

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:	
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">• Underwood• West Harrison• Woodbine

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 communicate about, promote and improve access to CTE for all learners, especially special populations, starting in middle school and extending through postsecondary education.	<ul style="list-style-type: none"> Level set all districts in understanding what opportunities exist across the region. Provide knowledge internally on CTE programs to administration, counselors and teachers. 	5= High

		<ul style="list-style-type: none">● Be intentional about providing access to special populations and nontraditional students.● Provide educators with best practices on communicating to special populations and their families in recruitment.● Target communications and recruitment efforts to parents, especially around changing parent perceptions about CTE.● Expand opportunities, such as a career forum for 8th graders, for middle school students and their families to see career pathways from secondary to postsecondary.● Create opportunities for high school students to meet with middle school students and share experiences.● Create career exploration refresher courses for older high school students.● Utilize technology to expand messaging opportunities.● Embed IWCC career exploration videos into core curriculum.● Tailor messaging for different ages and life stages.	
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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>Expand and improve work-based learning experiences through expanded partnerships with employers and community organizations.</p>	<ul style="list-style-type: none"> ● Create a best practice toolkit for employers around work-based learning experiences. ● Provide staffing for a regional work-based learning coordinator. ● Create a mentor network of employers for sharing ideas and best practices. ● Utilize statewide entities to provide connections and partnerships. ● Provide opportunities for employers to engage in understanding of the WBL continuum and the time commitment associated with different experiences. ● Offer “easy access” opportunities for employers to get their feet wet in the WBL continuum. ● Create an employer survey by industry type with opportunities for employers to say what they would be interested in. ● Provide training to business and education on working with special populations in WBL experiences. ● Show employers how they can do WBL safely through a forum or conversation based on industry type. ● Provide educators a template for work-based learning experiences that employers can use to understand targeted objectives. ● Expand opportunities for students to connect with industry at their local districts. ● Bring in part-time/adjunct industry experts to teach. ● Reach out to southwestern Iowa schools and employers for events like a career day. 	<p>High</p>
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<p>Element 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS</p>	<p>Provide professional development targeted at improving performance for all students, especially special populations.</p>	<ul style="list-style-type: none"> ● Develop a shared list of high-quality professional development across the region. ● Utilize statewide best practice initiative through NAPE to support special populations in CTE. ● Develop professional development around integrating CTE programming and real-world applications into core curriculum. ● Provide opportunities for cross collaboration between CTE and academic educators in development of curriculum. ● Offer professional development connecting secondary and postsecondary on best practices on integrating career education into K-16 curriculum. ● Provide intentional opportunities to engage all teachers (including core academic teachers) at a school in professional development around career development for learners at all levels. Provide professional development on changes in Perkins definitions, particularly special populations definitions. 	<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
<p>School Superintendent or Designee</p>	<p>Trevor Miller, Supt Angie Huseman, Supt Rick Nickerson, Principal</p>	<p>IKM-Manning & Exira EHK Tri-Center CSD Glenwood CSD</p>	

	Paul Hans, Career Coordinator Paul Croghan, Supt Scott Frohlich, Principal Jacob Hedger, Principal Darin Jones, Superintendent Steven Barber, Superintendent Kurt Brosamle, Superintendent Tom Ridder, Superintendent Kim Payne, Principal Christi Gochenour, Principal Jeremy Christiasen, Principal Deb Goodman, CTE Consultant Billy Hiatt, Principal Denise Green, Principal Timothy Mitchell, Superintendent Dale Scott, Principal Mike Wells, Superintendent Rhonda Sheldon, Principal Dave Gute, Superintendent Chris Bergman, Superintendent	Council Bluffs CSD CAM CSD Harlan CSD Treynor CSD AHSTW Atlantic CSD Boyer Valley CSD Logan Magnolia CSD Sidney CSD Logan Magnolia CSD Fremont Mills CSD Council Bluffs CSD Griswold CSD Clarinda CSD Riverside CSD East Mills CSD Hamburg-Essex CSD South Page CSD Fremont-Mills CSD Claridna CSD	
President of the Community College or Designee	Marge Welch, VPAA Laura Mendoza, Director Academic Initiatives	IWCC IWCC	
Secondary CTE Educator (Agriculture)	Sarah Martin	Shenandoah	
Secondary CTE Educator (Applied Sciences)	Aaron Nickerman, Tech and Engineering	Lewis Central CSD	
Secondary CTE Educator (Business)	Carrie Kohl	Missouri Valley	
Secondary CTE Educator (FCS/Human Services)	Jacqui Christensen	Exira-EHK	
Secondary CTE Educator (Health Sciences)	Patty Pettit	Council Bluffs CSD	

Secondary CTE Educator (Information Solutions)	Denise Hoag	Council Bluffs CSD	
Postsecondary CTE Educator (Agriculture)	Dustin Nelson	IWCC	
Postsecondary CTE Educator (Applied Sciences)	Clint Meyer, Diesel Inst	IWCC	
Postsecondary CTE Educator (Business)			
Postsecondary CTE Educator (FCS/Human Services)	Bill Ricketts, Human Services	IWCC	
Postsecondary CTE Educator (Health Sciences)	Jessica Pauley, Director of Nursing	IWCC	
Postsecondary CTE Educator (Information Solutions)	Christie Keller, CIT Inst	IWCC	
Intermediary	Natalie Harris	IWCC	
Counselor (AEA and/or School District)	Chris Conover	Riverside CSD	
Counselor (AEA and/or School District)			
AEA Transitions Coordinator	Mary McLaren	GHAEA	
Representatives of Special Populations*	Mary McGlade	Council Bluffs CSD	
Representatives of Special Populations*	Reanna Helm	IWCC	
Representatives of Special Populations*	Tami Pauly	GHEA	
Regional Economic and Workforce Development			
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Regional Economic and			

Workforce Development			
Business and Industry	Dave Douglas	Conductix/STEM regional rep	
Business and Industry	Adam Gittins, General Manager	HTS AG	
Business and Industry			
Business and Industry			
Representatives of Indian tribes			
GHAEA	Murray Fenn Jason Plourde		
DE	Katy Blatnick-Gagne Dennis Harden Cale Hutchings Matthew Eddy Jeanette Thomas Jane Bradley		
ACTE	Catherine Imperatore		
Advance CTE	Jeran Culina Dan Hinderliter		

**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.