

# 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 1
Were all school districts and consortia involved in the Consortium CLNA process?	<p>Yes or <b>No</b></p> <p>If no, list the school districts that did not participate.</p> <ul style="list-style-type: none"> <li>● Central</li> <li>● Clayton Ridge</li> <li>● Howard-Winneshek</li> <li>● Postville</li> <li>● Starmont</li> <li>● Turkey Valley</li> <li>● West Central</li> <li>● Western Dubuque</li> </ul>

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 4: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS	Enhance targeted and intensive career advising and counseling for students.	<ul style="list-style-type: none"> <li>Promote short-term NICC Career Pathways Certificates or other relevant certificate/certification programs.</li> <li>Identify students early and build interest.</li> </ul>	High

		<ul style="list-style-type: none"> <li>● Use workforce boards/NICC sector boards as sources for opportunities and data.</li> <li>● Enable students to make their own informed career decisions.</li> <li>● Continue to educate parents about CTE options and the value/ROI of CTE programs and careers.</li> <li>● Use Career Learning Link success coach as a resource.</li> <li>● Provide professional development for counselors, including existing resources like ICAP.</li> <li>● Provide industry tours and teacher externships, including through NICC intermediary.</li> </ul>	
<p>Element 3: LABOR MARKET ALIGNMENT</p>	<p>Improve work-based learning programming.</p>	<ul style="list-style-type: none"> <li>● Collaborate with MOC, intermediary and special ed to break down silos.</li> <li>● Build the continuum to provide opportunities before senior year.</li> <li>● Provide soft/employability skills and training on expectations for work-based learning.</li> <li>● Use intermediary to make initial business connections. NICC has just purchased a work-based learning database to track and coordinate participation and opportunities.</li> <li>● Use Career Learning Link success coach as a resource.</li> </ul>	<p>High</p>

<p>Element 2: EVALUATION OF SIZE, SCOPE AND QUALITY; AND PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY</p>	<p>Secure or access industry-standard, up-to-date and safe equipment and hardware that is relevant to the local workforce.</p>	<ul style="list-style-type: none"> <li>• Use simulators in schools and in collaboration with industry. This has been a successful innovation this year.</li> <li>• Collaborate with local foundations and business collaboratives to fund equipment and consumables. One option is Wukon, a 501c3 business collaborative, which can fund consumables.</li> <li>• Partner with NICC and local businesses to provide training for instructors on new equipment. Use tours and other strategies to bring educators knowledge and skill up-to-date on equipment.</li> </ul>	<p>Medium</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><b>Jennifer Garin, HS Principal</b>  <b>Dawn Voss, 7-12 Principal</b>  <b>Jennifer Garin, Principal</b>  <b>Dale Crozier, Superintendent</b></p> <p><b>Troy Osterhaus, 6-12 Principal</b>  <b>Tim Hadley, HS Principal</b>  <b>Kim Sheppard, HS Principal</b>  <b>David Moeller, CTE Teacher/Coordinator</b>  <b>Larry Meyer, Principal</b>  <b>Sarah Updegraff, 7-12 Principal</b></p>	<p><b>Waukon</b>  <b>Ed-Co HS</b>  <b>Waukon</b>  <b>MFL MarMac and Eastern Allamakee</b>  <b>Maquoketa Valley CSD</b>  <b>Oelwein</b>  <b>Decorah</b>  <b>Dubuque Schools</b></p> <p><b>MFL MarMac</b>  <b>Eastern Allamakee</b></p>	

	<b>Matt Manson, Principal Lori Westhoff, HS Principal Kristen Rickey, Superintendent</b>	<b>New Hampton NFV West Delaware</b>	
President of the Community College or Designee	<b>No</b>	<b>No</b>	
Secondary CTE Educator (Agriculture)	<b>Melissa Hageman, Ag CTE</b>	<b>South Winneshiek</b>	
Secondary CTE Educator (Applied Sciences)	<b>Seth Harms, Welding Teacher</b>	<b>West Delaware</b>	
Secondary CTE Educator (Business)	<b>Andrea Bauer Business Ed (MS &amp; HS)</b>	<b>Riceville</b>	
Secondary CTE Educator (FCS/Human Services)	<b>Hannah Steiber, FCS Teacher and CTE Consultant</b>	<b>Eastern Allamakee</b>	
Secondary CTE Educator (Health Sciences)			
Secondary CTE Educator (Information Solutions)			
Postsecondary CTE Educator (Agriculture)			
Postsecondary CTE Educator (Applied Sciences)			
Postsecondary CTE Educator (Business)			
Postsecondary CTE Educator (FCS/Human Services)			
Postsecondary CTE Educator (Health Sciences)	<b>Kathy Demmer, Health Science Faculty</b>	<b>NICC</b>	
Postsecondary CTE Educator (Information Solutions)			
Intermediary	<b>Gena Gesing, Manager WBL and CTE, INN</b>	<b>NICC</b>	

Counselor (AEA and/or School District)			
Counselor (AEA and/or School District)	<b>Connie Euans, HS Counselor</b>	<b>South Winneshiek</b>	
AEA Transitions Coordinator			
Representatives of Special Populations*			
Representatives of Special Populations*			
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Regional Economic and Workforce Development	<b>Donna Boss, Executive Director</b>	<b>Delaware County Economic Development</b>	
Regional Economic and Workforce Development	<b>John Beard</b>	<b>Regional Economic Development, former IA Representative</b>	
Regional Economic and Workforce Development			
Business and Industry	<b>Mary Jo Goodman</b>	<b>Freedom Bank Waukon</b>	
Business and Industry	<b>Hayley Massman Nursing and Rehab Center</b>	<b>New Hampton</b>	
Business and Industry	<b>Larry Leliefeld</b>	<b>GEO Inc.</b>	
Business and Industry	<b>Mike Burgess Colleen Callahan, Director of US Support Operations</b>	<b>EIMCo PBS Systems, Dubuque</b>	
Representatives of Indian tribes			
<b>DE</b>	<b>Katy Blatnick-Gagne Dennis Harden</b>		



	<b>Jane Bradley Chris Dzurick</b>		
<b>ACTE and Advanced ACTE</b>	<b>Catherine Imperatore Rich Katt Hannah Neeper</b>		
<b>AEA</b>	<b>Pat</b>	<b>Keystone AEA</b>	

*\*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.*