

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 10
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">• Belle Plaine• H-L-V• Mount Vernon• Springville• West Branch• Lone Tree• Mid-Prairie

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)
Element 5: PROGRESS TOWARD IMPROVING EQUITY AND ACCESS	Better recruit and increase accessibility and supports for special populations (as defined by Perkins V) and underrepresented students.	<ul style="list-style-type: none"> ● Provide professional development on communicating with learners and families, including translation and videos. ● Collaborate with vocational rehabilitation and special education. ● Provide supports and experiences in middle school. ● Analyze performance gaps. ● Collaborate region wide on recruitment activities and materials. 	High

		<ul style="list-style-type: none"> ● Share user-friendly LMI with teachers, learners and families. Access consistent LMI data sources across the region. ● Integrate CTSOs into the curriculum to help with student supports. ● Address fiscal issues for economically disadvantaged students. 	
<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PRO GRAMS OF STUDY</p>	<p>Expand career exploration opportunities and WBL opportunities and career advising to create a system that supports a student’s individual career and academic plan.</p>	<ul style="list-style-type: none"> ● Leverage events and campaigns like Career Inspire events through Junior Achievement, ICR Future Career and College Fair. ● Leverage intermediary to connect with business partners and create work-based learning opportunities including job shadows. ● Provide professional development on ICAP and student goals. ● Continue to explore virtual work-based learning to expand access. ● Address work-based learning transportation challenges. ● Develop employability skills. 	<p>High</p>
<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PRO GRAMS OF STUDY</p>	<p>Secure or access industry-standard equipment for CTE classrooms and labs.</p>	<ul style="list-style-type: none"> ● Leverage employer partners to access equipment and help with maintenance or consumable items. ● Share and provide access to equipment across the region. ● Ensure alignment between equipment and CTE standards. ● Support instructors in understanding and using equipment. ● Share training on new equipment and technology. 	<p>High</p>

<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PRO GRAMS OF STUDY AND Element 5: PROGRESS TOWARD IMPROVING EQUITY AND ACCESS</p>	<p>Develop and expand CTSOs.</p>	<ul style="list-style-type: none"> ● Provide professional development on integrating CTSOs into the classroom. ● Support access for economically disadvantaged students (fees, etc.) ● Share success stories between districts to better understand the value of CTSOs and how to implement. ● Consider sharing RPP resources to implement CTSOs. 	<p>High</p>
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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
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School Superintendent or Designee	Carol Guenther, MS/HS Principal Jason McLaughlin, Principal Mark Hutcheson, HS T&L Tara Troster, CTE Content Lead Erin Thompson, HS Principal Veta Thode, Curriculum Director Chad Zrudsky, Assoc. HS Principal Janet Behren, Principal Lindsey Schluckebier, CTE Curriculum Coordinator Joan Young, HS Principal Scott Beaty, Principal Mary Bendixen, Jr/Sr High Principal Angela Hazelett, Principal Rob Arnald, Principal Aaron Becker, Principal	Midland Central City 6-12 Linn-Marr Cedar Rapids Anamosa Washington CSD Marion Iowa Valley ICCS Monticello CSD North Linn North Cedar Highland CSD Benton CSD Lisbon CSD	
President of the Community College or Designee	Kristy Black, Concurrent Enrollment and Secondary Partnerships Collette Atkins, AVP CTE	KCC KCC	
Secondary CTE Educator (Agriculture)	Kristin Fisch	English Valleys CSD	
Secondary CTE Educator (Applied Sciences)	Kevin Wilkinson Mike Wehde Scott Garwood Matt Grinnan	Williamsburg CSD Tipton HS Vinton-Shellsburg HS Center Point Urbana HS	
Secondary CTE Educator (Business)	Kim Hynek	College Community	
Secondary CTE Educator (FCS/Human Services)	Marjorie Lane Bryn Hayes LaRae Arment	College Community Clear Creek Amana Alburnett	
Secondary CTE Educator (Health Sciences)	N/A	N/A	
Secondary CTE Educator	Jodi Leimkuehler	Solon CSD	

(Information Solutions)			
Postsecondary CTE Educator (Agriculture)	Scott Ermer, Dean Ag Science and Hospitality Arts	KCC	
Postsecondary CTE Educator (Applied Sciences)	Emily Logan, Industrial Tech	KCC	
Postsecondary CTE Educator (Business)	Tamara Alt Sarah Matheny ,Assoc. Dean Business and IT	KCC	
Postsecondary CTE Educator (FCS/Human Services)	Jody Weigel, Program Coordinator David Horsfield, Hospitality Arts Dept Chair	KCC KCC	
Postsecondary CTE Educator (Health Sciences)	Nicki Kline, Dean Allied Health	KCC	
Postsecondary CTE Educator (Information Solutions)	No	No	
Intermediary	Laurie Worden	KCC	
Counselor (AEA and/or School District)			
Counselor (AEA and/or School District)			
AEA Transitions Coordinator	Sue Lala, Consultant	GWAEA	
Representatives of Special Populations*	Lynn Tiemann, ELL Consultant	GWAEA	
Representatives of Special Populations*	Britannia Morey, Director of Communications ICAN	ICAN	
Representatives of Special Populations*			
Regional Economic and Workforce Development	Kate Moreland	Iowa City Area Development Group	
Regional Economic and			

Workforce Development			
Regional Economic and Workforce Development			
Business and Industry	Derk Powers, Architectural Associate and Digital Media Manager	Martin Gardner Architects	
Business and Industry	John C. Tursi, Executive Director	Boys and Girls Club	
Business and Industry			
Business and Industry			
Representatives of Indian tribes			
AEA 10	Chad Blanchard Darin Strike		
DE	Katy Blatnick-Gagne Dennis Harden Amy Vybiral Jane Bradley		
Advance ACTE	Rich Katt		
ACTE	Catherine Imperatore 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.*