	Bettendorf CSD Bettendorf CSD Pleasant Valley	
Counselor (AEA and/or School District)	Mary Johnson, Career Coordinator	Pleasant Valley CSD	
AEA Transitions Coordinator	Jody Beltran	MBAEA	
Representatives of Special Populations*	Mary Beth Kokjohn, Clinton Special Education Coordinator	Project SEARCH @ MercyOne Medical Center	

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	Yarelis Hernandez, Plant Mgr. Chris Hoffman, Mgr Org. Effectiveness Linda Golinghorst	LyondellBasell Stanley Consulting Arconic	
Workforce Development			
Business and Industry	James Hotchkiss, Community Integration Coordinator Mandy Parchert	John Deere HIN Corp	
Business and Industry	Jen Schmidt, HR Director Amy Berentes, SVP/COO	Genesis Health System MercyOne Clinton Med Center	
Representatives of Indian tribes			
DE	Cale Hutchings Katy Blatnick-Gagne Dennis Harden Matthew Eddy Jen Rathje Jane Bradley		
AEA	Marta Brooks		
Advance CTE	Rich Katt Jeran Culina		

ACTE	Alisha Hyslop		
<p><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></p>			