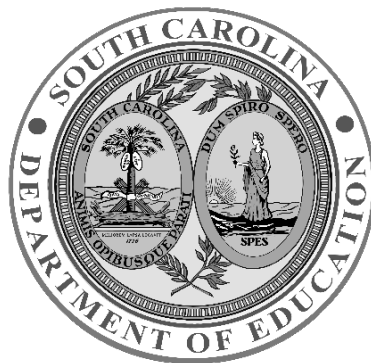


Lower Savannah Region



Perkins V

2026 Comprehensive Local Needs Assessment



#FutureReadyCTE

Perkins V

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

Comprehensive Local Needs Assessment (CLNA) Template

Evaluation of Career and Technical Education Programs - 2020-2032

#FutureReadyCTE Strategic Planning

Use of Perkins V funding is based on the results of the Comprehensive Local 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.

Refer to the [Comprehensive Local Needs Assessment \(CLNA\) Guidelines](#) document to complete the CLNA process and [template](#).

Region Name: <u>Lower Savannah</u> Date: <u>June 18, 2026</u>	
Needs Assessment Lead Co-Coordinators	Title, Organization, and Email address
Secondary: David Augustine	Director Barnwell County Career Center daugustine@bccc80.com
Postsecondary: Leah Jones	Director of Institutional Effectiveness Orangeburg-Calhoun Technical College jonesl@octech.edu
Business Partner: Kimberli Scott	Human Resources Manager Collum’s Lumber Products kscott@collumlumber.com

<u>Stakeholders</u>		Name	Institution and Position	CLNA Role
Co-Coordiators	Postsecondary Perkins Grant Coordinator	Leah Jones	Orangeburg-Calhoun Technical College (OCTC) Director of Institutional Effectiveness	Co-Coordinator/Writing
		Ramonda Pollard	Aiken Technical College (ATC) Grants Administrator	Labor Market Analysis
		Tammy Washington	Denmark Technical College (DTC) Director of Sponsored and Title III Programs	Analysis of Student Performance
	Secondary Perkins Grant Coordinator	Rhonda Ray	Bamberg County School District Federal Programs Director	Analysis of Student Performance
Teachers - Secondary	Teachers - Secondary	Tracey Scoville	Orangeburg and Calhoun Districts Manufacturing Cluster Instructor	Feedback and Stakeholder Insight
	Teachers - Secondary	Alvin Fersner	Calhoun County Schools PLTW Instructor	Feedback and Stakeholder Insight
	Teachers - Secondary	Vicki Whitaker	Bamberg High School Health Science Instructor	Feedback and Stakeholder Insight
	Teachers - Secondary	Travis Morehead	Barnwell County Career Center IT Instructor	Feedback and Stakeholder Insight
	Teachers - Secondary	Steve Andrews	Barnwell County Career Center PLTW Instructor	Feedback and Stakeholder Insight
	Teachers - Secondary	284 Secondary Educators Surveyed in Spring 2026		Data to Support CLNA Document

<u>Stakeholders</u>		Name	Institution and Position	CLNA Role
Faculty - Postsecondary	Faculty - Postsecondary	Stephanie Thompson	Orangeburg-Calhoun Technical College Engineering Design Technology Program Coordinator	Feedback and Stakeholder Insight
	Faculty - Postsecondary	Charles Offitt	Denmark Technical College Cybersecurity Instructor	Feedback and Stakeholder Insight
School and College Administration	Postsecondary Administrator	Dr. Stephanie Dauway	Orangeburg-Calhoun Technical College Vice President for Education and Workforce	Feedback and Document Support
	Secondary Administrator	Kenneth Lott	Aiken County Schools Executive Director of CTE	Analysis of Programs
	Secondary Administrator	Ernest Cooper	Lake Marion Technology Center Director	Quarterly Meeting Participation
	Secondary Administrator	Steve Williams	Orangeburg Career and Tech Center Assistant Principal	Quarterly Meeting Participation
	Secondary Administrator	Johnny Murdaugh	Cope Area Career Center Director	Quarterly Meeting Participation
	Secondary Administrator	Darlene Hall	Allendale School District Principal	Labor Market Analysis
Specialized Instructional Support	Specialized Instruction	Robert Hemby	Orangeburg County School District CTE Director	Labor Market Analysis
	Specialized Instruction	Renee Ritter	Orangeburg-Calhoun Adult Ed. Director	Quarterly Meeting Participation
	Specialized Instruction	Joy Hallman	Bamberg and Barnwell Adult Ed. Director	Quarterly Meeting Participation

<u>Stakeholders</u>		Name	Institution and Position	CLNA Role
	Specialized Instruction	Jean Rickenbaker	Regional Career Specialist Lower Savannah Region	Analysis of Programs
	Specialized Instruction	Mona Lisa Anderson	Denmark Technical College Director of Dual Enrollment	Analysis of Programs
Representatives of Special	Special Population	Dawn Gressette	Calhoun County School District CTE Instructor	Analysis of Student Performance
	Special Population	Tameika Valentine	Aiken County School District Assistant Principal	Special Populations Guidance
Career Guidance and Academic Counselor(s)	Career Guidance	Erynn Black	Aiken Technical College Career Advisor	Feedback and Stakeholder Insight
	Career Guidance	Mercedes Walker	Barnwell School District Guidance Counselor	Feedback and Stakeholder Insight
	Academic Counselor	Marguerite Watson-Green	Lake Marion High School Counselor	Feedback and Stakeholder Insight
	Academic Counselor	Myasia Timmons	Denmark Technical College Academic Champion	Feedback and Stakeholder Insight
Students and Parents Representatives	Student	Abigail Corley	Manufacturing CTE Student Barnwell County Career Center	Feedback and Stakeholder Insight
	Student	Gustavo Moreno	Marketing/Comm./Advertising Calhoun County HS	Feedback and Stakeholder Insight
	Student	Sa'Diamond Gibson	Orangeburg-Calhoun Technical College Electronic Instrumentation student	Feedback and Stakeholder Insight
	Student	1396 Secondary Students Surveyed in Spring 2026		Data to Support CLNA Document
	Parent	David Augustine	Parent of Agriculture CTE student Barnwell HS	Feedback and Stakeholder Insight

<u>Stakeholders</u>		Name	Institution and Position	CLNA Role
	Parent	Susan Rucker Parent of Marketing/Comm./Advertising Student, Calhoun County HS	Parent of Marketing/Comm./Advertising Student Calhoun County HS	Feedback and Stakeholder Insight
	Parent	350 Secondary Parents Surveyed in Spring 2026		Data to Support CLNA Document
Community	Community Member	Shanice Willingham	SC Regional Housing Authority Director of Supportive Services	CTE Workplace Needs and Opportunities Input
Business & Industry Representatives	Business & Industry	Darnell Johnson	Orangeburg School District Valley Coach (CDL)	CTE Workplace Needs and Opportunities Input
	Business & Industry	Abigail Bowman	SRNS Engineering Training Lead	CTE Workplace Needs and Opportunities Input
	Business & Industry	Joni McDaniel	SC DEW Regional Workforce Advisor	Lower Savannah CLNA Facilitator Workforce Development Data and Insight
	Business & Industry	24 Industry Representatives Surveyed in Spring 2026		Data to Support CLNA Document Additional Industries provided support through Advisory Board participation
	Workforce Development	Charlene Simmons	Department of Social Services Aiken County Business Associate	Feedback and Stakeholder Insight
	Workforce Development	Mandy Lowery	SC DEW Rural Initiatives Coordinator	Feedback and Stakeholder Insight
	Workforce Development	Jonathan Vallentine, MUSC	MUSC Orangeburg Director of Workforce Development	Stakeholder Insight and CTE Activity Support
Other Represe	Data Support	Zach Evans	Orangeburg-Calhoun Technical College (OCTC) Data Analyst	Team Member Support

STEP 1: Analysis of Labor Market Information: Strengths and Gaps

According to the labor market data analysis, identify the programs and pathways in the region that align with the labor market needs by indicating the region's strengths and gaps.

Strengths	Gaps
Secondary Pathway: Advanced Manufacturing Post-Secondary Programs: Computerized Numerical Control, Electronics Engineering Technology, Electro-mechanical Engineering Technology, Engineering Design Technology, Industrial Electronics, Industrial Maintenance Technology, Machine Tool Technology, Mechatronics, and Welding. Pre-Engineering (PLTW) and Welding are also offered for dual credit. According to a JobsEQ report for 2026, the largest sector in the Lower Savannah Region is Manufacturing. The report indicates that there are 16,361 workers in the industry. (JobsEQ, Economic Overview report, Lower Savannah, 2026). Of the twenty largest employers in the Lower Savannah Region, five are Manufacturing industries (Allied Air Enterprises Inc., Bridgestone America's Tire Operation, Kimberly-Clark Corporation, Shaw Industries, and Zeus Industrial Products) (DEWLSCP 2026, p. 5). In the 3rd quarter of 2025, JobsEQ indicated that the Manufacturing industry average annual wage was strong at \$75,151. (JobsEQ, Economic Overview report, Lower Savannah, 2026). Between March 2025 and April 2025, 800 new seasonally adjusted jobs were created in manufacturing (South Carolina Data Trends April 2025 issue, p. 10). Industrial Machinery Mechanics (Mechatronics, Industrial Maintenance Technology, etc.) and Electricians were specifically noted as DEW 2018-2028 "Hot Jobs" in the region for those with no	The current number of available, qualified workers in manufacturing is falling below the industry demand. According to SC DEW, skill gaps in manufacturing has a supply deficit of -1,416 (SC DEW 2025 Economic Analysis Report, pg. 19). Industry leaders are having a difficult time finding workers with the necessary skills, training, or credentials to meet current hiring need. Further, when last reported in 2022, 27% of Manufacturing workers were over the age of 55, indicating increased workforce demand within the next eight years, even if the creation of new positions does not increase or decline (DEWLSCP 2022 - p. 21-22). With an aging workforce and lack of skilled workforce, these factors should result in increased demand for skilled graduates in the short term. According to DEW Labor Market Information (LMI) data for the Lower Savannah Region, the highest number of post-secondary openings and the highest supply gaps in the Manufacturing career cluster occur in Industrial Engineering Technologists and Technicians and Chemical Technicians. There is a clear disconnect between the regional opportunities and relatively lucrative pay and parent/student perceptions. Only 1.5% of 344 surveyed parents selected manufacturing as their top field of choice for their children, and only 1.5% of 1,379 surveyed students selected it as their top career pathway of interest. This indicates a need for enhanced marketing and promotion of student/parent awareness concerning manufacturing careers.

Strengths	Gaps
formal education or a high school diploma or equivalent at 20.9% and 20% growth rates respectively (DEW Hot Jobs). High demand positions according to surveyed employers were chemical engineers and operators, electricians, maintenance mechanics, industrial maintenance, workers, maintenance/manufacturing/production operators, welders, machine operators, production operators, engineers, and line workers. According to the Comprehensive Economic Development Strategy for 2022-2027 which focused on the Lower Savannah Region, Aiken Technical College and Orangeburg-Calhoun Technical College have established advanced manufacturing programs to prepare the labor force for industries in the Lower Savannah Region. By promoting these programs and providing skilled workers, the area will be able to sustain existing industries and attract new ones to the area. (CEDS 2022-2027, pg. 54). Regional labor market projections for 2022 to 2032 indicate an annual increase in overall manufacturing positions of 0.2% in the Lower Savannah. (DEWLSCP 2026 - p. 8). All three technical colleges are partners in US Department of Labor Strengthening Community College Grant Consortium projects supporting manufacturing development and expansion through pathway development and equipment investment.	Focus group and advisory committee participants from TCP, Rolls Royce, and Nucor noted the need for skilled laborers, general laborers, and workers who can take on the responsibilities of the retiring workforce. Additionally, technical skills were noted as lacking, such as knowledge of cutting tools. Job placement rates for engineering and industrial programs remains high, indicating that the number of employees produced is still not meeting demand. According to the SC DEW Labor Market Information, the projected industry employment projections for Manufacturing from 2022-2032 is 2.34% (lmi.sc.gov). The continued addition of internships and apprenticeships is vital.
Secondary Pathway: Healthcare & Human Services Post-Secondary Programs: Associate Degree Nursing, Certified Nursing Assistant, Emergency Medical Technician, Expanded Duty Dental Assistant, LPN to RN, Medical Assistant, Medical Coding,	Overall, there is a very strong alignment between the regional labor demand and available Health Science programs. Additionally, both students and parents view Health Care as an attractive career path. However, current capacity to meet the current and projected growth in Health Care positions is lacking. Recent DEW projections

Strengths	Gaps
Surgical Technology, Patient Care Technician (CNA, Electrocardiography, Dialysis Technician, Phlebotomy), Pharmacy Technician, Physical Therapy Assistant, Practical Nursing, and Radiologic Technology Human Services (Counseling, Mental Health, Social Work, Rehabilitation), General Services (Barbering, Cosmetology, Nail Technician) Health care accounts for 15,637 positions in the Lower Savannah region (JobsEQ, Perkins V Report, Lower Savannah, pg. 5, 2026). It is the second largest sector in the Lower Savannah region according to a JobsEQ Economic Overview report. The report further indicates that the Health Care and Social Assistance sector is projected to experience the strongest job growth over the next year in terms of total employment gains. Aiken Regional Medical Center, the Medical University of SC Hospital Authority, and the Tri-Development Center of Aiken County are three of the top twenty employers for the region (SCDEW LMI Community Profiles, Lower Savannah, 2026, pg. 5). According to DEW, Registered Nurse is the fourth “Hottest Job” requiring a BA, MA, or Doctorate in the Lower Savannah region, with a projected growth rate of 12.03% from 2018 to 2028. (DEW “Hot Jobs – Lower Savannah”). In the Lower Savannah Region, the leading occupational training areas at the certificate and degree level are primarily concentrated within the Health Science career cluster. Key programs include patient care technician, practical nursing, registered nursing, dental assisting/technician, and pharmacy technician. According to the 2024 Lower Savannah CLNA, these programs represent both established training pathways and areas of continued workforce demand.	from 2022 to 2032 indicate a 16.9% increase in Health Care and Social Assistance positions over this period, with an average annual growth of 1.6% (DEWLSCP 2026, p. 8). Lower Savannah Council of Governor’s data indicates a continued 17.3% increase in employment growth between 2016 and 2026 (LSCoG, p. 4). According to the most current JobsEQ data from the Perkins V Report of the Lower Savannah, Registered Nurses has at present 59 job ads, however, there are 47 candidates to fill the positions. Despite having recent graduates in the area, many may be choosing employment opportunities outside of the region. Survey data indicates significant needs for nurses, radiologic technologists, respiratory technologists, and lab techs over the next five years. Staff at MUSC Orangeburg reported ongoing challenges in filling nursing and other clinical positions, indicating a high demand for these roles. Members of the ATC Nursing Advisory Committee noted the need for training software, equipment, and marketing—particularly as it related to informing students about financial aid opportunities. The Nursing Committee members also noted the need for a shift to a hybrid Nursing program format and additional training concerning online instructional strategies. Interest in human service professions is relatively equal among parents and students. It is a very popular program among high school students, but there is not a lot of growth among the region in this area.

Strengths	Gaps
Health Science is identified as the most preferred career pathway among parents at 22% and students preferred it as their first choice at 17%. This further reinforces the prominence within the regional talent pipeline. Employer and advisory committee feedback confirm ongoing demand for nursing and allied health occupations, indicating a strong alignment between postsecondary training programs and regional labor market needs. Human Services programs are available in the region. Cosmetology is a popular choice at several HS CTE sites in the region. DTC also offers a college program for Cosmetology and Barbering. A Barbering program is offered at Blackville-Hilda High School for all Barnwell County students to attend.	Human Services is not a high demand profession in the region. Survey data indicated only 5% of students identified cosmetology, barbering, or tattoo artist as their first choice for a career.
Secondary Pathway: Education Post-Secondary Programs: Early Childhood Education, Early Childhood Development, and Education Transfer Educational fields account for 8,651 positions in the Lower Savannah region (JobsEQ Perkins V Report Lower Savannah, pg. 5, 2026). The Aiken County Board of Education, Barnwell County School District, and Orangeburg County School District are three of the top twenty employers in the Lower Savannah Region (DEWLSCP 2026, p. 5). Average wages for Educational Services are \$49,498 in the region. Lower Savannah DEW data indicates a projected increase in Educational Service positions of 8.2% between 2022-2032 (DEWLSCP 2026, p. 8). In the CERRA Supply and Demand Survey for 2025-2026, data from 74 of the 75 South Carolina public school districts were collected.	The percentage of statewide new hires who were recent graduates from SC teacher preparation programs is 18% (Cerra, Supply and Demand Update, November 2025). Two respondents from the Industry survey noted that teaching positions were the hardest to fill and are in most demand in their companies. Three Industry respondents noted the biggest needs for their companies in the next five years are teachers, instructors to teach college level courses and teacher education. Applicant supply due to retirement, teachers leaving the profession, and a decline in graduates interested in the field, will not continue to meet demand. Of the top 10 certification gaps in the Lower Savannah, Child Development Associate ranks highest. According to the JobsEQ report, there are seven openings with zero candidates qualified to fill the position. (JobsEQ Occupation report for Educational Instruction and Library Occupations, Lower Savannah, pg. 13).

Strengths	Gaps
The districts reported 706 teacher vacancies at the beginning of the 2025-26 school year. Compared to the previous year, that was a 32% decrease in vacancies. (CERRA Supply & Demand Survey, November 2025).	Additionally, program enrollment and therefore the employment gap is gender-biased, with a strong skew towards female students/educators. In a 2025-26 CERRA survey relating to new hires, only 19.6% of new hires (1,267.75 of 6,462.41) were male (CERRA Data Tables 2025-26). Efforts to encourage male (and minority) engagement in Early Childhood Education—such as the “Call Me MISTER” program—which seeks to encourage minority male presences as positive role models is expanding. Dual enrollment and transfer options are available in Education, but not widely offered. Parent and student interest in Education as the primary career path was moderate, with 4% and 3.5% respectively selecting it as the career path of choice. There is a need for marketing to inform students about Dual Enrollment and transfer options as well as to promote the “Call Me MISTER” program to increase the interest of Education as a viable career path.
Secondary Pathway: Construction Post-Secondary Programs: Building Construction, Computer-Aided Design, HVAC, Plumbing, Pre-Apprenticeship Construction Construction provides 9,259 positions to the Lower Savannah region (JobsEQ, Perkins V Report, Strengthening Career & Technical Education in Lower Savannah, pg. 5). It is also a graying workforce, with 23.8% of the workforce at the age of 55 or older. (JobsEQ Occupation Report for Construction and Extraction Occupations in Lower Savannah, pg. 6). Further, First-Line Supervisors of Construction Trades and Carpenters are two of the top five “Hot	Despite strong wages and industry demand, parent and student survey responses indicate limited interest in Architecture and Construction, with only 3% of each group identifying it as a primary career pathway. As with Manufacturing, this suggests an opportunity to strengthen awareness through marketing and expanded outreach efforts to both students and parents. The LSCLNA Industry survey indicates that the most significant hiring challenge is the lack of technical skills among applicants (39%), followed by a shortage of applicants (22%), highlighting both a skills gap and a workforce supply issue.

Strengths	Gaps
Jobs” requiring no formal education or a high school diploma or equivalent. Growth in these two areas is 18% and 14.3% respectively (DEW “Hot Jobs – Lower Savannah”). Wages are high overall for construction, averaging \$80,586 a year (JobsEQ, Perkins V Report, Strengthening Career & Technical Education in Lower Savannah, pg. 5). DEW Employment projections indicate a 2% increase in Construction between 2022 and 2032 (DEWLSCP 2026, p. 8). South Carolina 2025 Economic Analysis Report projects 209 more people will be employed in the Construction industry between 2022-2032 indicating a 3.4% increase. (South Carolina 2025 Economic Analysis Report, pg. 45). DTC offers a Building Construction program that aligns with secondary CTE offerings.	
Secondary Pathway: Management & Entrepreneurship Government and Public Administration; Business, Management & Administration Post-Secondary Programs: Business Administration: Enterprise Management, Business Management, Administrative Support, Entrepreneurship/Small Business Management, and International Business. In the Lower Savannah region, Public Administration accounts for 5,609 jobs (DEWLSCP, 2026, p. 6), with an average salary of \$57,876. Aiken County is one of the top twenty employers in the region (DEWLSCP 2026, p. 5). Edward D. Jones is one of the top twenty employers in the region focusing on accounting and financial advising. Finance and Insurance average salaries are \$70,876 and the sector is expected to	Among students surveyed, Business, Management, and Administration ranked second in career pathway interest, though significantly below Health Science (9% vs 16%) For parents it ranked third after Science, Technology, Engineering, and Math (STEM) and Health Sciences. Despite being a high wage and high demand job, finance was one of the lowest scoring primary job selections among parents and students. This clearly indicates a disconnect between the job market and the public perception of the opportunities available in finance. Government and Public Administration was close to the bottom among parents and students. Even though municipalities are among the top employers in the region, many students still do not want to enter this field.

Strengths	Gaps
see growth between 2022 and 2032, with a projected growth of 8.8% increase in regional employment. (DEWLSCP 2026, p. 8) Public Administration remains a significant employment sector in the Lower Savannah Region, accounting for approximately 5,500 jobs and continuing to serve as a stable source of employment through county governments, municipalities, school districts, state agencies, and federal contractors. Major public-sector employers include local school districts, municipal governments, and the Savannah River Site (SRS). Entrepreneurship and small business development remain important regional priorities, supported by economic development initiatives and increasing emphasis on business ownership and workforce innovation.	Student awareness of careers within government administration, accounting, finance, insurance, and business analytics remains relatively low compared to healthcare and other high-visibility career fields. Enhanced career exploration, financial literacy initiatives, and industry partnerships are needed to increase student interest and enrollment in these pathways.
Secondary Pathway: Marketing and Sales Government and Public Administration; Business, Management & Administration Post-Secondary Programs: Associate in Applied Science in Marketing; Associate in Applied Science in Business Administration Marketing courses are embedded in Business programs at the HS and College level through CTE programming.	Regional student interest in marketing is low, with only 5% of students indicating strong interest in the field (LSCLNA Student Survey, 2026). Parent responses were similar. Marketing is a rising field across the region and positions exist across clusters, making it a viable option for a high-wage career. A supply gap of 135 marketing positions in the region provides opportunity for students in business and marketing pathways in the region (Postsecondary Gap Analysis, p.40).
Secondary Pathway: Financial Services Finance, Accounting Post-Secondary Programs: Business Administration: Accounting	The accounting profession continues to experience workforce shortages nationally and statewide due to retirements and declining numbers of graduates entering the field. Demand for accountants

Strengths	Gaps
Accounting courses are embedded in Business programs at the HS and College level through CTE programming.	and auditors remains strong, particularly in public accounting, governmental accounting, and corporate finance. Student awareness of careers related to accounting and finance remains relatively low compared to healthcare and other high-visibility career fields. Enhanced career exploration, financial literacy initiatives, and industry partnerships are needed to increase student interest and enrollment in these pathways.
Secondary Pathway: Supply Chain and Transportation Post-Secondary Programs: Automotive Technology, Basic Diesel Maintenance, Logistics, and Truck Driving/CDL. These fields account for 4,389 jobs in the Lower Savannah Region (DEWLSCP 2026, p. 6). One of the top twenty employers in the region is a major automotive parts producer (Bridgestone), while another (Fogle, Inc) is a major distributor of retail and food supplies (DEWLSCP 2026, p. 5). Of the leading industry labor market projections, transportation and warehousing is expected to have the highest rate of growth between 2022 and 2032 at 22.0% (DEWLSCP 2026, p. 8). The Lower Savannah has three major interstates, as well as two major CSX and one Norfolk Southern railway line. Further, CVS operates a warehousing/distribution facility in North Augusta. Logistics employers in the region include XPO Logistics, JAX Transportation, and Southern Freight Lines. ATC and OCtech provide CDL programs. Allendale Fairfax High School also offers a CDL program.	There is a strong demand and expected growth for this field but yet, less than 5% of students and parents chose this field as a first choice. Many of our area high schools and post-secondary education centers are offering job skills in CDL and automotive logistics to meet the demand, many students and parents still do not feel this is where they want to be. There are many opportunities in our region but many are not taking advantage of the opportunity to meet the demand of the expected growth. The transportation industry continues to face significant workforce shortages, particularly among commercial truck drivers, diesel technicians, fleet maintenance technicians, and logistics coordinators. National and state workforce reports continue to cite driver shortages as one of the industry's most pressing workforce challenges.

Strengths	Gaps
Secondary Pathway: Digital Technology Post-Secondary Programs: Computer Technology, Computer Technology: Network Security and Information Assurance, Computer Technology: Computer Programming/Coding, Cybersecurity Networking Information related positions account for 600 jobs in the Lower Savannah region (DEWLSCP 2026, p. 6). Those jobs have an average salary of \$65,728 (DEWLSCP 2026, p. 7). The latest community profile indicates a projected 15.2% increase of employment between 2022 and 2032 (DEWLSCP 2026, p. 8).	Computer science/ technology courses are not available in all of the Lower Savannah public schools. Information technology demonstrated a moderate career pathway interest among surveyed parents and students. Parents had a higher interest for their students than students had for themselves. The region has created new programs to work on meeting the needs for the projected increase in employment by 2032.
Secondary Pathway: Public Service & Safety Post-Secondary Programs: Criminal Justice, Forensics, Paralegal, Security The SC 2025 Economic Analysis Report found that Protective Service occupations account for 2,179 positions in the Lower Savannah region and projected to grow 8.0% between 2022 and 2032. According to the U.S. Bureau of Labor Statistics Occupational Employment and Wage Statistics data for the Lower Savannah South Carolina Nonmetropolitan Area, Protective Service Occupations earn an average annual wage of approximately \$41,020, with Police and Sheriff's Patrol Officers earning an average of \$46,540 annually.	Survey data shows that students had a higher interest in this field than their parents would want for them. There are not many openings in this field and is only expected to grow by 8% by 2032. Many of our students see this as a low wage job that comes with risks.

Strengths	Gaps
Secondary Pathway: Agriculture Post-Secondary Programs: Agribusiness/ Sustainable Agriculture Agriculture related professions account for 2,373 jobs in the Lower Savannah River region (JobsEQ report, 2026). Salaries average \$49,091 but are expected to decline by 11% annually. However, according to the South Carolina Department of Agriculture, South Carolina has more than 22,600 farms and 4.6 million acres of farmland, South Carolina is driven by agriculture. Agribusiness (agriculture + forestry) accounts for 259,215 jobs and \$51.8 billion in annual economic impact.	Agriculture is moderately popular with both parents and students. Within the Lower Savannah region, it seems that the job market will be declining over the next couple of years. Many of the Ag programs at the secondary level are growing steadily over the years.
Secondary Pathway: Hospitality, Events, & Tourism Post-Secondary Programs: Culinary Arts, Hospitality Management Transfer Accommodations and Food Services provide 10,291 jobs (DEWLSCP 2026, p. 6) and expected to grow 5.3% between 2022 and 2032 (DEWLSCP 2026, p. 8). The average salary for these positions is \$21,580. (DEWLSCP 2026, p. 7). Aiken has a MOU with Hems College (Johnson and Wales Transfer Agreement). OCTC has a MOU with USC Beaufort in Hospitality. Both Lake Marion Career Center and DTC have strong culinary programs.	Hospitality and Tourism ranked last among parents according to the survey data. Students had a little bit of interest but it was ranked close to the bottom. There are many opportunities for students to be employed in the region but the low wages create a gap in how many of those jobs are filled. Many students are seeking higher wage positions.
Secondary Pathway: Energy & Natural Resources Post-Secondary Programs: Radiation Protection, Nuclear Fundamentals	Interest in this pathway ranked 2nd among parents and students behind health sciences. Many of these students see the high wages and many opportunities with 3 of the largest employers working in this pathway. Many opportunities are being created with Denmark

Strengths	Gaps
Of the twenty largest employers in the Lower Savannah Region, three are related to the Savannah River Site (SRS) and nuclear fields: Battelle Savannah River Alliance LLC, Savannah River Mission Completion, and Savannah River Nuclear Solutions (DEWLSCP 2026, p. 5). According to the DEW data, Professional, Scientific and Technical Services account for 4,609 jobs in the region with an average salary of \$103,168. (DEWLSCP 2026, p. 6-7).	Technical College starting the nuclear fundamentals pathway. This may help cover the 12.8% growth over the next 10 years.
Secondary Pathway: Arts, Entertainment, & Design Post-Secondary Programs: N/A The Aiken County School District provides Multimedia Basics and Digital Arts.	Demand for these occupations in the region is low. Survey data indicated student interest at 6% for the cluster.
Labor Market Sources: Lower Savannah Regional Workforce Snapshot (Q4, 2025): https://lmi.sc.gov/docs/Regional-Profiles/Lowcountry-LowerSavannah/LowerSavannah_2025Q4_RegionalWorkforceSnapshot.pdf Lower Savannah Community Profile 2026: https://lmi.sc.gov/docs/Community-Profiles/15000050_LowerSavannah_WDA.pdf Lower Savannah Jobs EQ Report: https://lmi.sc.gov/docs/Regional-Profiles/EconomicOverviewReports/LowerSavannahWDA.pdf SC DEW Post-Secondary Supply Gap Analysis: https://lmi.sc.gov/docs/Publications/CCWDPublications/SGA/1st-Edition-Postsecondary-Supply-Gap-Analysis-Report1.pdf SC Economic Analysis Report: https://lmi.sc.gov/docs/Publications/EAR/SC-PY2024-Economic-Analysis-Report.pdf Lower Savannah Priority Occupations: https://findyourfuture.sc.gov/sites/dewwop/files/Documents/LOWER%20SAVANNAH_Priority%20Occupation%20Regional%20Info%20Flyer.pdf	

STEP 1: Analysis of Labor Market Information: Programs and Pathways Needed

According to the labor market data analysis, identify the programs/pathways, if any, that are not offered but are needed in the region.

Program/Pathway	Evidence from South Carolina Labor Market Data	Source(s) of Evidence
Plumbers, Pipefitters, and Steamfitters	According to DEW's Lower Savannah Priority Occupations Flier, there is a high need for these positions. With a regional average wage of \$68,200 with only a high school diploma or equivalent as required education, short-term training programs and CTE high school programming are ideal to help meet the need.	Cited from Labor Market Sources
Dental Hygienist	Lower Savannah CLNA Career Cluster Data for indicates a position supply gap, with median salaries of \$74,963.	Cited from Labor Market Sources
Expanded Accounting	Finance and Insurance is seeing explosive growth. At the occupation level, Accountants and Auditors comprise the regions largest supply gap with 1,255 positions open. These jobs have a median salary of over \$60,000.	Cited from Labor Market Sources

Program/Pathway	Evidence from South Carolina Labor Market Data	Source(s) of Evidence
Support Programs: Economic Support Services (Food Pantries, Wi-Fi support, Transportation, Family Care, Classroom Materials, etc.)	In the Lower Savannah region, 60,809 people or 23.85% of the population live in poverty. This is a significant increase over the data gathered during the 2024 CLNA, which indicated 48,771 or 15.9% (SAIPE, census.gov, 2024).	“Poverty will also make it more difficult for those individuals to reach their educational goals” (LSCoG, p. 17). “Poverty/Low Income...has significant impact on their ability for reliable transportation, stable housing, phone or internet connectivity which in turn may also impact their ability to find and keep employment and/or fully participate in occupational skills training” (LSCoG, p. 18).
Support Programs: English as a Second Language (ESL)	There are approximately 25,000 Latinos (6% of the population) living in the Lower Savannah region, with Aiken County representing the largest portion (ACS, census.gov, 2024).	Previous CLNA focus groups (2022 and 2024) have indicated the need for English language support, particularly in manufacturing.
Support Programs: Disability Support Services	The region has over 56,000 individuals with disabilities, representing 17% of the total population, while 10% of youths between the ages of 5 and 17 in the region have been diagnosed with a disability (SAIPE, census.gov, 2024).	

STEP 1: Analysis of Labor Market Information: Programs Not Offered

According to the labor market data analysis, identify the programs/pathways that are offered but are not supported by the local labor market data for the region.

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

STEP 2: Analysis of Student Performance: Strengths

Based on the secondary and postsecondary performance data, identify the region's strengths in student performance. Include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.

Consider the following:

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

Strengths	How are these strengths being sustained in the region?	Local Example
1P1 Post-Secondary Retention and Placement: SCTCS Goal = 83.5% (90% Threshold = 75.15%) 2024-25 Results: ATC – 86.91% DTC – 99.12% OCTC – 92.29% Overall goals and all subgroup goals were met for the three colleges.	ATC, DTC, and OCTC utilize a variety of 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 and practice 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 bachelor's degree and beyond.	ATC's Perkins-funded DACUM processes ensure that ATC programs are aligned with local employer needs. Perkins-funded CTE equipment provides students with the real-world experience requested by employers. DTC's living learning communities incorporates best practices in student services and retention strategies to provide students one-on-one and group contact with mentors on campus to promote mental health, overall well-being, and targeted interventions. This includes structured academic supports, extended access to technology, and high-speed internet.

Strengths	How are these strengths being sustained in the region?	Local Example
		All three colleges emphasized professional development in instructional strategies for their CTE faculty. ATC provided funding for AVID instructional training targeting the enhancement of pedagogy for CTE specialists in the field, while OCTC and DTC utilized Perkins funds to promote non-traditional student retention through lab simulation activities, which are vital to support students taking hybrid courses.
2P1 – Earned Recognized Postsecondary Credential SCTCS Goal = 100% (90% Threshold = 90%) ATC, DTC, and OCTC have all achieved 100% on this metric for the past four years.	A holistic approach to student completion and attainment of postsecondary credentials includes career-pathway testing, tutoring, coaching, and advising targeting CTE students. The wide variety of industry-recognized certifications offered at the region's technical colleges also support student credential attainment.	DTC's academic programs have aligned in sequences of stacking industry-recognized credentials, many of which can be achieved through on-campus or live-remote third-party testing. Students are supported to recognize the value of these credentials through career coaching, resume building classes, mock interviews, and career fairs. Industry partnerships and recruiting are enhanced through apprenticeship and work-based learning embedded in each degree program. ATC and OCTC provide CTE counseling services and tutoring services (synchronous and asynchronous) to support students' successful progression through

Strengths	How are these strengths being sustained in the region?	Local Example
		their programs. Both colleges also provide WorkKeys assessments to ensure students are on the proper career path, while OCTC provides licensure testing for economically disadvantaged students in its CTE programs. ATC and OCTC also provide apprentice mentoring.
3P1 – Nontraditional Participation SCTCS Goal = 9.25% (90% Threshold = 8.32%) 2024-25 Results: ATC – 11.17% DTC – 9.39% OCTC – 6.34% ATC and DTC met this metric for all subgroups and special populations. OTC created an improvement plan, which is discussed in the table below.	Marketing strategies have helped promote non-traditional enrollment, as well as activities like open houses and career fairs. In addition, dual enrollment pathways have increased non-traditional participation in high-wage, high-demand programs. OCTC also utilizes the auto-text feature in EAB Navigate to share relevant information with division students.	ATC's CTE Transfer Opportunities Initiative promotes various CTE career pathways, while the Early Start CTE Marketing campaign targets potential dual enrollment students, as well as non-traditional students, increasing awareness of lucrative career pathways and promoting academic retention. ATC's Early Childhood Education program also participates in the Call Me MISTER program. OCTC utilized Perkins funds to promote professional development for faculty focused on recruiting and retaining non-traditional students. The utilization of state-for-the-art simulation technology in Engineering and Nursing will also allow non-traditional students opportunities for the visualization of and practice of processes prior to real world implementation,

Strengths	How are these strengths being sustained in the region?	Local Example
		allowing increased comfort with unfamiliar processes.
1S1 – Four-year Graduation Rate Goal: 94.0% (90% = 84.6%) 2024-25 Results: Aiken – 98.8% Allendale – 97.8% Bamberg 3 - 95.6% Barnwell 1 – 96.8% Calhoun – 95.7% Orangeburg – 96.3%	All districts in the region exceeded the state performance goal. CTE students are given support from instructors and build relationships with the instructors and faculty members that are valuable for student completion. Many CTE students feel a purpose for going to school each day and continue to work until graduation. Many industry certifications and work-based learning helps to drive students to graduation. Many schools use mentor programs after identifying at risk students that are used to help foster successful graduates.	Students in Barnwell County School District receive advisor/advisee time at the Barnwell County Career Center. This time is set up for students to support their learning, help build resume and soft skills. This practice also builds relationships between faculty and students. 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.
2S1 – Academic Proficiency in Reading/Language Arts Goal: 61.0% (90% = 54.9%) 2024-25 Results: Aiken – 88.8% Allendale – 72.9% Bamberg 3 – 84.7% Barnwell 1 – 76.3% Calhoun – 71.0% Orangeburg – 79.9%	All of the districts in the region exceeded the (90% SPL) threshold of 54.9%. Districts in the region support students with services such as tutoring sessions, remediation sessions, and other practical ways to improve student achievement. Some districts have a remediation period built into their school schedules to help with student achievement.	All local districts have incorporated MTSS Multi-Tiered Systems of Support improve student performance through the provision of group instruction, small group targeted instruction, and additional one-on-one interventions based on on-going student needs. Barnwell County Schools provides student support with their flex

Strengths	How are these strengths being sustained in the region?	Local Example
		time. This allows students to receive extra support from their teachers at the end of each school day.
2S2 – Academic Proficiency in Mathematics Goal: 47.0% (90% =42.3%) 2024-25 Results: Aiken – 65.0% Allendale – 53.2% Bamberg 3 – 76.8% Barnwell 1 – 60.3% Calhoun – 69.2% Orangeburg – 48.0%	All of the districts in the region exceeded the (90% SPL) threshold of 47.0%. Districts in the region support students with services such as tutoring sessions, remediation sessions, and other practical ways to improve student achievement. Some districts have a remediation period built into their school schedules to help with student achievement.	Barnwell County Schools provide student support with their flex time. This allows students to receive extra support from their teachers at the end of each school day. The Orangeburg County School District provides tutoring and remediation sessions. Bamberg School District is targeting professional development focused on standards with the use of instructional resources, such as graphing calculators. Providing classroom instructional supplies helps develop integrated systems of student data analysis to benchmark assessments and drive instructional focus. In addition, these practices help to pinpoint underperforming subgroups and implement multi-tiered support systems.

Strengths	How are these strengths being sustained in the region?	Local Example
2S3 – Academic Proficiency in Science Goal: 42.0% (90%=37.8%) 2024-25 Results: Aiken – 54.5% Allendale – 33.3% Bamberg 3 – 47.2% Barnwell 1 – 53.8% Calhoun – 32.4% Orangeburg – 32.1%	Three of the six districts failed to meet the (90% SPL) threshold of 37.8%. Area districts support students with services such as tutoring sessions, remediation sessions, and other practical ways to improve student achievement. Some districts have a remediation period built into their school schedules to help with student achievement.	Calhoun is providing after-school science tutoring and enhancing hands-on real-life examples in science lessons to increase relevance and student understanding. Bamberg is targeting professional development focused on standards and use of instructional resources, implementing an integrated system of student data analysis benchmark assessments to drive instruction with a focus on underperforming subgroups, and implementing a multi-tiered support system. Barnwell County Schools provides student support with their flex time. This allows students to receive extra support from their teachers at the end of each school day.
3S1 – Post-Program Placement Goal: 94.0% (90%=84.6%) 2024-25 Results: Aiken – 96.7% Allendale – 100% Bamberg 3 – 94.6% Barnwell 1 – 100% Calhoun – 100%	All regions in the district met the (90% SPDL) threshold of 84.6%. Across the region, school administration works with the technical college partners to strengthen pathways. Designated Programs of Study provide clear pathways for students. All districts have work-based learning programs and are constantly adding more opportunities to address this measure. Career specialists and counselors meet with students and parents to discuss post-graduation opportunities in IGP meetings.	The Project Lead the Way (PLTW) Program of Study between Cope Area Career Center and OCTC provides students dual enrollment courses that can easily move into EET or Mechatronics with opportunities for internships, apprenticeships, and co-ops. These courses also transfer to USC and

Strengths	How are these strengths being sustained in the region?	Local Example
Orangeburg – 100%		Clemson. OCTC’s Introduction to Engineering Technology certificate allows students to easily gain a credential in high school.
4S1 – Nontraditional Program Concentration Goal: 18.0% (90%=16.2%) 2024-25 Results: Aiken – 22.1% Allendale – 7.7% Bamberg 3 – 18.3% Barnwell 1 – 31.8% Calhoun – 47.4% Orangeburg – 22.7%	One district in our region did not meet the (90% SPDL) threshold of 18%. To achieve this success, many districts hold Summer camps and other activities to increase enrollment to include non-traditional programs. During student tours of programs, teachers and administration let students know that every program can be taken by every student.	Bamberg markets to the middle school level, providing informational programming materials, ensuring student participation data in non-traditional programs increases. The Orangeburg County School District provides summer camps and activities. Aiken also provides a CTE summer camp for non-traditional students.
5S1 – Program Quality – Attained Recognized Postsecondary Credential Goal: 50.0% (90%=45.0%) 2024-25 Results: Aiken – 91.1% Allendale – 95.8% Bamberg 3 – 87.0% Barnwell 1 – 86.5% Calhoun – 1.7% Orangeburg – 93.3%	Only one district in our region did not meet the (90% SPDL) threshold of 50%. CTE faculty and staff ensure students understand the importance of industry credentials. Administration is committed to having their high schools and career centers as certified testing locations to ensure transportation is not an issue for students. Instructors have taken the initiative to find credentials for students in their program to increase this measure. Districts have improved their tracking methods for student certifications to help guide them to complete their certifications.	CTE programs in the region offer a wide variety of credentials for students across numerous pathways including OSHA10; NCCER; Kuka Robotics; 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

Strengths	How are these strengths being sustained in the region?	Local Example
		including A+, NET +, and Security +; CareerSafe (HS & Cosmo); and TestOut Security+. Bamberg ensures consistent data by focusing on subgroups who underperformed, tracking students who do not achieve Silver/Gold status on state workforce credentials in 11th grade assessment and encouraging them to retake the assessment repeatedly. They also work to ensure every pathway provides opportunities to obtain a postsecondary credential related to the pathway.

STEP 2: Analysis of Student Performance: Gaps

Based on available data, identify the student performance gaps in the region. Include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.

Analysis tools are provided in the South Carolina CLNA Guidelines and Instruction Document as Supplement B to assist with determining root causes.

Consider the following:

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

Gap	Root Cause
Postsecondary Results and Analysis 1P1 Post-Secondary Retention and Placement: SCTCS Goal = 83.5% (90% Threshold = 75.15%) ATC, OCTC, and DTC all met targets of performance for all subgroups and special populations – No Gap 2P1 – Earned Recognized Postsecondary Credential ATC, DTC, and OCTC all achieved 100% on this metric in FY25 – No Gap 3P1 – Nontraditional Participation SCTCS Goal = 9.25% (90% Threshold = 8.32%) ATC and DTC achieved this metric in FY25 all subgroups and special populations. OCTC was slightly under at 6.34%.	Disabilities are self-reported at the community/technical college level, making tracking difficult and often resulting in small subgroup populations. As a result, small variations can greatly impact performance results. Limited placement may be the result of medical issues arising from their disability, lack of opportunities in field, and/or the need for greater career guidance and support. To improve future special populations placement, the colleges use Focus 2 Career, which allows the Career Services staff to provide targeted career guidance and coaching to CTE students, with the intent of improving placement across the campus community. OCTC created an improvement plan to improve participation through targeted marketing and recruiting, as well as strategies for capturing accurate comprehensive data. OCTC has also revitalized orientation through the creation of a committee devoted to Orientation and First-Semester Experience. Perkins funds will also be utilized to support a Career Services Specialist to expand career activities. The MyCareerCloset program will provide practical advice to help students

Gap	Root Cause
	look and feel confident and explore employability standards that are hard to address for special populations students.
Secondary Results and Analysis 1S1 – Four-year Graduation Rate - Goal: 94.0% (90% = 84.6%) Gaps Bamberg - White (82.35%), Disabled (60%) Barnwell - Hospitality (50%) Calhoun - Architect (75%) Orangeburg - Disabled (50%), Architect (77.42%)	Traditionally, these special populations groups have struggled academically. However, there are significant improvements in the achievement of Special Populations in all measures over the last two CLNA cycles. While the 2026 CLNA data indicated significant gaps compared to the 2022 CLNA, it appears that performance for this population, particularly disabled students, has now rebounded, with only 2 districts identifying gaps.
2S1 – Academic Proficiency in Reading/Language Arts - Goal: 61.0% (90% = 54.9%) Gaps Allendale - Disabled (20%) Aiken - Disabled (51.28%) Bamberg - Disabled (20%), Finance (50%) Barnwell - Disabled (33.33%), Homeless (0%), Hospitality (50%) Calhoun - (28.57%), Architect (50%), Transportation (50%) Orangeburg - Disabled (27.27%), Single Parent (50%)	Students in Reading/Language Arts, Mathematics, and STEM programs/clusters are those most likely to need and seek out counseling and tutoring support. The virtual and online academic support tools now available to students provide flexible support, even though traditional academic support services are still available. Industry input reveals that entry-level employees increasingly lack basic math skills, such as converting fractions to decimals or metrics to fractions. Additional program-related skills like blueprint reading and measurement tools also need to be strengthened. While many mathematics programs are now offered in a redesign/computerized math lab format, it may be necessary to incorporate more face-to-face/traditional instruction and tutoring methods to help bridge the skill gap.
2S2 – Academic Proficiency in Mathematics: 47.0% (42.3%) Gaps Allendale - Business (35%) Aiken - Disabled (35.9%), Homeless (33.33%), Education (33.33%) Bamberg - Disabled (20%), Single Parent (0%) Barnwell - Homeless (0%), Business (27.59%), Law (25%), Marketing (42.86%) Orangeburg - Asian (0%), Two Races (0%), Disabled (8.33%), Foster (0%), Agriculture (0%), Human Services (28.85%), Manufacturing (39.13%)	The Technical Scholars program has yielded positive outcomes, allowing students to quickly advance to upper-level positions by applying skills learned at ATC.

Gap	Root Cause
2S3 – Academic Proficiency in Science: 42.0% (37.8%) Gaps Allendale - Female (28.57%), Black (30.43%), Disabled (0%), Economically Disadvantaged (29.55%), Non Traditional (0%), Business (20%), Finance (0%), Health (20%), Transportation (14.29%) Aiken - Disabled (17.95%), LEP (31.71%), Education (35.71%) Bamberg - Disabled (0%), Single Parent (0%), LEP (0%), Business (28.57%), Finance (0%), Marketing (0%) Barnwell - Two Races (0%), Disabled (25%), Non Traditional (31%), Homeless (0%), Military Parent (0%), Hospitality (0%), Human Services (37.5%), Law (20%) Calhoun - Female (23.53%), Black (24%), Disabled (33.33%), Economically Disadvantaged (32.76%), Single Parent (33.33%), Business (27.66%), Human Services (33.33%), Transportation (0%) Orangeburg - Male (33.8%), Female (30.76%), Asian (0%), Black (27.34%), Disabled (8.33%), Economically Disadvantaged (28.35%), Homeless (0%), Foster (0%), Military Parent 28.57%), Architect (19.23%), Business (21.82%), Education (36.36%), Finance (25%), Hospitality (30%), IT (33.33%), Manufacturing (20.83%)	Several institutions are using Perkins funding to more aggressively seek out and enroll non-traditional students—particularly females—as our populations tend to skew female and their careers are frequently derailed by family and healthcare issues. Two of our technical colleges have begun CTE apprenticeship mentoring and non-traditional professional development for faculty with the goal of promoting and providing support to retain non-traditional students. Based on prior years of data, Black male students have frequently struggled academically due to a variety of factors, though the current year shows improvement across the region. Local interventions including the Call Me MISTER program has supported engagement of minority students through academic support and positive role-modeling. In order to improve performance in Math and Science, Bamberg will provide intensive professional development related to MTSS and improvement of Tier I instruction in content-area classrooms and use of formative assessment data directly related to content area standards for Tier I instruction and student engagement.
3S1 – Post-Program Placement: 94.0% (84.6%) Gaps Bamberg - Manufacturing (60%)	
4S1 – Nontraditional Program Concentration: 18.0% (16.2%) Gaps Allendale - (Male (4%), Female (14.29%), Black (7.89%), Hispanic (0%), Economically Disadvantaged (8.33%), LEP (0%), Architect (7.69%), Human Services (0%), Manufacturing (0%), Transportation (0%) Aiken - Male (0%), American Indian (0%), Asian (0%), Black (13.48%), Homeless (0%), Foster (0%), Military Parent (10%), Migrant (0%), Architect (2.63%), Education (0%), Human Services (5.36%), IT (10.34%), Transportation (7.59%)	

Gap	Root Cause
Bamberg - Male (0%), Black (11.76%), Disabled (0%), Economically Disadvantaged (16%), Homeless (0%), Manufacturing (4.76%) Barnwell - Male (14.65%), American Indian (0%), Disabled (9.09%), Homeless (0%), Migrant (0%), Architect (13.79%), Human Services (8.7%), Manufacturing (9.3%), STEM (0%), Transportation (12.5%) Calhoun - LEP (0%) Orangeburg - Hispanic (0%), White (0%), Two Races (0%), LEP (0%), Agriculture (0%), Human Services (0%), Transportation (15.38%)	
5S1 – Program Quality – Attained Recognized Postsecondary Credential: 50.0% (45.0%) Gaps Calhoun - Male (0%), Female (3.03%), Black (2.22%), Hispanic (0%), Disabled (0%), Economically Disadvantaged (1.92%), Non-Traditional (0%), Single Parent (0%), LEP (0%), Business (2.13%), Marketing (2.13%), STEM (0%)	

STEP 3: Analysis of Programs: Size, Scope, and Quality

Based on the Perkins V definitions of size, scope, and quality, identify how schools and colleges in the region determine that programs in the region address the following areas.

Requirement	Analysis Determination	Areas for Improvement
Programs are of sufficient size. (Size)	District administration must consider budget, space, and capacity to provide adequate enrollment opportunities while ensuring an equitable faculty to student ratio. Dual enrollment pathways provide expanded and affordable options for secondary schools and districts.	Small, rural districts can have difficulty locating qualified faculty. This can also be a concern for the technical colleges, particularly adjuncts in specialized fields.
Programs relate to the real-world work environment. (Scope)	District and technical college employees strive to offer hands-on experience to students. Perkins funding provides access to workplace equipment that the institutions could otherwise not afford. Apprenticeships, co-ops, clinicals, on-site tours, work-based learning opportunities, and Mentorships can also provide students with real-world insights into their chosen professions.	Keeping pace with workplace technology can be challenging, particularly the cost of ensuring that state-of-the-art labs are available to rural students. The purchase of simulated labs/software can help serve rural CTE dual enrollment students who may not have access to large labs at high schools and career centers, as well as provide flexibility for adult students at ATC, OCTC, and DTC. All three colleges are actively working to expand registered apprenticeship options.
Programs help students advance to future education. (Scope)	Dual Enrollment opportunities provide students with streamlined pathways into lucrative CTE career pathways. Marketing efforts by the technical colleges help to provide students with relevant academic and financial aid information to help them make informed decisions concerning their educational futures. Secondary career and guidance counselors provide students with educational and occupational guidance promoting awareness of educational pathways and funding. Job Shadowing opportunities are offered each March to students beginning in 9th grade-12th grade to Orangeburg,	Enrollment has increased within the Technical College System statewide, with college enrollment nearly back to pre-COVID levels. Students are realizing that they will not be able to work at an average job and be able to make a salary to keep up with the rate of inflation. They may continue to work at a part time job while attending college; however, they are realizing that they need more than a high school diploma to be able to have a substantial income that will offer them health insurance, 401 or 457 plan, and other benefits to have a family.

Requirement	Analysis Determination	Areas for Improvement
	Calhoun, and Bamberg Counties. Our Job Shadowing Program is coordinated by the Lower Savannah Regional Career Specialist. Counselors and Career Specialist are asked to register their student through an online system used by OCTC. Additionally, ATC utilizes WorkKeys Technical Scholar assessments to assist in the placement of CTE students in appropriate internships, gaining onsite experience.	
Programs are of high quality. (Quality)	Secondary: CTE programs are created/designed based on survey data to ensure that program offerings are of interest to students and parents. Schools provide pathways based on the needs of local business and industry. District, school, and career personnel work to educate students and parents concerning CTE career pathways and related offerings to attain high-wage positions in high-demand fields. A 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. Some programs require additional measures, such as job shadowing. Some programs require additional measures such as job shadowing, mentorship, Apprenticeship Program, or an internship program. Post-Secondary: New technical and community college programs undergo an extensive development process guided by SCTCS procedures. As part of SACSCOC reaffirmation, institutions are required to undergo review at least twice within a given ten-year period. As a result, all technical college programs are required to ensure employer relevancy through	As noted above, locating high-quality instructors can be difficult, particularly in rural areas. Similarly, maintaining technological parity with the workplace can be burdensome, particularly given limited funding from traditional sources. Utilizing Perkins funding to kickstart new programs until they achieve self-sufficiency can be crucial to the implementation of necessary new programs that fill workforce gaps in the region.

Requirement	Analysis Determination	Areas for Improvement
	processes such as DACUMs, employer surveys, regular documented program reviews with established benchmarks, and regular advisory committee consultations. Faculty also undergo regular professional development and are expected to remain current in their chosen field, ensuring instructional alignment with professional needs. All faculty undergo annual evaluation and are provided opportunities for improvement.	
Programs should be offered in the region. (Scope)	As noted above for both public schools and technical colleges, programs are developed and reviewed via ongoing interactions with business and industry representatives in their region. This occurs through a variety of means, such as DACUMs, surveys, advisory committees, and local partnerships. Among the post-secondary institutions, programs that do not meet state minimums for graduation rates go through a probationary and, if there is no improvement, a cancellation process. Meanwhile, state funding is often tied to program placement, providing an incentive to modify or eliminate programs that do not meet the needs of the community.	Both secondary and post-secondary schools can continue to expand current partnerships with local industry to add new internships, apprenticeships, and other work-based learning activities. The pandemic had a negative effect on these types of activities. In addition, institutions should work to expand participation in advisory boards to ensure CTE offerings are meeting industry needs.

STEP 3: Analysis of Programs: Program of Study Implementation Process

Identify how the region implements secondary and postsecondary programs of study. Include an evaluation and description of Special Populations CTE program implementation.

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. HERRF funds provided additional technology that helped make CTE offerings more accessible to special population students. Counselors provide support for special population groups.	Industry relationships may not be available in the area due to the rural nature of the region. More detail on the OCTE/OSES topics concerning IGP and IEP Alignment, as well as CTE and IEPs would be beneficial.
Post-Secondary Process: The process begins with a local needs assessment which includes both short-range and long-range demand and wage opportunities. 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. Programs are reviewed to ensure they are eligible for financial aid, opening them to low-SES students. When applicable, faculty are also provided guidance concerning the introduction of open educational resources. Courses/programs are monitored for any special populations needs, such as captioning. Both ATC and OCTC's Foundations provide need-based grants to assist students in emergency situations. Much of the hands-on equipment for our programs are purchased utilizing Perkins funds. OCTC has focused on virtual technologies	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. For college-aged special population groups, it is often difficult to provide support, as they must self-identify. The colleges are consulting with their respective Enrollment offices for potential pathways forward.

Implementation Process	Strengths	Needs/Gaps
	to promote industrial process familiarity among non-traditional students.	
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.	Programs of Study are revisited each year in a continuous improvement cycle (some schools fund the CTE program and industry alignment process utilizing Perkins funds). Ongoing special population professional development helps to prepare new program faculty to support special population student retention and graduation.	N/A

STEP 3: Analysis of Programs: Program of Study Implementation Middle School

Considering the strategy for middle school CTE programs and the vision for how middle school fits the entire CTE and talent development system, describe CTE programs and career exploration programs offered in middle grades and describe implementation plans for future CTE programs and career exploration programs to be offered in middle schools.

CTE Programs Offered in Grades 6-8	Career Exploration Programs for Grades 6-8	Implementation Plans for Future CTE Programs and Career Exploration Programs
Aiken County Stem Cyber, Fundamentals of Computers, Keyboarding, Computer Applications, Intro to Agriculture, Multimedia Basics, Digital Arts, Financial Literacy, Intro to Coding, Personal Finance (6th grade), PLTW Design and Modeling, and Stem Exploratory (LBA) Allendale County Digital Literacy, Keyboarding, Computer Applications Bamberg County Fundamentals of Computing Barnwell County Intro to Agriculture; Fundamentals of Computing Orangeburg County Project Lead the Way, Design and Modeling Gateway to Technology; Project Lead the Way, Fundamentals of Computing	Local initiatives vary from district to district. However, the Regional Career Specialist provides Job Shadowing Week activities throughout the Lower Savannah region, including workshops at various sites such as OCTC. Aiken County School District provides a number of opportunities for career exploration through career specialist activities such as: -Career Assessments for 6th-8th grade students (YouScience and SCOIS) -Face to Face and virtual Lunch and Learn events for students to listen to a guest speaker in a career area of their interest. - Power Up Career Fair for 8th graders in the County, including Charter Schools -Some middle schools hosted the Be -Proud Be Pro Truck Tour - NSA Cyber Challenge -Students -Junior Achievement -Paul Knox Middle students participated in Junior Advisory with the North Augusta Chamber of Commerce	Examples: Aiken County Public Schools are preparing to expand CTE Career exploration programs in the middle schools, which include offering CTSO opportunities for middle school students. Project Lead the Way - Gateway to Technology courses are expected to continue to be offered at Allendale Fairfax Middle School.

CTE Programs Offered in Grades 6-8	Career Exploration Programs for Grades 6-8	Implementation Plans for Future CTE Programs and Career Exploration Programs
	-Career and Leadership Fair and hosted businesses and colleges on their campus to expose students to opportunities in our region. Bamberg School District's career exploration is conducted with students at the middle grades by guidance counselors in whole group settings and is incorporated into the Individual Graduation Plan process. Barnwell's Middle School Career Specialist provides career education sessions focusing on the 16 career clusters. The Specialist offers career assessments with all students utilizing the SCOIS website, as well as Career Lunch-n-Learn sessions with all grade levels. Field trips to the Barnwell County Career Center and Aiken Technical College were also provided, as well as a Junior Achievement virtual career fair. Barnwell County Career Center provides tours to area 8th graders each year from all schools in the county. In the future, they plan to host CTE exploration through Summer programs to interest younger students at the career center. Calhoun County Schools has one counselor with Global Career Development Certification at each middle school. The Allendale District offers Career Exploration programs for middle school students including YouScience Aptitude and Career Discovery, Blaze Fire Gaming Bus, Be Pro Be Proud Bus, and tours for 8th graders to CTE classrooms and labs.	

CTE Programs Offered in Grades 6-8	Career Exploration Programs for Grades 6-8	Implementation Plans for Future CTE Programs and Career Exploration Programs
	Districts in our region work with GEAR UP through Voorhees University including Allendale, Bamberg, Calhoun, and Orangeburg. GEAR UP prepares students to be academically, socially, and financially ready to enter and complete a postsecondary education and prepare for a career of their choice.	

STEP 3: Analysis of Programs: Recruitment, Retention, and Training of CTE Educators

Considering the Perkins V law to improve recruitment, retention, and training for CTE educators, instructional support staff, career guidance, and academic counselors, address the following:

- Identify the process used by schools and colleges in the region to recruit, retain, and train CTE educators.
- Identify strategies used by schools and colleges to facilitate the success of Special Populations students in CTE through collaboration among CTE, Special Populations administrators, and school counselors.

Process	Strengths	Needs/Gaps
Secondary: Recruitment efforts are expanded upon under strengths, but applicants typically apply via contracted hiring portals such as TalentED or local website application systems. Regarding professional development, districts are required to schedule professional development days in their calendars, and teachers and administrators are in regular need of accruing renewal credit hours. The DOE provides OCTE/OSES modules for CTE directors and principals to provide targeted professional development. Districts with indicated Special Populations gaps on their Perkins Performance Indicator Report incorporate the modules as systematic professional development within the CTE department as well as related departments and administrators, such as Special Education and Guidance.	Signing bonuses offered by some districts are available to recruit teachers in rural, critical needs districts. Support from the SCDE in program areas has been valuable to ensure that teachers have sufficient professional development opportunities. ESSER funding is being utilized to recruit new educators via the new TEACH South Carolina initiative, as well as the expansion of the Center for Educator Recruitment, Retention, and Advancement’s Teaching Fellows program. The Teaching Fellows program is designed to recruit high school seniors for careers in education and to promote their leadership skills. Each year the program provides up to 200 education-track fellowships to qualified high school seniors. In addition, S.C. is continuing to expand the “Call Me MISTER (Mentors Instructing Students Toward Effective Role Models)” program, which promotes the enrollment and employment of Black males into the teaching profession.	Regional salaries are highly competitive in many fields. State employers are hard pressed to keep pace with inflation and the signing bonuses being offered by local business and industry. According to the Center for Educator Recruitment, Retention, and Advancement, 2025-26 report, there was a 5% decrease in teacher departures. As of Fall 2025, there were a record 706 vacant public-school teacher positions in the state, compared to 1,043 the previous year (CERRA, Supply & Demand Update). For the second year in a row, there were less vacancies than the preceding year. SCDE assistance is needed to review teacher credentials in order to transfer more experiences into pay levels, especially for high-level teacher and industry credentials. Thereby, district and career center personnel will be able to more closely match pay that a professional would earn in the industrial sector.

Process	Strengths	Needs/Gaps
	Aiken County has extended CTE outreach initiatives by updating labs in two elementary schools. The new ACCCTC Career Center is expected to be open Fall of 2026 with more than 100,000 sq. ft. of new and innovative learning spaces for CTE programs currently housed at the Career Center. Aiken continues to struggle with retaining CTE teachers due to the high salaries available at industries like SRNS.	Areas of special need concerning special populations training, as based upon Perkins Performance Funding Indicator data, are Mathematics, Sciences, the promotion of Non-Traditional Program Enrollment, and efforts to build pathways to successful Recognized Postsecondary Credential Completion.
Post-Secondary: The South Carolina Technical College System’s application process runs via SC’s NEOGOV system, allowing supervisors to post specific positions or maintain an ongoing pool of potential part-time employees. Full-time faculty undergo a multi-stage process of application review, search committee panel interview led by their immediate supervisor, a teaching demonstration, and finally an interview with their next level supervisor. New adjuncts are provided new hire orientation, while full-time faculty undergo a more extensive onboarding process. All are provided with a Faculty Guide and procedural documents. Any online faculty are also required to undergo LMS training. All faculty are required to attend mandatory	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.	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.

Process	Strengths	Needs/Gaps
training sessions as well as a select number of optional training sessions per year.		
https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/5074/Cerra/ab783a6b-4d0f-4d2d-b32f-14e75f04c68b/2025-26-SC-Annual-Educator-Supply-and-Demand-Report.pdf?disposition=inline		

STEP 3: Analysis of Programs: Progress toward Improving Access and Equity

Identify how schools and colleges ensure access and equity for all students, including special populations.

Analyze Special Populations enrollment data and evaluate enrollment specific to clusters. Identify strengths, gaps, and strategies for improvement, including collaboration and communication among CTE, Special Populations administrators, and school counselors related to student placement in CTE programs.

Strengths	Gaps	Strategies for Improvement
Secondary CTE programs within the Lower Savannah region utilize ongoing assessments and data analysis to identify gaps, barriers, and areas of weakness related to student access, participation, and performance. Comprehensive student support services, including tutoring, counseling, academic advising, and career guidance, are implemented to ensure students receive the assistance needed to be successful in their chosen pathways. Wrap-around services available to students include test preparation, special services for students with disabilities (including captioning and ASL support), academic and career advising, counseling services, technology support, library and media center resources, student organizations and leadership activities, career development services, and job placement assistance. At the postsecondary level, Lower Savannah region colleges provide a variety of academic	Several gaps and challenges continue to impact equitable access and success for special population students across the Lower Savannah region. One major challenge is that students must often self-identify as belonging to a special population group in order to receive services and support. In many cases, the perceived stigma associated with seeking assistance discourages students from utilizing available resources. The rural nature of the region also contributes to challenges related to the digital divide, including limited broadband access, inadequate technology resources, and inconsistent connectivity. High poverty rates throughout the service area further intensify these barriers and create additional obstacles in meeting students' academic and technological needs. At both the secondary and postsecondary levels, there is also concern that some students may not fully understand or access	Secondary schools within the Lower Savannah region utilize a variety of strategies to address achievement gaps and improve student performance across career clusters, particularly in Math and Science. These strategies include targeted professional development focused on effective instructional practices, integration of instructional tools and resources such as graphing calculators and industry-based technology, and expanded tutoring and academic support services for students. Schools across the region also continue to strengthen science instruction by incorporating real-world applications and hands-on learning experiences that help students better understand the relevance of scientific knowledge and technical skills in everyday life and future careers. To address participation gaps in non-traditional career pathways, districts are implementing intentional recruitment and

Strengths	Gaps	Strategies for Improvement
and student support services designed to promote equitable access, persistence, credential attainment, and workforce readiness for all students. Students with disabilities are provided with comprehensive support services, including captioning and transcripts for audio-visual materials, text-to-speech technology, motion-sensitive campus accessibility features, adaptive technology, and flexible online learning options to increase accessibility and participation. Non-traditional career pathways are promoted through targeted marketing campaigns, career awareness initiatives, and dual enrollment pathway exposure opportunities. In addition, technical colleges maintain strong partnerships with agencies such as Vocational Rehabilitation, SCWorks/OneStop, and Adult Education programs to support special populations and reduce barriers that may limit student access, participation, and success in postsecondary education and workforce training opportunities. Special population students within the Lower Savannah region are supported through a wide range of academic, career, financial, and accessibility services designed to improve equitable access and student success in CTE programs. These services include CTE tutoring,	the support services available to them. For example, technical college orientation sessions are currently optional, which may limit student awareness of academic support, counseling, accessibility accommodations, and financial assistance opportunities. At the secondary level, several career clusters experienced difficulty increasing participation across non-traditional gender boundaries, particularly within Architecture and Construction, Education, Human Services, Manufacturing, and Transportation pathways. Smaller rural districts also faced challenges related to student attainment of postsecondary credentials and industry certifications. Due to smaller student populations and inconsistent performance trends across some pathways, identifying clear and consistent barriers to success remained difficult. At the postsecondary level, tracking special population data among adult learners continues to present challenges because much of the information relies on self-reporting. Beyond non-traditional participation, Pell eligibility, and disability status, identifying and monitoring additional special population groups can be difficult. Data also revealed continued gender disparities within certain fields, with females	awareness strategies beginning at the middle school level. These efforts include career exploration activities, targeted marketing campaigns, pathway awareness events, summer enrichment programs, and more intentional planning and coordination of stakeholder information sessions, open houses, and career center visits designed to better inform parents, students, business partners, and community members of the opportunities available within the region and district. These outreach efforts help increase awareness of high-demand, high-wage career pathways while encouraging greater student participation across non-traditional fields. CTE programs throughout the region provide students with access to a wide range of industry-recognized credentials and certifications aligned to workforce needs. These credentials include OSHA-10, NCCER, Certified Nursing Assistant (NACES), Microburst Soft Skills, ProStart, ServSafe Food Handler and Manager certifications, Microsoft Office User Specialist (MOUS), Precision Exams, CareerSafe, American Welding Society certifications, Automotive Service Excellence (ASE), Diesel certifications, WINS certification, and Information Technology certifications such as CompTIA A+, Network+, Security+, and TestOut Security+.

Strengths	Gaps	Strategies for Improvement
academic and career counseling, Pell grants, need-based scholarships, Foundation support, and access to low- or no-cost educational resources such as loaner laptops and food pantries to assist students from low socioeconomic backgrounds.	underrepresented in many technical education programs and males underrepresented in Health Science and Education pathways. Additionally, students from low socioeconomic backgrounds were highly represented in Health Science and Public Safety programs, highlighting the ongoing need for financial assistance, wrap-around support services, and targeted interventions to ensure equitable access and program completion. Overall, performance outcomes for students with disabilities were generally comparable to those of the overall student population when appropriate support and accommodation were provided.	At the postsecondary level, colleges continue to implement strategies aimed at improving student enrollment, retention, persistence, and completion. These strategies include intrusive advising, supplemental instruction, mandatory tutoring, co-requisite developmental support labs, flexible scheduling, hybrid and online learning opportunities for working students, and redesigned developmental education courses to better support student success. Additional initiatives, including programs such as “Call Me MISTER” in Education, expanded dual enrollment opportunities, and targeted outreach campaigns focused on non-traditional and low socioeconomic student populations, are helping increase student awareness, access, participation, and success across Career and Technical Education pathways.

SUMMARY: Consortium Coordination Strategy and Review

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 the CLNA process? Work was delegated to teams for each section of the document, which helped the group stay organized. This year, a Google Drive was created to help store all information related to the process.
How can better results be achieved? Next cycle, the group will add a Research Documentation Team to ensure that all documentation for labor market research and gap analysis is stored on the LS CLNA Google Drive.
What individuals or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them? During the 2026 cycle, the group invited community agency representatives to the meetings, but did not have a good response. This year was particularly challenging regarding meeting scheduling. Participation from stakeholders was lower than in previous years.
What other initiatives can be leveraged and aligned across sectors to make this work successful? Summits or other events for highlighting a particular workforce-focused topic may help in gathering a larger group to help with input.
How will connections be built through those other initiatives? Both industry and community agencies could be better reached through an in-person summit, as mentioned above.
How will the collective commitment to ongoing engagement in this work be demonstrated? Individual colleges, schools, and career centers each have strong industry contacts, the group just needs to better capitalize on those relationships and be mindful of how the CLNA can be integrated.

Consortium Review of Comprehensive Local Needs Assessment

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

Signature and Date

Secondary Partner:

**David Augustine
Director
Barnwell County Career Center**



Date: 6/18/2026

Postsecondary Partner:

**Leah Jones
Director of Institutional Effectiveness
Orangeburg-Calhoun Technical College**



Date: 6/18/26

Business Partner:

**Kimberli Scott
Human Resources Manager
Collum's Lumber Products**



Date: 6/18/26