

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

“Strengthening Career and Technical Education for the 21st Century Act” (Perkins V, Public Law 115-224)

EVALUATION OF CAREER AND TECHNICAL EDUCATION PROGRAMS

2020-2032

#FUTUREREADYCTE

Use of Perkins V funding is based on the results of the comprehensive needs assessment. Activities and expenditures should not be included in a grant application if the eligible recipient cannot demonstrate a need based on the assessment.

- The needs assessment must be completed every two years with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local applications will not be accepted without the corresponding needs assessment.

Team	
Name: <u>Lower Savannah CLNA Team</u> Date: <u>06-01-2020</u>	
Needs Assessment Lead Co-Coordinator:	
Facilitator: Joni McDaniel Regional Workforce Advisor, SC Department of Commerce	Contact Information: jmcdaniel@scommerce.com
Secondary: Phyllis Overstreet Director of Federal Programs, Bamberg 1 School District	poverstreet@bamberg1.net
Postsecondary: Donna Elmore Vice President for Academic Affairs, Orangeburg-Calhoun Technical College	elmored@octech.edu
Business Partner: Charles E. Williams President and CEO, The Regional Medical Center	cewilliams@regmed.com

Representative		Name	Institution and Position
Co-Coordiators	Postsecondary Perkins Grant Coordinator	Leah Jones	Director of SACSCOC and Accountability, Orangeburg-Calhoun Technical College (OCTC)
	Secondary Perkins Grant Coordinator	Cinthia Wolfe	Director of Accountability and Administration, Calhoun County Schools
Writing Team		Kenneth Lott	Director/Principal, Aiken County Career and Technology Center
		Leah Jones	Director of SACSCOC and Accountability, OCTC
		Bruce McCord	Director of Institutional Effectiveness, Aiken Technical College (ATC)
		Phyllis Overstreet	Director of Federal Programs, Bamberg 1 School District
Teacher(s) - Secondary		Tony Flowers <i>437 secondary educators completed survey</i>	Social Studies Instructor Williston-Elko High School
Faculty - Postsecondary		Stephanie Phillips	Engineering Technology and Physics Instructor, PLTW Program Coordinator, OCTC
		Tia Wright-Richards	Dean of Business, Computers, and Related Technologies, Denmark Technical College (DTC)
		Steven Simmons	Dean of Business, Computer Technology and Training, ATC
		Daniel Swilley	Dean of Arts and Sciences, DTC
Secondary Administration		Kenneth Lott	Director, Aiken County Career Center
		MonaLisa Anderson	Director of CTE, Allendale County School District

Representative	Name	Institution and Position
	Phyllis Overstreet	Director of Federal Programs, Bamberg 1 School District
	Ruby Johnson	Director of Instructional Services, Bamberg 2 School District
	Lisa Nelson	Director of CTE, Barnwell 19 School District
	Debra McCord	Director of Instruction, Barnwell (Williston) District 29
	Mike Beasley	Assistant Principal, Barnwell High School, Barnwell 45 School District
	Cinthia Wolfe	Director of Accountability and Administration, Calhoun County Schools
	David Augustine	Director, Barnwell County Career Center
	Johnny Murdaugh	Director of CTE, Orangeburg County School District
Postsecondary Administration	Rick Leonard	Director, Cope Area Career Center
	Donna Elmore	VP for Academic Affairs, Orangeburg-Calhoun Technical College (OCTC)
	Clifton Myles	VP for Academic Affairs, Denmark Technical College (DTC)
	Vinson Burdette	VP for Academic Affairs, Aiken Technical College (ATC)
Specialized instructional support and paraprof.		
Representative(s) of Special Populations		

Representative	Name	Institution and Position
Career Guidance and Academic Counselor(s)	Randy Randall	Counselor, Barnwell County Career Center
	Jean Rickenbaker	Regional Career Specialist Lower Savannah Region
	Cathy Smith	Counselor, Williston-Elko High School
Student(s)	2,575 students completed survey	
Community	Gregg Robinson	Executive Director, Orangeburg County Development Commission
	Karen Bedgood	WD Youth Coordinator, LSCOG
	Terra Carroll	CCEC, IOM, North Augusta Chamber of Commerce
	Dolton Williams	Project Manager, SouthernCarolina Alliance
	Kay Maxwell	Project Manager, SouthernCarolina Alliance
	Julie Dempsey	Coordinator, SC Promise Zone
Business & Industry	Joni McDaniel	Regional Workforce Advisor, SC Department of Commerce
	Charles E. Williams	President & CEO, TRMC
	57 partners completed survey	
Workforce Development	Stephen Mason	Associate VP for Workforce Development and Continuing Education, DTC
	Sally Sharpe	WD Supervisor of Contracting/SC Workforce Center Activities, LSCOG
Parent(s)	496 parents completed survey	
Other	Janice McCollum	Director of Grants and Contracts, DTC

STEP 1: ANALYSIS OF LABOR MARKET INFORMATION

Perkins V Section 134(c)(2)(B)(ii)

The local needs assessment shall include...

(B) A description of how career and technical education programs offered by the eligible recipient are—

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

What Information Should Locals Collect: Labor Market Alignment	
What does the law say? The needs assessment will include a description of how CTE programs offered by the eligible recipient align to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate. The needs assessment may also identify programs designed to meet local education or economic needs not identified by state boards or local workforce development boards.	What does the law mean? The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.

Part 1: Utilize the Labor Market Analysis information to assess the labor market in the region

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

1. South Carolina Department of Labor data and program data sources provided in Appendix A must be used in the assessment.
2. Teams can use additional sources if they wish to supplement the labor data or provide additional evidence of needs.

Part 2: Use additional approved sources of data sources provided in Appendix A

Part 3: Bring the Team together to discuss the findings from Parts 1 and 2

Part 4: Based on the input from local stakeholders, use this template to provide answers to the needs assessment questions

Based on the information determined in the abovementioned process, describe the strengths and needs in the following pages. Add rows as needed.

STEP 1: Analysis of Labor Market Information

What programs and pathways in the region align with the labor market needs?

Program	Evidence from South Carolina Labor Market Data	Evidence from Sources
Manufacturing (Secondary Pathway) Post-Secondary Programs: Mechatronics, Electronics Engineering Technology, Mechatronics, Engineering Design Technology, Industrial Maintenance, Industrial Electronics, Machine Tool Technology, and Welding	<p>The SC Dept. of Employment and Workforce Community Profile for the Lower Savannah region indicates that Advanced Manufacturing is the area with the highest regional employment at 17,141 (p.22). In addition, of the 20 Largest Employers in region, seven are manufacturers (p.14). The Community Profile also indicates that 24% of Manufacturing employees in the region are aged 55 or older, which will increase the need for additional workers to fill positions over the next 5-10 years due to retirements (p.21).</p>	<p>Regional Employer Survey: 48% of respondents work-force needs aligned with the Advanced Manufacturing cluster</p> <p>Student Survey: Only 4% of respondents indicated that a Manufacturing career was their #1 interest.</p> <p>Parent/Guardian Survey: Only 3% of respondents indicated that a Manufacturing career was their #1 interest for their student and 5% of respondents indicated that they worked in the Manufacturing sector. However, Lower Savannah Community Profile the average annual wage for the Manufacturing industry at \$57,824 (p.20). Secondary and Post-secondary partners are incorporating various strategies to teach parents and students about the 21st century manufacturing environment. Industry partnerships can be strengthened to provide additional industry visits, community open houses, and apprenticeships to provide students a real-world view of the industry.</p> <p>Technical College CTE Gap Analysis: Pre-Engineering (PLTW) and Welding offered for Dual Credit, but due to demand, additional pathways such as Mechatronics are needed. Multiple entry points for PLTW at the secondary level could also increase enrollments. ATC, DTC, and OCTC Job Placement rates for these positions are very high with an average 91.3% across the region for the last two years.</p> <p>Regional CTE Data by Program: 128 Completers (2017-18)</p>
Health Sciences (Secondary Pathway) Post-Secondary Programs: Associate Degree Nursing, Practical Nursing, Certified	<p>The Community Profile regional Labor Market Projections for Growing Occupations indicates that the top three occupations 2016-2026 are Nurse Practitioners,</p>	<p>Student Survey: 18% of respondents indicated that a Nursing/Health Sciences career was their #1 interest.</p>

Program	Evidence from South Carolina Labor Market Data	Evidence from Sources
<p><i>Nursing Assistant, Patient Care Technician/Assisting (CNA, Phlebotomy, Electrocardiography, Dialysis Technician), Emergency Medical Technician, Medical Assisting, Physical Therapist Assistant, and Radiologic Technology</i></p>	<p>Physician Assistants, and Medical Assistants. Health Care and Social Assistance is also projected to have a growth rate at 17.27% (p.22). The two largest hospitals in the area are among the 20 largest employers in the Lower Savannah region (p.14).</p>	<p>Parent/Guardian Survey: 26% of respondents indicated that a Nursing/Health Sciences career would be their #1 interest for their student.</p> <p>Technical College CTE Gap Analysis: Dual enrollment offered in Patient Care Technician (some embedded certifications) and Medical Assisting. ATC, DTC, and OCTC Job Placement rates are high with an average of 97.54% across the region for the last 2 years.</p> <p>Regional CTE Data by Program: 164 Completers (2017-18)</p>
<p>Education and Training (Secondary Pathway)</p> <p>Post-Secondary Programs: <i>Early Childhood Education/Child Development, Education Transfer</i></p>	<p>The SC Dept. of Employment and Workforce Community Profile for the Lower Savannah region indicates that Educational Services is the fifth highest employer (by industry) with 10,619 employers across the region (p.22). There is a 9% increase expected from 2016-2026. Of the 20 Largest Employers in region, four are school districts or colleges (p.14).</p>	<p>Student Survey: 5% of respondents indicated that an Education career was their #1 interest.</p> <p>Technical College CTE Gap Analysis: Dual enrollment and transfer options are available in Education, but not widely offered. ATC, DTC, and OCTC Job Placement rates average 94.5% across the region for the last 2 years. The SC Department of Education reports a shortage of more than 5,000 teachers.</p> <p>Regional CTE Data by Program: 56 Completers (2017-18)</p>
<p>Transportation, Distribution, and Logistics (Secondary Pathway)</p> <p>Post-Secondary Programs: <i>Logistics, Automotive Technology, Basic Diesel Maintenance, and Truck Driving</i></p>	<p>The SC Workforce Dashboard Area Profile for Lower Savannah Industry Employment Distribution Table ranks Transportation and Warehousing among the top 10 industries with the highest number of employees (3rd Quarter, 2019).</p> <p>The Community Profile regional Labor Market data projects a 22.8% increase in total employment for the Transportation and Warehousing industry from 2016 to 2026 (p.22). In</p>	<p>Regional Employer Survey: 18% of respondents indicated that TDL careers aligned with their employment needs.</p> <p>Technical College CTE Gap Analysis: OCTC offers dual enrollment opportunities in Logistics, Automotive/Diesel, and Truck Driving. OCTech's Job Placement rates are very high among these programs with an average of 94.6% for the last 2 years. OCTC offers a small dual enrollment program for Truck Driving at Cope Area Career Center. OCTC is working to expand enrollment in Logistics and Warehousing through a NSF-ATE grant project.</p> <p>Regional CTE Data by Program: 58 Completers (2017-18)</p>

Program	Evidence from South Carolina Labor Market Data	Evidence from Sources
	<p>addition, Transportation and Material Moving Occupations (across all sectors) are expected to increase from an estimated employment of 12,463 in the region to 14,097 (p.23)</p>	
<p>Business Management & Administration; Finance (Secondary Pathways)</p> <p>Post-Secondary Programs: <i>Business Administration, Enterprise Management, Business Administration: Accounting, Administrative Office Technology, Business Management, Accounting, Administrative Support, Entrepreneurship/Small Business Management, International Business</i></p>	<p>The SC Dept. of Employment and Workforce Community Profile for the Lower Savannah region projects that Business and Financial Operations Occupations will increase from 3,729 in 2016 to 4,130 in 2026 (p.23). In addition, six of the Top 20 Occupational Openings in the Lower Savannah area in March 2020 are related to Business/Finance (p.14). Sales and related occupations represent the third highest employment across the region, by industry with an average salary of \$59,020 (p.20).</p>	<p>Student Survey: 10% of respondents indicated that a Business or Finance career was their #1 interest.</p> <p>Regional Employer Survey: 62% of respondents indicated that Business and Finance careers aligned with their employment needs.</p> <p>Technical College CTE Gap Analysis: During CLNA Team Meeting breakout sessions, all three technical colleges and their district partners agreed that the Business pathways and dual enrollment offerings need to be strengthened to increase enrollment. ATC, DTC, and OCTC Job Placement rates average at 96.4% across the region for the last 2 years.</p> <p>Regional CTE Data by Program: 42 Completers (2017-18)</p>
<p>Marketing (Secondary Pathway)</p> <p>Post-Secondary Programs: <i>Marketing</i></p>	<p>The SC Dept. of Employment and Workforce Community Profile for the Lower Savannah region indicates that Market Research Analysts and Marketing Specialists are a Growing Occupation in the region with an expected 25% increase from 2016 to 2026 (p.24) with an average salary of \$61,074 (p.20).</p>	<p>Regional Employer Survey: 7% of respondents indicated that Marketing careers aligned with their employment needs.</p> <p>Student Survey: Only 1.26% of respondents indicated that Marketing career was their #1 interest.</p> <p>Technical College CTE Gap Analysis: While there are marketing CTE courses available across all three technical college service areas, there is only one degree program in Marketing in the region. ATC Job Placement rates have been 100% for the last 2 years. Marketing courses are included in Business options at DTC and OCTC.</p> <p>Regional CTE Data by Program: 42 Completers (2017-18)</p>

Program	Evidence from South Carolina Labor Market Data	Evidence from Sources
<p>Information Technology (Secondary Pathway)</p> <p>Post-Secondary Programs: <i>Computer Technology, Computer Technology: Network Security and Information Assurance, Computer Technology: Computer Programming/Coding, Cybersecurity Networking</i></p>	<p>The SC Dept. of Employment and Workforce Community Profile Labor Market Projections for Total Employment by Industry indicate a 4.95% increase in the Information Technology sector from 2016 to 2026 (p.22). Within the sector, occupations related to software and app development/coding are growing. There is an anticipated 32% increase for these positions from 2016 to 2026 for the Lower Savannah region (p.23). One of the Top 20 Largest Employers in the region (Community Profile) is a Cybersecurity firm (p.14).</p>	<p>Regional Employer Survey: 21% of respondents indicated that Information Technology careers aligned with their employment needs.</p> <p>Technical College CTE Gap Analysis: There are a wide variety of CTE and Dual enrollment offerings in the sector across the entire service area. At OCTC, planned expansion of summer activities like Coding camps should help increase student interest. Cybersecurity opportunities are mostly centered near Aiken to serve the recent boom in military Cybersecurity needs because of its close proximity to Fort Gordon. However, there is a need for Cybersecurity expertise across all career cluster areas from Health Sciences and Nursing to Manufacturing and Education. There is a need for secondary increased cybersecurity-related courses across the service area. Technical College Job Placement rates for all IT programs average at 79.31% across the region for the last 2 years.</p> <p>Regional CTE Data by Program: 15 Completers (2017-18)</p>
<p>Architecture and Construction (Secondary Pathway)</p> <p>Post-Secondary Programs: <i>Building Construction</i></p>	<p>The SC Workforce Dashboard Area Profile for Lower Savannah Industry Employment Distribution Table ranks Construction among the top 10 industries with the highest number of employees (3rd Quarter, 2019). In addition, the SC Dept. of Employment and Workforce Community Profile Labor Market Projections for the region indicates that Architecture and Engineering occupations should see an increase from 1,989 in 2016 to 2,191 in 2026 (p.23). Construction and Extraction occupations are expected to</p>	<p>Regional Employer Survey: 10.53% of respondents indicated that Architecture and Construction careers aligned with their employment needs.</p> <p>Technical College CTE Gap Analysis: There are only a few offerings of Building Construction across the region. DTC offers a Building Construction program. Program placement rates have averaged at 57% over the last 2 years. In addition, secondary CTE offerings in Aiken include Electricity, Architectural Design, and Mechanical Design. The Orangeburg County Technology Center also offers Building Construction.</p> <p>Regional CTE Data by Program: 94 Completers (2017-18)</p>

Program	Evidence from South Carolina Labor Market Data	Evidence from Sources
	increase from 6,578 in 2016 to 7,307 in 2026 (p.23).	
Law, Public Safety, Corrections, & Security; Government and Public Administration (Secondary Pathways) Post-Secondary Programs: <i>Criminal Justice, Security</i>	The SC Workforce Dashboard Area Profile for Lower Savannah Industries by Advertised Jobs Table indicates that Public Administration has the 7 th highest number of job openings advertised online (as of May 11, 2020). In addition, the The SC Dept. of Employment and Workforce Community Profile lists Aiken County and Orangeburg County among the 20 Largest Employers in the region (p.14).	Regional Employer Survey: 12.28% of respondents indicated that Government and Public Administration careers aligned with their employment needs. Student Survey: 7.58% of respondents indicated that a Law, Public Safety, Corrections, & Security career was their #1 interest. Technical College CTE Gap Analysis: ATC, DTC, and OCTC Job Placement rates in Criminal Justice are high with an average of 80.3% across the region for the last 2 years. Regional CTE Data by Program: 46 Completers (2017-18)
Hospitality and Tourism (Secondary Pathway) Post-Secondary Programs: <i>Culinary Arts, Hospitality Management Transfer</i>	The SC Dept. of Employment and Workforce Community Profile Labor Market Projections for the region indicates that the Accommodation and Food Service industry should see a 14.69% increase from 2016 to 2026 (p.22).	Regional Employer Survey: 5.26% of respondents indicated that Hospitality and Tourism careers aligned with their employment needs. Student Survey: 2.91% of respondents indicated that a Hospitality and Tourism career was their #1 interest. Technical College CTE Gap Analysis: This pathway has high interest among students. Aiken has MOU with Hems College (Johnson and Wales transfer agreement). OCTC has an MOU with USC Beaufort in Hospitality. ATC also has a transfer program for Hospitality, as well. Regional CTE Data by Program: 95 Completers (2017-18)
Arts, A/V Technology, & Communications (Secondary Pathway) Post-Secondary Programs: <i>None</i>	The SC Dept. of Employment and Workforce Community Profile for the Lower Savannah region indicates that the Annual Average Wage by Industry is only \$16,795 (p.20). The sector is projected to have an increase of total	Student Survey: 9.08% of respondents indicated that an Arts, A/V Technology, and Communications career was their #1 interest. Technical College CTE Gap Analysis: CTE offerings are available in Aiken for Fashion Design & Apparel Construction and Media Technology. In addition, Denmark Technical

Program	Evidence from South Carolina Labor Market Data	Evidence from Sources
	employment by Industry of 2.56% from 2016 to 2026 (p.22).	College has a Perkins Reserve Funds activity that specifically targets CTE students in this pathway. Regional CTE Data by Program: 14 Completers (2017-18)
Human Services (Secondary Pathway) Post-Secondary Programs: Cosmetology, Barbering, Nail Technician	The SC Dept. of Employment and Workforce Community Profile for the Lower Savannah region indicates that Personal Care and Service occupations including hairdressers, barbers, and salon/spa positions are expected to increase from 3,008 to 3,353 regional positions from 2016 to 2026 (p.23).	Student Survey: 6.6% of respondents indicated that a Human Services career was their #1 interest. Technical College CTE Gap Analysis: CTE offerings are available throughout the region in Barbering and Cosmetology. In addition, Aiken also offers a CTE Nail Tech program that sustains high enrollment. DTC also offers certificates at the post-secondary level. Regional CTE Data by Program: 70 Completers (2017-18)
Agriculture, Food, and Natural Resources (Secondary Pathway) Post-Secondary Programs: Soils and Sustainable Crops, Agribusiness	While not reflected in Labor Market projections, Agribusiness is South Carolina's largest economic sector. Agribusiness is South Carolina's largest economic sector, contributing nearly \$42 billion and over 200,000 jobs to the state's economy (www.scfb.org). The Lower Savannah region is one of the largest agricultural areas in the state (www.usda.com). Due to the rural nature of the service area, farming and agriculture is of significant importance to the area.	The Agribusiness transfer program with Clemson University allows students in the Lower Savannah service area to take advantage of the wide variety of options in this sector. Regional CTE Data by Program: 27 Completers (2017-18)

STEP 1: Analysis of Labor Market Information

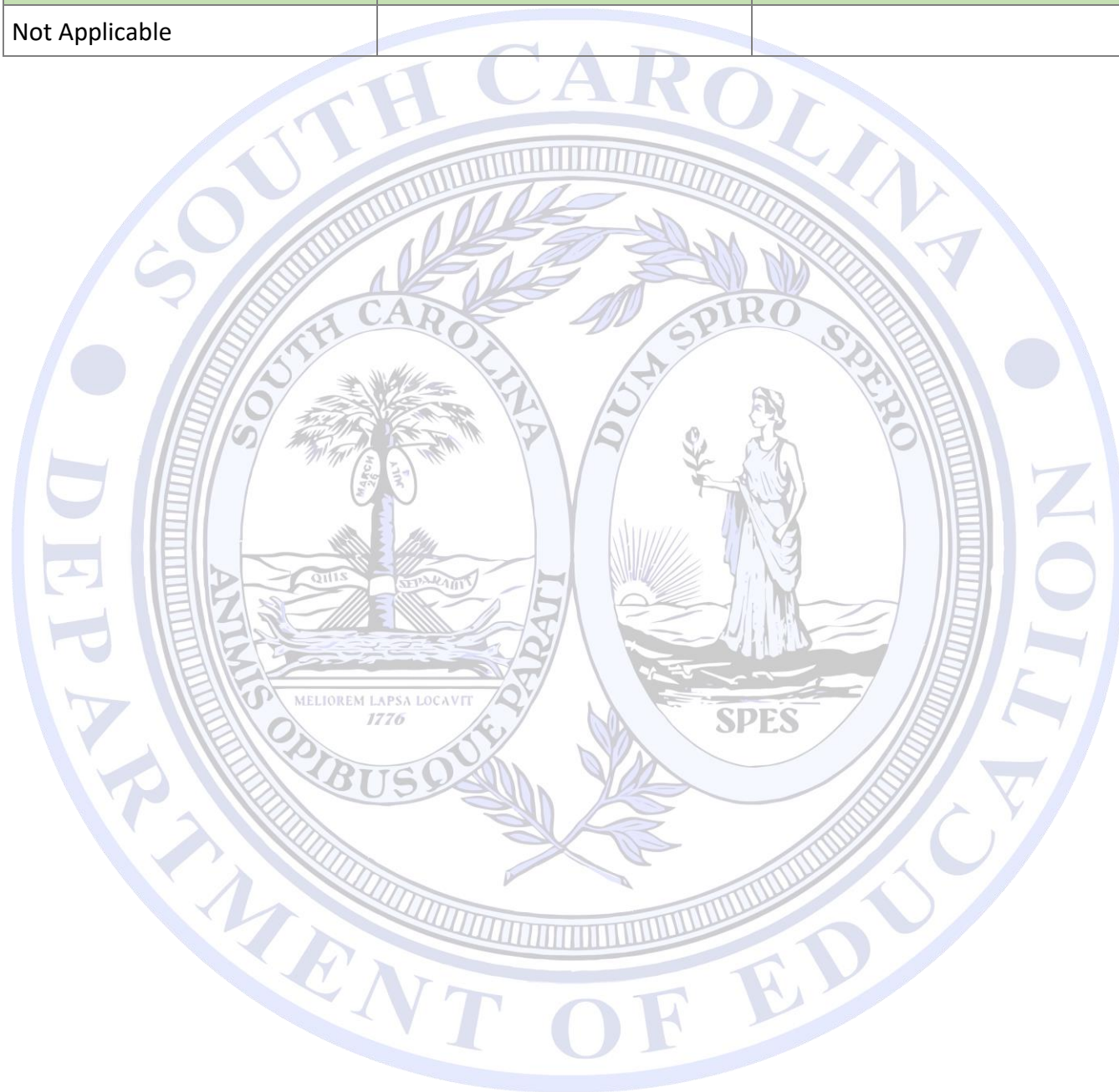
According to the data analysis, what programs/pathways (if any) are not offered but are needed?

Program	Evidence from South Carolina Labor Market Data	Evidence from Sources
Technical College Program: Heating, Ventilation, and Air Conditioning (HVAC) <i>Orangeburg-Calhoun Technical College</i>	The SCWorks Dashboard indicates that the annual projected job openings for the occupation in the Lower Savannah region is 30 positions. However, the need is much higher in the counties along the coastline, within commuting distance. The median annual wage is \$38,876.	A request from the President's Manufacturing Council initiated the plan for the new program. The College is currently preparing for certificate submission to SBTCE and SACSCOC/US Dept. of Education.
Technical College Program: Medium to Heavy Diesel Technology <i>Orangeburg-Calhoun Technical College</i>	The SCWorks Dashboard indicates that the annual projected job openings for the occupation in the Lower Savannah region is 68 positions. The need is even greater in the counties along the coast. The median annual wage is \$41,184.	Requests from individual meetings with dealers and heavy equipment companies and manufacturers initiated the plan for the new program. The College is currently preparing for certificate submission to SBTCE and SACSCOC/US Dept. of Education.
Technical College Program: Paramedic (expanded EMT offerings) <i>Orangeburg-Calhoun Technical College</i>	The SCWorks Dashboard indicates that the annual projected job openings for the occupation in the Lower Savannah region is 34 positions, which represents 8% of the estimated openings in Healthcare. The median annual wage is \$27,079.	Requests from students and the local hospital initiated the plan for the new program. The College is currently preparing for certificate submission to SBTCE and SACSCOC/US Dept. of Education.
Secondary Pathway: Pre-Nuclear/Health Physics (Nuclear Fundamentals dual enrollment) <i>Aiken Technical College</i>	The SCWorks Dashboard indicates that the median annual wage for Nuclear Technicians is \$67,910. The current job openings in this sector are concentrated in Aiken County due to the location of SRNS, LLC.	Savannah River Nuclear Solutions, LLC is one of the top employers in the area and has a need for entry position technicians. They have requested a CTE pathway and dual enrollment post-secondary certification from Aiken Technical College to fill the need.

STEP 1: Analysis of Labor Market Information

What programs/Pathways are offered, but are not supported with the local labor data?

Program/Pathway	Reason for offering these Programs/Pathways	South Carolina Labor Market Data or Local Labor Data Source
Not Applicable		



STEP 2: ANALYSIS OF STUDENT PERFORMANCE

Perkins V Section 134(c)(2)(A)

The local needs assessment shall include...

*(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

What Information Should Locals Collect: Student Performance Data

What does the law say?

The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**

What does the law mean?

The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**

*** Because the disaggregated data on special population subgroups is not available at this time, the needs assessment's student performance analysis will be based on the overall performance of secondary students and program-level performance of postsecondary students. Each subsequent assessment (every two years) will include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.*

Each secondary and postsecondary institution will receive their student performance data based on the data submitted to the state. Program-level data is only available for postsecondary institutions. Secondary schools can pull Pathway-specific data from Pathways system for their assessment. The Needs Assessment Team must meet and evaluate the student performance strengths, gaps, and goals for improvement based on the data **for the entire region.**

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 – Postsecondary Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1 – Nontraditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S1 – Program Quality – Attained Recognized Postsecondary Credential

The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

5S2 – Program Quality – Attained Postsecondary Credits

The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

5S3 – Program Quality – Participated in Work-Based Learning

The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Complete the tables on the following pages. Add rows as needed.

STEP 2: Analysis of Student Performance

Perkins V Section 134(c)(2)(A)

The local needs assessment shall include...

*(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

Based on the secondary and postsecondary performance data, what are the region's strengths in student performance?

Strengths	How are these strengths being sustained in the region?	Local Example
1P1 Post-Secondary Retention and Placement	ATC, DTC, and OCTC are using creative strategies to increase retention and placement. Perkins funds are used to support a wide variety of student support programs and technology tools including software remediation, online tutoring, lecture capture, student success coaching, professional development training for special populations, and licensure exam preparation to ensure that all students have the opportunity to earn a credential and be placed in employment. Articulation pathways to 4-year institutions guide students who seek a bachelors degree and beyond.	Mini job fairs at ATC provide placement opportunities for recent graduates to meet local employers. <u>Two-year averages (2017 & 2018):</u> ATC - 82.4% DTC - 72.2% OCTC - 93.1%
2P1 – Earned Recognized Postsecondary Credential	Wrap-around strategies including tutoring, coaching, and advising provide individualized support for CTE students. The wide variety of available industry-recognized certifications offered at the region's technical colleges also support student attainment of a credential.	All three post-secondary institutions in the region achieved 100% on this metric for the last two years.
3P1 – Nontraditional Participation	A baseline for this indicator will be established this year. Marketing strategies have helped target non-traditional enrollment, as well as activities like open houses and career fairs.	Under Perkins IV, programs have seen an increase in non-traditional enrollment over time. ATC's Call Me Mister program offers support for minority males enrolled in Education programs. DTC increased non-traditional participation 1.7% from 2017 to 2018, the greatest increase in the region. <u>Two-year averages:</u> ATC - 11%

Strengths	How are these strengths being sustained in the region?	Local Example
		DTC - 16.3% OCTC - 9.5%
1S1 - 4-Year Graduation Rate	All districts in the region exceeded the state performance goal in 2018. CTE student support and relationships with faculty are valuable for student completion. Industry certifications and workforce experiences also support student graduation. Mentorship programs are used at schools across the region to foster student success.	Calhoun County High School administration and school counselors take on a caseload to meet with at-risk students on a weekly basis to ensure they are successful and are provided with support structures. <u>Two-year averages:</u> Aiken - 99.17% Allendale - 96.97% Bamberg 1 - 93.52% Bamberg 2 - 100% Barnwell 19 - 100% Barnwell 29 - 97.62% Barnwell 45 - 98.81% Calhoun - 90.89% Orangeburg (Consolidated) - 97.15%
2S1 – Academic Proficiency in Reading/Language Arts	Districts in the region provide services including tutoring sessions, remediation sessions, and other practices vital to improve student achievement. Orangeburg has seen improvement since standardizing these practices. The expansion of these services is an important factor in improving this performance indicator. School-wide goals for academics also help guide administration in choosing appropriate student support services.	<u>Two-year averages:</u> Aiken - 78.72% Allendale - 42.54% Bamberg 1 - 81% Bamberg 2 - 80% Barnwell 19 - 88.24% Barnwell 29 - 85.93% Barnwell 45 - 63.67% Calhoun - 73.45% Orangeburg (Consolidated) - 67.59%
2S2 - Academic Proficiency in Mathematics	All districts in the region exceeded the state performance goal in 2018. Districts in the region provide services including tutoring sessions, remediation sessions, and other practices vital to improve student achievement. Orangeburg has seen improvement since standardizing these practices. School-wide goals for academics also help guide administration in choosing appropriate student support services.	<u>Two-year averages:</u> Aiken - 91.61% Allendale - 68.20% Bamberg 1 - 96.37% Bamberg 2 - 90% Barnwell 19 - 80.40% Barnwell 29 - 90.23% Barnwell 45 - 84.94% Calhoun - 82.5% Orangeburg (Consolidated) - 83.70%

Strengths	How are these strengths being sustained in the region?	Local Example
2S3 - Academic Proficiency in Science	<p>While there is currently no established performance goal for the state, the Lower Savannah region exceeds overall state performance (74% region versus 67% state). Area districts support student proficiency in science through tutoring sessions, remediation sessions, and other district-wide practices are vital for student achievement.</p>	<p>Barnwell's 9th grade <i>Jumpstart</i> program helps introduce students to the school and CTE programs, including science. Barnwell 19 faculty provide weekly assessments on science course materials to support student success in science courses. The Orangeburg County School District has had improvement through the implementation of tutoring and remediation sessions. Special attention is given to preparation for high school testing subjects, especially biology.</p> <p><u>Two-year averages:</u> Aiken - 81.73% Allendale - 29.58% Bamberg 1 - 84.62% Bamberg 2 - 80% Barnwell 19 - 76.47% Barnwell 29 - 84.13% Barnwell 45 - 64.69% Calhoun - 67.63T Orangeburg (Consolidated) - 67.04%</p>
3S1 - Postsecondary Placement	<p>State performance goals were met for the last two years (2017 & 2018). Administration works with technical college partners to strengthen pathways. Designated Programs of Study provide clearly articulated pathways for students.</p>	<p>The Project Lead the Way (PLTW) Program of Study between Cope Area Career Center and OCTC continues to grow. Students enrolled in dual enrollment courses can easily move into EET or Mechatronics with opportunities for internships, apprenticeships, and co-ops. DTC also maintains a PLTW program of study to ensure a pathway for students in their service area an easy transition into their Electro-mechanical Engineering program and other Advanced Manufacturing offerings. The Pre-Engineering Program of Study between Aiken County Schools and ATC allows CTE students interested in engineering to transition to three degree programs, three certificates, and two diploma programs at the College.</p> <p><u>Two-year averages:</u> Aiken - 98.43% Allendale - 94.67% Bamberg 1 - 98.88% Bamberg 2 - 81.67%</p>

Strengths	How are these strengths being sustained in the region?	Local Example
		Barnwell 19 - 95.16% Barnwell 29 - 96.59% Barnwell 45 - 96.86% Barnwell CC - 96.99% Calhoun - 97.27% Orangeburg (Consolidated) -98.57%
4S1 - Nontraditional Program Enrollment	<p>A baseline for this indicator will be established this year. Historical data under Perkins IV indicates that all schools met state performance goals for the last two years. Districts incorporate summer camps and other activities to increase in program enrollment, including non-traditional.</p>	<p>The Orangeburg County School District provides summer camps and activities, including Rosie's Girls, which provides young women an introduction to CTE programs. Aiken also provides a CTE summer camp for non-traditional students.</p> <p><u>Two-year averages:</u> Aiken - 15.73% Allendale - 18.11% Bamberg 1 - 9.13% Bamberg 2 - 25% Barnwell 19 - 7.15% Barnwell 29 - 24.36% Barnwell 45 - 13.33% Barnwell CC - 14.05% Calhoun - 26.67% Orangeburg (Consolidated) - 13.13%</p>
5S1 - Program Quality-Attained Recognized Postsecondary Credential	<p>A baseline for this indicator will be established this year. Historical data under Perkins IV indicates that all schools met state performance goals for the last two years. CTE faculty ensure that students understand the value of industry certifications. In addition, administration is committed to having high school locations certified as testing sites at high school and career center locations so that students with transportation issues in rural areas have access to testing.</p>	<p>CTE programs in the region offer a wide variety of credentials for students across numerous pathways including OSHA10; NCCER; Certified Nursing Assistant (NACES); Microburst Soft Skills; ProStart (Culinary); Food Handler (ServeSafe and Manager); MOUS certification, Precision Exams; Career Safe; American Welding Society; Automotive Service Excellence and Diesel; WINS certification and other Information Technology credentials including A+, NET +, and Security +; CareerSafe (HS & Cosmo); and TestOut Security+.</p> <p><u>Two-year averages:</u> Aiken - 50.48% Allendale - 18.72% Bamberg 1 - 58.3% Bamberg 2 - 100% Barnwell 19 - 58.34% Barnwell 29 - 34.59% Barnwell 45 - 51.69%</p>

Strengths	How are these strengths being sustained in the region?	Local Example
		Barnwell CC - 55.36% Calhoun - 4.55% Orangeburg (Consolidated) - 45.57%
5S2 – Program Quality – Attained Postsecondary Credits	This indicator is new for Perkins V. A baseline will be established this year.	All three technical colleges provide articulation agreements, dual enrollment, and Early College pathways to support the attainment of post-secondary credits for CTE students. Partnerships are maintained through MOU documents signed every two years. OCTC's Early College Program Guide and Pathways are documented on the OCTech Early College website and clearly define CTE articulation options. In addition, Aiken County Career Center maintains Technical Advanced Placement (TAP) agreements with ATC which crosswalk competencies in CTE courses with those in ATC program courses.
5S3 – Program Quality – Participated in Work-Based Learning	This indicator is new for Perkins V. A baseline for this indicator will be established this year. Work-based learning activities are available for CTE students across the region. These activities are supported by the Regional Career Specialist. In addition, the Career Specialist provides professional development opportunities and support for teachers and counselors, as well as maintains a regional website for CDFs and career counselors.	The <i>Aiken Works</i> program provides personnel to support WBL activities for students at the Aiken Career Center. The program provides a bridge between industry partners and the career center to ensure quality WBL experiences for students. OCTC is one of three technical colleges in the state awarded an Evolve Apprenticeship grant to expand youth apprenticeships and pre-apprenticeships across the state. The project provides educational costs for students enrolled in the OCTech Early College who desire to participate in a specialized pathway leading to a Youth Apprenticeship.

Optional Questions for Discussion:

- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?

STEP 2: Analysis of Student Performance

Perkins V Section 134(c)(2)(A)

The local needs assessment shall include...

*(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

Based on available data, what are the student performance gaps in the region? Use the Analysis tools provided in Appendix B to determine root cause.

Gap	Root Cause
2S1 - Academic Proficiency in Reading Language Arts	The recent change in the End Of Course English Language Arts assessment, particularly the writing task, had an impact on scores across the state. Writing "across the curriculum" has limited implementation. Teaching reading becomes more difficult in middle & high school levels, due to both student needs and teacher focus on subject content. While professional development focused on 'all teachers being teachers of reading' via the state reading program and guidance from available coaches is available, it has not had time to affect change. There is also limited availability of reading interventionists who directly serve students at the middle and high school level.

Optional Questions for Discussion:

- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?

STEP 3: ANALYSIS OF PROGRAMS

STEP 3: Analysis of Programs

Part 1: Size, Scope and Quality

Perkins V Section 134(c)(2)(B)(i)

The local needs assessment shall include

*(B) A description of how career and technical education programs offered by the eligible recipient are —
(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient;
and...*

What Information Should Locals Collect: Size, Scope & Quality

What does the law say?

The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

What does the law mean?

The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

State Definitions:

South Carolina is focused on ensuring all programs are of sufficient size, scope, and quality to meet the needs of all students served by the eligible recipient and are meeting labor market needs. The fiscal and programmatic support will be used to inextricably link federal and state workforce to programs of such size, scope, and quality as to bring about improvement in the quality of career and technical education as identified in Section 134 and Section 135 of the legislation.

Size: eligible programs must include a sequence of no less than two courses. Eligible recipients will provide the quantifiable evidence, to include sufficient capacity to accommodate student enrollment, to include appropriate workstations, floor space, etc. In addition, an appropriate level of instructional supplies and materials, such as computers, software, and tools, should be available to accomplish course objectives. The staffing must be adequate to serve a reasonable student – teacher ratio that accounts for quality instruction and a safe learning environment.

Scope: a Perkins-funded CTE program may include providing for students' opportunities for dual credit, articulation credits, online CTE courses, or national certification opportunities. Perkins-funded programs must be aligned with business and industry as validated by a local business advisory committee. Eligible programs must have a developed curriculum aligned with state and/or industry standards. As mentioned above, programs must include a minimum of two sequenced courses. Furthermore, at least one state recognized Program of Study containing a coherent sequence of courses must be offered in alignment with the secondary and postsecondary partners to demonstrate student progression. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.

Quality: determination based on how successfully each program is able to provide all enrolled students with the opportunity to participate in a CTE program that provides the workplace standards, competencies, and skills necessary for them to practice careers within their chosen field and succeed in postsecondary education, while at the same time supporting a high level of student achievement in core academics. In addition, the quality program should provide the opportunity to earn an industry certification and/or licensure approved by the state, while at the same time supporting a high level of student performance in core academic areas and skills. Mechanisms are in place to ensure high quality programs align with current workplace standards, practices and competencies.

How do schools and colleges in the region determine that programs...

Question	Answer
Am I offering programs in which students are choosing to enroll?	<p>Secondary: CTE programs are created/designed based on survey data to ensure that program offerings are of interest to students and parents. In addition, schools provide pathways based on the needs of local business and industry. District, school, and career center personnel work to educate students and parents on CTE offerings that lead to careers in high-demand, high-wage industry sectors.</p> <p>Post-Secondary: Technical colleges create programs in direct response to industry needs. Business and industry partnerships are vital to ensure that technical college offerings align with graduate job placement. Industry involvement is initiated through Advisory Boards, DACUMs, business and industry panels, career development activities, and climate surveys. Programs can only be sustained with adequate graduation rates and placement rates, as required by state program evaluation regulations.</p>
Am I offering programs with too low an enrollment to justify the costs in offering those programs?	<p>Secondary and post-secondary administration monitor program metrics, as well as other factors including adequate faculty, budgetary support, and industry input to make decisions regarding the closing of programs. Feedback from multiple stakeholders is taken into account prior to closing programs with low enrollment. Administration works to ensure that all pathway offerings lead to a career with a sustaining wage.</p> <p>For example, Barnwell District 29 has recently made the decision to close the Sports Medicine program due to low enrollment, which will allow additional funds to enhance the size, scope, and quality of more in-demand program offerings.</p> <p>Post-secondary programs can only be sustained with adequate graduation rates and placement rates, as required by state program evaluation regulations. Non-performing programs are placed on a progressive cycle of probation notifications leading to suspension if data demonstrates no improvement.</p>
Am I offering a sufficient number of courses, and course sections, within programs?	<p>When planning course section offerings, district administration must consider budget, space, and capacity to provide adequate enrollment opportunities while ensuring an equitable faculty to student ratio.</p> <p>Orangeburg and Calhoun counties use the dual enrollment pathways through OCTC to expand options and make them more affordable for secondary</p>

Question	Answer
	<p>students and districts. The ability to use LTA and SCWINS funding is leveraged to increase secondary CTE offerings.</p> <p>The Orangeburg and Aiken County districts have both worked to overcome logistical and budgetary issues to ensure enrollment can increase and student/parent requests for course offerings can be met, especially in high demand pathways like Welding, Cosmetology, and Health Sciences.</p> <p>Bamberg District One made a conscious effort to expand course offerings in two of their most popular program areas (Family & Consumer Science and Business Administration) to produce completers and provide opportunities for industry certifications.</p> <p>Providing a sufficient number of course offerings is sometimes difficult for small, rural districts that face budgetary restrictions. Smaller, more rural school districts may have difficulty finding qualified faculty, which can make the addition of expanded offerings more difficult.</p>
<p>Are there students who want to enroll in my programs who are unable to do so?</p>	<p>District, school, and career center personnel are committed to providing equitable access to all students interested in CTE. However, scheduling can be a challenge. Block scheduling limits a student's opportunity to take courses they are interested in, especially if the student has fallen behind and must repeat courses. In this case, less course period limit a student's ability to enroll in CTE courses. In addition, higher level courses like Calculus and Physics may conflict with CTE course times. Block scheduling makes it more difficult for honors students to participate in CTE coursework. CTE courses may be less attractive to students and parents due to GPA weighting. Aiken School District and Career Center personnel are currently working on a proposal to earn honors distinction/weighting for secondary CTE courses to help with this issue.</p> <p>Extra-curricular activities may also limit a student's opportunities due to scheduling.</p>
<p>Do some of my programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences?</p>	<p>District and technical college administration, staff, and faculty strive to offer quality programming that provides rich and varied student experiences. Real-world work experiences and industry visits are available in the region and are provided through strong business and industry partnerships. However, because the Lower Savannah region is mostly rural, secondary CTE programs must ensure that students have access to state-of-the-art lab equipment, simulation software and other technologies, and virtual experiences in order to enhance learning experiences for CTE students. However, real-world and simulation equipment is a constant challenge because of the rapidity of change in workplace technology. WBL activities are a challenge for many rural schools, so online resources, including the Microburst Job Shadow software, are used to meet WBL requirements.</p>
<p>How do specific program areas compare in quality?</p>	<p>Secondary administration works to ensure that all programs are comparable in quality including certified teachers and an approved curriculum. All districts are striving for continuous improvement. The Quality Review Measures (QRM) developed by the Office of Career and Technology Education (OCTE) provide guidance and direction to school districts and multidistrict career centers in establishing, maintaining, and evaluating CTE programs. The QRM</p>

Question	Answer
	<p>program helps each district in the region ensure quality in their CTE program offerings. Due to the rural nature of our region, hiring and maintaining qualified teachers is a constant challenge. Maintaining currency with state-of-the-art equipment is a challenge based on limited funding. All districts are working to expand certification offerings to ensure that all students have the opportunities for an industry-recognized certifications.</p> <p>Post-secondary administration must apply annual uniform program evaluation criteria for continued program operation. Since job placement is one of these criteria, the program evaluation process serve to ensure a constant and uniform quality measure.</p>
<p>How do specific components of my programs, such as work-based learning or instruction, compare in quality?</p>	<p>Secondary quality assurance measures are as follows:</p> <ul style="list-style-type: none"> -The state-wide teacher evaluation system ensures quality instruction, while QRM supports quality instruction and program review. -A standardized WBL process (Career Readiness qualification - 40 hours) includes an agreement, evaluation, and teacher observations. -For other programs, administration has shifted focused on better reporting (field trips, job shadowing online and in-person). <p>At the post-secondary level, a Regional Career Specialist provides assistance to secondary CDFs and Career Counselors to promote WBL opportunities, both virtual and face-to-face.</p>

STEP 3: Analysis of Programs

Part 2: Progress toward Implementing Programs of Study

Perkins V Section 134(c)(2)(C)

The local needs assessment shall include:

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study

What does the law say?

The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.

What does the law mean?

This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:

Perkins V Sec. 2(41)

Program of Study:

The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary

Education Act of 1965;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

- **Complete the table on the next page. Add rows as needed.**

STEP 3: Analysis of Programs

Part 2: Progress toward Implementing Programs of Study

How do schools and colleges in the region implement programs of study?

Implementation Process	Strengths	Needs/Gaps
Secondary Process: A needs assessment is used to identify high-wage, high-demand occupations available in the region. Surveys are used to gauge student and parent interest, including analysis of IGP data. A curriculum is developed in conjunction with local industry and post-secondary to include dual enrollment opportunities and/or TAP agreements.	Good relationships and communication between district personnel and the technical college ensure success. The Lower Savannah region's school districts and technical colleges strive to support each other so that student offerings are of appropriate scope and quality.	Industry relationships may not be available in the area due to the rural nature of the region.
Post-Secondary Process: The process begins with a local needs assessment which includes both short-range and long-range demand and wage opportunity. Approvals for new programs involve review by college curriculum committees, Advisory Committees, and Area Commissions. Approvals must be finally secured from SBTCE, CHE, and SACSCOC/US Dept. of Education to ensure adequate need and resources for implementation processes.	Full stakeholder involvement is necessary to ensure that new programs are sustainable and align with the mission of the colleges regarding economic development improvement for the region.	There is limited funding for new programs. For the most part, unless funding is available through Perkins, there is no money to supplement the development phase of a new program, including faculty or equipment. In some cases, space limitations are considerations for meeting the facility needs of a program.
Implementation: The implementation process includes curriculum development with input from area industry and experts, including the use of Developing a Curriculum (DACUM) panels. Programs that involve certification or licensure are developed around requirements for industry certifications, licensure testing, and current industry and accreditation standards.	The Program of Study is revisited each year as a part of the Perkins local application.	N/A

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

Perkins V Section 134(c)(2)(D)

The local needs assessment shall include...

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff

What does the law say?

The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What does the law mean?

Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require analysis of teacher or other professional shortage.

Complete the table on the next page. Add rows as needed.

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

How do schools and colleges in the region recruit, retain and train CTE educators?

Process	Strengths	Needs/Gaps
Secondary: Strategies, Support Tools, and Incentives	Signing bonuses offered by some districts are available to recruit teachers in rural, critical needs districts. Support from the SC SDE in program areas has been valuable to ensure that teachers have sufficient professional development opportunities.	In many areas, industry pay is much higher than government agency salary levels. SC SDE assistance is needed to review teacher credentials in order to transfer more experiences into pay levels, especially for high-level teacher and industry credentials. By making these adjustments, district and career center personnel will be able to more closely match pay that a professional would earn in the industry sector.

Process	Strengths	Needs/Gaps
Post-Secondary: Strategies, Support Tools, and Incentives	<p>Opportunities for professional development and leadership activities are available, including offering tuition assistance for terminal degrees. Strong community contacts are an excellent avenue to recruit new faculty and help technical college recruit high-level talent. In addition, strong partnerships with local industry have served as an excellent tool to recruit faculty. The nature of the work provides faculty who are committed to their profession through the production of quality professionals in their field.</p>	<p>In many areas, industry pay is much higher than government agency salary levels, making it difficult to recruit program leadership with the expertise needed to both develop curriculum and demonstrate knowledge of the high-tech equipment required in college pathways. In recent years, as K-12 salaries have been increased, it has also become difficult to match the nine month salaries of K-12 partners.</p>

STEP 3: Analysis of Programs

Part 4: Progress toward Improving Access and Equity

Perkins Section 134(c)(2)(E)

The local needs assessment shall include...

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What Information Should Locals Collect: Progress Towards Improving Access & Equity

What does the law say?

The needs assessment shall include a description of:

- Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
- How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What does the law mean?

This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.

Perkins V Sec. 2(48)

SPECIAL POPULATIONS. -- The term "special populations" means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

STEP 3: Analysis of Programs

Part 4: Progress toward Improving Access and Equity

How do schools and colleges ensure access and equity for all students, especially special populations?

Strengths	Gaps	Strategies for Improvement
<p>Secondary and post-secondary CTE programs use regular assessment to identify gaps and weaknesses. Student support services including tutoring, counseling, and advising ensure that student needs are addressed and met. Each technical college in the region relies on their foundations to provide emergency funds and scholarships for at-risk students who may be kept from completing coursework due to personal or financial complications. Wrap-around services available at the technical colleges include: test preparation, services for students with disabilities, academic advising, counseling center, technology services, financial aid workshops, library and media center, Libguides, TRiO, student organizations and activities, Student Success Center, tutoring services, career services, and job placement. Technical college partnerships with Vocational Rehabilitation, SCWorks/OneStop, and Adult Education are valuable to reach special populations students and overcome significant barriers that may limit a student's access or provide adaptive technology or techniques.</p>	<p>Gaps and challenges include:</p> <ul style="list-style-type: none">-Students have to self identify.-Students may not attend technical college orientation sessions (optional) and may not be aware of services available to them.-There is a stigma attached to seeking assistance that must be overcome.-The rural nature of service area increases problems caused by the digital divide with internet access being more problematic.-The high-poverty of the region also presents challenges in meeting the digital needs of students.	<p>Post-secondary strategies include intrusive advising, co-requisite labs, supplemental instruction, flexible scheduling and hybrid options for working students, and course redesign for developmental courses.</p> <p>OCTC is currently researching strategies to provide technology and internet access.</p>

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

“Strengthening Career and Technical Education for the 21st Century Act” (Perkins V, Public Law 115-224)

Consortium Coordination Strategy

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure this needs assessment is used, with fidelity, to inform consortium planning and decision-making.

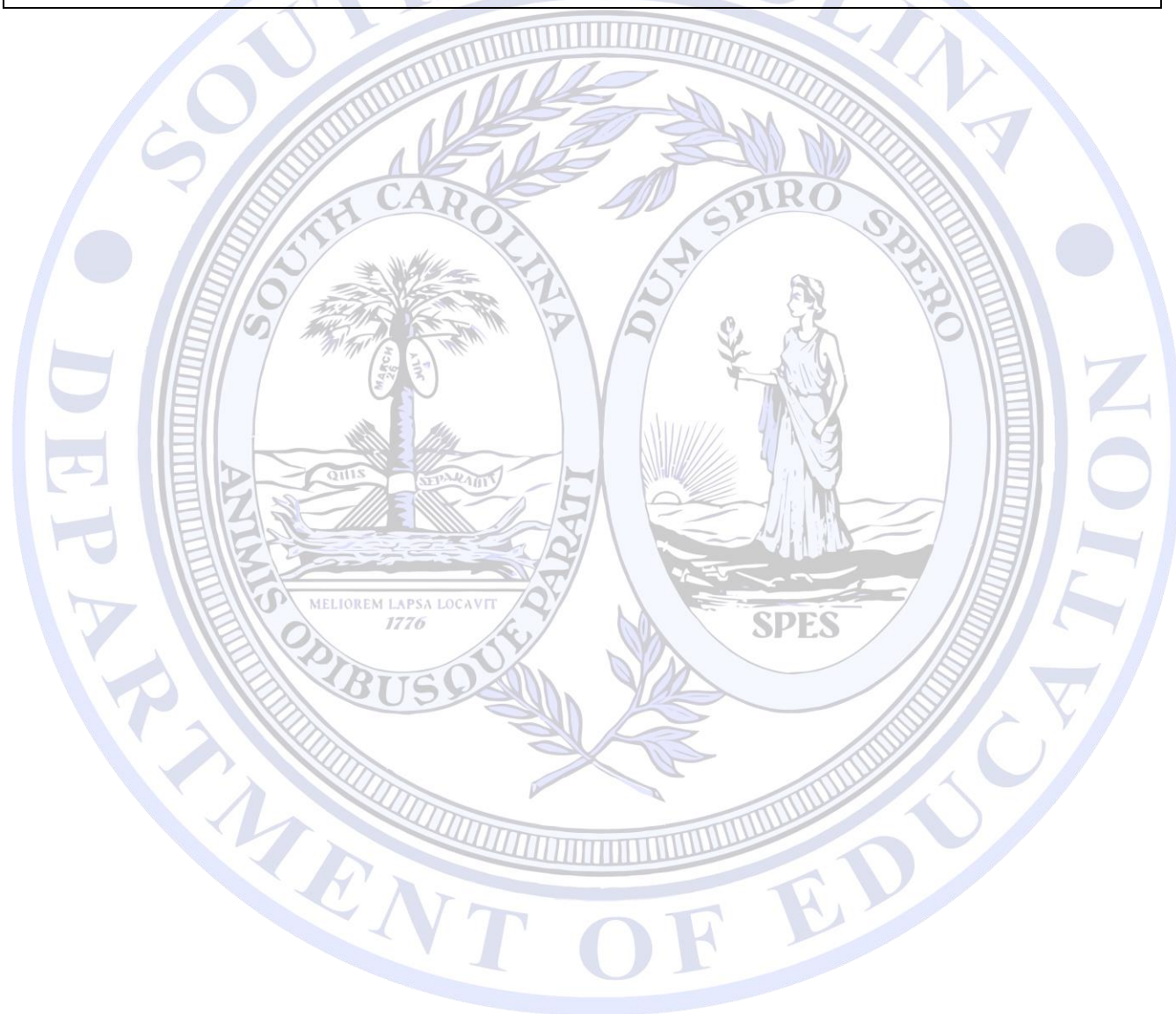
What went well in your CLNA process? District, career center, school, and technical college personnel took part in open group discussions and break-out sessions to develop surveys, craft a planning process for the CLNA, and discuss specific gaps and opportunities in each local area.
What could have been done differently to achieve better results? Due to COVID-19, the final meetings to review the draft were delayed and had to be done via video meetings. The format made discussion among a large number of people more difficult. While there was a significant number of secondary, post-secondary, and community stakeholders represented, the team feels that a greater response would have been possible in a face-to-face format.
What individuals or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them? WIOA contacts and industry partners were not able to attend due to scheduling and other issues related to COVID-19. Going forward, more personal phone calls will be made to those stakeholders who were not able to participate this round. The team hopes that through one-on-one phone contact, rather than email correspondence, more involvement will be possible.
What other initiatives can be leveraged and aligned across sectors to make this work successful? Programs and initiatives sponsored by local economic development offices, as well as the Lower Savannah Council of Governments and WIOA can be leveraged to enhance and expand the CLNA collaborative process. In addition, local chambers of commerce and other community groups such as Rotary and Kiwanis will be included in partnership meetings as the process continues to evolve in the Lower Savannah region.
How will you build connections to and through those other initiatives? Building capacity through networking, board development, and outreach education will be essential going forward. Coordination of certification requirements across the various industry sectors will also help enhance CTE programming. The Lower Savannah team will also work with community and industry partners to expand WBL opportunities such as mentoring, job shadowing, co-ops, and youth and adult apprenticeships.
On what established schedule will you continue to meet and work together? The team will schedule meetings once each quarter to ensure that the work is ongoing.

What went well in your CLNA process?

District, career center, school, and technical college personnel took part in open group discussions and break-out sessions to develop surveys, craft a planning process for the CLNA, and discuss specific gaps and opportunities in each local area.

How will you demonstrate collective commitment to on-going engagement in this work?

Continued collection and analysis of data across the service area will help demonstrate commitment. Work with districts and colleges to standardize evaluation processes across the continuity of a pathway, rather than analysis only at individual educational levels.



Consortium Review of Comprehensive Local Needs Assessment

I have reviewed this comprehensive local needs assessment document and confirm, to the best of my knowledge, that it is complete and meets requirements set forth in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).



Secondary Partner: **Phyllis Overstreet**
Director of Federal Programs, Bamberg 1 SD

June 1, 2020

Date



Postsecondary Partner: **Donna M. Elmore**
Vice President for Academic Affairs, OCTC

June 1, 2020

Date



Business Partner: **Charles E. Williams**
President and CEO, The Regional Medical Center

June 1, 2020

Date