Perkins V

The 2024 Lower Savannah Region Comprehensive Local Needs Assessment

#FutureReadyCTE

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South Carolina is positioned to strengthen the alignment of high-quality education and workforce development programs and activities that prepare current and future job seekers for high-demand, high-wage careers. The state's focus on partnership and collaboration will lead to greater alignment of programs and resources that will bring us closer to achieving our vision for South Carolina.

VISION STATEMENT:
All students graduate prepared for success in college, careers, and citizenship.

MISSION FOR PERKINS V:
To cultivate the development of a skilled workforce and a responsive workforce system that meets the needs of business and industry leading to sustainable growth, economic prosperity, and global competitiveness for South Carolina.

STRATEGIC PLAN FOR CAREER AND TECHNICAL EDUCATION (CTE): EIGHT VISION THEMES

1. **Performance and Accountability**

   To meet specific measures of performance at all levels

2. **Business and Industry Alignment**

   To develop a network of business relationships that promote career awareness and marketable skills

3. **Career Clusters, Pathways and Programs**

   To develop and implement a relative curriculum that uses current technical and instructional strategies

4. **Career Guidance and Awareness**

   To create awareness and promote the value of career and technical education

5. **Equity and Innovation**

   To develop a responsive system of effective opportunities leading to student success

6. **Teacher Recruitment, Development, and Retention**

   To develop and implement a system for recruitment and retaining quality educators and students

7. **CTE Leadership Development**

   To provide an effective leadership program for career and technical education

8. **Quality**

   To acquire the funds essential to achieve the vision

Purpose of the Comprehensive Local Needs Assessment
The Comprehensive Local Needs Assessment (CLNA) is a vital part of the Strengthening Career and Technical Education for the 21st Century Act which amended the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was signed into law on July 31, 2018. The CLNA provides a process designed to help identify where local CTE programs may need improvements and where exceptional CTE programs and activities exist. The application of the CLNA also helps to ensure accountability for the uses of state and federal funds to improve CTE programs and CTE student performance.

Purpose
The purpose of this document is to provide a template to prepare the content of the needs assessment by:
- Explaining the purpose of the needs assessment
- Outlining the required components of the assessment
- Providing tools for identifying needs
- By conducting needs assessment, the Team will:
    - Use evidence-based strategies to recognize needs of the industry
    - Identify strengths and weaknesses of secondary and postsecondary CTE programs
    - Perform a root-cause analysis of gaps
    - Make progress toward student success and employment

What is a comprehensive local needs assessment?
A **needs assessment** is a systematic set of procedures used to determine needs, examine their nature and causes. A needs assessment is conducted to determine the needs of people – i.e., recipients of the services provided by an organization. In education, the recipients are students, parents and future employers. A comprehensive needs assessment consists of the following steps:
1. Identify participants on the Needs Assessment Team (stakeholders)
2. Identify data sources to be analyzed. A list of required and allowable data sources is provided by the state.
3. Engage stakeholders in a review of focused data and analyze the data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity (what is not working)

Why complete a comprehensive local needs assessment?
The reauthorization of the Perkins Act through Perkins V requires that eligible recipients complete a needs assessment that must be included in the Perkins application. There are six components of the comprehensive needs assessment:
1. Evaluation of Labor Market Data
2. Evaluation of student performance
3. Description of the CTE programs offered (size, scope, quality and aligned to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention and training for CTE educators.
6. Description of progress toward implementing equal access to CTE for all students, including special populations.

How often is a comprehensive local needs assessment needed?
The needs assessment must be completed **every two years**, with a review of progress in the interim. The assessment must be **completed prior** to the completion of the grant application and submitted with the application. The needs assessment should be part of an <u>on-going</u> performance management cycle.

Who should participate in the comprehensive local needs assessment process?
Local recipients are required to engage a diverse body of participants who will plan and implement the needs assessment. The Needs Assessment Team is comprised of local stakeholders who will develop, review and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels
   - Teachers
   - Faculty
   - Administrators
   - Career guidance counselors and advocates
   - Advisement professionals
   - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth

<u>**Process**</u>
1. Establish a Local Needs Assessment Team
   Perkins V requires the needs assessment to be completed in consultation with specific stakeholders. Page 4 of this document lists all required stakeholders. All groups listed on page 4 must be a part of the Local Needs Assessment Team.

2. Assign three co-coordinators for the Local Team – one from secondary education, one from a postsecondary institution, and one business partner

3. Gather, review and analyze data (state staff will provide required data sources and a list of optional resources).

4. Convene the Team to write the needs assessment (Each Team must meet at least once throughout this process).

5. Complete the needs assessment Template
   i. All steps and all parts are required
   ii. Incomplete assessments will not be approved
   iii. Add rows to tables as needed
   iv. Include the data analysis documents (required)

Template

The needs assessment Template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information

Part 1: Utilize the Labor Market Analysis Tool (Excel)

Part 2: Use additional approved sources of data and compare the data to Part 1 findings.

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

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

STEP 2: Analysis of Student Performance (including Special Populations defined by Perkins V)

STEP 3: Analysis of Programs (including Special Populations defined by Perkins V)

Part 1: Size, Scope and Quality

Part 2: Progress toward Implementing Programs of Study

Part 3: Recruitment, Retention and Training of CTE Educators

Part 4: Progress toward Improving Access and Equity

Stakeholder Team

Perkins Law – Sec. 134 (d) - Required CLNA Stakeholder Consultation
(d) CONSULTATION. —In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—   **(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals.**   **(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators.**   **(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries.**   **(4) parents and students.**   **(5) representatives of special populations.**   **(6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965); ***   **(7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and**   **(8) any other stakeholders that the eligible agency may require the eligible recipient to consult.**

*Section 1432 of the Elementary and Secondary Education Act of 1965: "(2) AT-RISK- The term at-risk', when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school."

Perkins V

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 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: Lower Savannah CLNA Team	
Date: 5/7/2024	
Needs Assessment Lead Co-Coordinators:	**Contact Information:**
Secondary: David Augustine, Barnwell County Career Center	**Secondary:** daugustine@bccc80.com
Postsecondary: Leah Jones, Orangeburg-Calhoun Technical College Bruce McCord, Aiken Technical College	**Postsecondary:** Leah Jones - jonesL@octech.edu Bruce McCord - mccordb@atc.edu
Business Partner: Alex Boykin, Maintenance Manager, Resonac Graphite America Inc.	**Business Partner:** boykin.alex.xlmlw@resonac.com

Representative		Name	Institution and Position	Responsibility
Co-Coordinators	Postsecondary Perkins Grant Coordinator	Leah Jones	Orangeburg Calhoun Technical College (OCTC) – Director of Accreditation and Accountability	Co-Coordinator/Writing
		Bruce McCord	ATC – Director of Institutional Effectiveness, Teaching and Technology (IETT)	Co-Coordinator/Writing
		Tammy Washington	Denmark Technical College	Analysis of Student Performance
	Secondary Perkins Grant Coordinator	Mallie Shaw	Bamberg	Labor Market Analysis
Teacher(s) - Secondary		Dena Hartzog 230 Secondary Educators Surveyed	Bamberg Lower Savannah Region	Analysis of Student Performance Instructor Survey Participants
Faculty - Postsecondary		1) Mellisa Black 2) Stefanie Brown 3) Macky Gray 4) Stephanie Phillips 5) Brian Logan 6) Steve Simmons	1) OCTC Dean of Nursing 2) OCTC Dean of Health Sciences 3) OCTC Mechatronics Program Coordinator 4) OCTC Asst. Dean of Engineering & Adv Manufacturing 5) ATC Dean of Health Sciences 6) ATC Dean of Technical Education & Cont. Education	CTE Educational Guidance
Secondary Administration		1) Kenneth Lott 2) Mona Lisa Anderson 3) David Augustine 4) Jessica Brabham-James 5) Lisa Nelson 6) Mallie Shaw 7) Treda Keith 8) Robert Hemby 9) Johnny Murdaugh 10) Rick Leonard 11) Margueritta Watson-Green 12) Steve Williams	1) Aiken County Career Center 2) Allendale County Schools 3) Barnwell County CC 4) Barnwell 45 5) Barnwell 48 6) Bamberg 7) Calhoun County 8) Orangeburg County 9) Lake Marion TC/OCSD 10) Cope Career Center/OCSD 11) Orangeburg County 12) Orangeburg Technology Center	1) Analysis of Programs 2) Analysis of Student Performance 3) Programs 4) Writing/Revision 5) Student Performance 6) Labor Market 7) Student Performance 8) Programs 9) Student Performance 10) Labor Market 11) Programs 12) Programs

Representative	Name	Institution and Position	Responsibility
Postsecondary Administration	1) Mr. Chad Crumbaker 2) Mr. Richard Murphy 3) Dr. Tia Wright-Richards	1) ATC – VP for Academic & Student Affairs 2) OCTC – VP for Academic Affairs 3) DTC – VP for Academic Affairs	1) CTE Coordination 2) CTE Coordination 3) CTE Coordination
Specialized instructional support and paraprofessional(s)	Dena Hartzog Jeffrey Boehl	Bamberg 1 – Transition Coordinator ATC Director of Student Success	Special Populations Student Success and Retention
Representative(s) of Special Populations	Dena Hartzog Crystal Edwards	Bamberg 1 – Transition Coordinator ATC – Student Wellness & Access Manager	Special Populations
Career Guidance and Academic Counselor(s)	Jean Rickenbaker	LS Regional Career Specialist	MS/Career Exploration
Student(s)	1,877 Secondary Students	Lower Savannah Secondary Institutions – Student Population (1877)	Student Survey Participants
Community	1) Johnathan Jones 2) Kate Chappell 3) Dr. Stacie Williams	1) ATC Instructor and Business Owner 2) USC College of Nursing 3) Director of Transfer Initiatives and Services, USC	CTE Workplace Needs and Opportunities Input
Business & Industry	1) Kartina Harrison 2) Alex Boykin 3) Kirsten Booth 4) Mark Caldwell 5) Andy Collier 6) Larry Gelder 7) Steve Hightower 8) William Hultman 9) Victoria Luciano 10) Dr. Nancy Napier + 45 Surveyed Business and Industry Leaders	1) MUSC Nursing 2) Resonac 3) Rolls Royce 4) Emerson 5) Graphic Packaging International 6) US Dept. of Energy 7) Valmet 8) North Augusta Public Safety 9) Aiken RMC 10) Napier Dentistry	CTE Workplace Needs and Opportunities Input
Workforce Development	Joni McDaniel	SC DEW	
Parent(s)	127 Surveyed Parents	Lower Savannah Region	Parent Survey Participants
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	1) Bolivar Cardenas Chavarria 2) Caleb Caldwell	1) ATC – Contracted Statistician 2) ATC – Admin. Assistant	Data and Administrative Support

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?	**What does the law mean?**
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.	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?

Strengths	Gaps
Secondary Pathway: 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. The SC Department of Employment and Workforce Community Profile for the Lower Savannah region indicates that Manufacturing is the area with the highest regional employment at 16,925 (DEWLSCP 2024, p. 6). Of the twenty largest employers in the Lower Savannah Region, six are Manufacturing industries (Allied Air Enterprises Inc., Bridgestone America's Tire Operation, Husqvarna Consumer Outdoor Products, Kimberly-Clark Corporation, Shaw Industries, and Zeus Industrial Products). In Q2 2024 the Manufacturing industry average annual wage was strong at $68,484 (DEWLSCP 2024, p. 8). Between February 2023 and February 2024, 3,400 new seasonally adjusted jobs were created in manufacturing (DEW Trends Jan/Feb 2024, p. 8). 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 formal education or a high school diploma or equivalent at 20.9% and 20% growth rates respectively (DEW Hot Jobs). Surveyed employers indicated a strong need for workers with manufacturing skills, with	Regional labor market projections for 2020 to 2030 indicated an annual decrease in overall manufacturing positions of -0.56% in the Lower Savannah. (DEWLSCP 2024 - p. 9). However, SC Commerce Economic Outlook data (May 2023) indicated a 2.38% increase in non-seasonally adjusted employment across the state. 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). Furthermore, as noted under strengths, from February 2023 to February 2024, 3,400 seasonally adjusted new jobs were created, despite the estimates above (DEW Trends Jan/Feb 2024, p. 8). 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 1.6% of 127 surveyed parents selected manufacturing as their top field of choice for their children, and only 1.08% of 1,877 surveyed students selected it as their top career pathway of interest (fifteenth of sixteen potential pathways). This indicates a need for enhanced marketing and promotion of student/parent awareness concerning manufacturing careers. Focus group and advisory committee participants from Valmet, Rolls Royce, SRS, and Emerson noted the need for hands-on training with current industry

Strengths	Gaps
38.64% indicating an alignment with their industry/professional needs, the highest percentage for any pathway. 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, line workers, linemen, and wireless tower technicians. OCTC is adding a Quality Control Certificate for the 24-25 year, which will support skill upgrade for technicians in a variety of fields.	tools/equipment. Additionally, basic machining skills were noted as lacking, such as in micrometer reading. SRS representatives also noted the need for greater student (potential employee) awareness of the specifics of entry level positions (typical duties, gear, etc.), as they were having difficulty retaining new hires whose expectations did not meet reality. Job placement rates for engineering and industrial programs remains high (over 90%), indicating that the number of employees produced is still not meeting demand. The continued addition of internships and apprenticeships is vital.
Secondary Pathway: Health Science **Post-Secondary Programs:** Associate Degree Nursing, Certified Nursing Assistant, Emergency Medical Technician, Expanded Duty Dental Assistant, LPN to RN, Medical Assistant, Medical Coding, Surgical Technology, Patient Care Technician (CNA, Electrocardiography, Dialysis Technician, Phlebotomy), Pharmacy Technician, Physical Therapy Assistant, Practical Nursing, and Radiologic Technology Health care accounts for 12,891 positions in the Lower Savannah region (DEWLSCP 2024, p. 6). 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 (DEWLSCP 2024, p. 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"). The top occupational training areas (certificates and degrees) in the Lower Savannah are patient care technician, practical/registered nurse,	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 from 2020 to 2030 indicate a 25.35% increase in Health Care and Social Assistance positions over this period, with an average annual growth of 2.29% (DEWLSCP 2024, p. 9). 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 DEW Labor Market Information (LMI) data for the Lower Savannah Region, Registered Nurses has the highest number of openings at present at 121 positions, however, there are 264 recent graduates available in the area. However, many might be choosing out of region employment opportunities. The next highest openings number is Nursing Assistants with 87 available positions in the Lower Savannah, yet only 20 recent graduates. The Director of Aiken County EMS and ATC's Dean of Health Sciences particularly noted a continued shortage of EMTs. During focus group sessions, North Augusta emergency responders and Aiken Regional representatives noted that Aiken Regional

Strengths	Gaps
dental technician, and pharmacy technician (LSCoG, p. 5). Health Sciences was the top career pathway preference of students (14.32%) and the second preference of parents (17.60%) in survey results.	is currently increasing hiring for EMTs as both emergency medics as well as nursing assistants due to demand for Nursing Assistants, and EMT's operational skill set. This is putting EMTs in very short supply. Members of the ATC Dental Assisting Advisory Committee noted the need for additional dental models/mounts and other equipment for hands on experience. They also noted the need for dental hygienists in the area. Meanwhile, members of the 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.
Secondary Pathway: Education and Training **Post-Secondary Programs:** Early Childhood Education, Early Childhood Development, and Education Transfer Educational fields account for 9,389 positions in the Lower Savannah region (DEWLSCP 2024, p. 6). The Aiken County Board of Education and Orangeburg County School District are two of the top twenty employers in the Lower Savannah Region (DEWLSCP 2024, p. 5). Average wages for Educational Services are $49,400 in the region. Allendale is adding an Early Childhood Education program this year to increase interest in education.	Lower Savannah DEW data indicates a projected decline in Educational Service positions of -5.94% between 2020 and 2030 (DEWLSCP 2024, p. 9). However, as of November 2023, there were 1,613 teaching vacancies across the state, up from 1,121 in February 2022 (Cerra, Supply & Demand Update, Feb 2022 and November 2023). Further, the percentage of statewide new hires who were recent graduates from SC teacher preparation programs has declined from 33% to 17% over the past decade (Cerra, Supply and Demand Update, November 2023). The need for teachers due to was also noted in the Industry Survey by four respondents. Retirement, teachers leaving the profession, and a decline in graduates interested in the field, applicant supply does not appear to meet demand. According to DEW LMI data, the highest number of openings within this cluster is for Elementary School Teachers, with 106 vacancies. This position also has the highest supply gap between regional graduates and vacancies at 81. Additionally, program enrollment and therefore the employment gap is gender-biased, with a strong skew towards female students/educators. In a 2022-

Strengths	Gaps
	23 CERRA survey relating to new hires, only 20.5% of new hires (1,579 of 7,688) were male (CERRA Data Tables 2022-23). 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—have met with very limited success. 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 5.9% and 3% respectively selecting it as the career path of choice.
Secondary Pathway: Architecture and Construction Secondary CTE offerings in Aiken include Architectural Design, Electricity, and Mechanical Design. The Orangeburg County Technology Center also offers Building Construction. **Post-Secondary Programs:** Building Construction, Computer-Aided Design, HVAC, Plumbing Construction provides 7,216 positions to the Lower Savannah region (DEWLSCP 2024, p. 6). It is also a graying workforce, with 29.9% of the workforce at the age of 55 or older as of Q3 2020 (DEWLSCP 2022, p. 21). Further, First-Line Supervisors of Construction Trades and Carpenters are two of the top five "Hot 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 $78,052 a year (DEWLSCP 2024, p. 8).	DEW Employment projections indicate a -10.13% decline in Construction between 2020 and 2030 (DEWLSCP 2024, p. 9). However, between February 2023 and February 2024 the state as a whole saw 5,300 seasonally adjusted new construction positions created (DEW Trends Jan/Feb 2024, p. 8). Additionally, recent Lower Savannah Council of Governors data indicates a 12.5% increase in regional job growth in construction (and civil engineering) between 2016 and 2026 (LSCoG, p. 4). This has been sparked in part due to a 12.3% population increase in Aiken County between 2010 and 2020, spiking local housing demand (LSCoG, p. 6). According to DEW LMI data, the most post-secondary openings were for Civil Engineers, Construction Managers, and Cost Estimators, which also had some of the highest supply gaps. Overall, Architecture and Construction educational offerings in the area are limited and demonstrate potential for expansion. However, DTC offers a Building Construction program that aligns with secondary CTE offerings. Despite strong wages and demand, as with Manufacturing, parent and student survey responses indicated a limited interest in Architecture and Construction, at 3.2% and 2.91% interest as a primary career pathway. Again,

Strengths	Gaps
	marketing and increased outreach to parents and students could be beneficial. As in 2022, focus group participants again noted the lack of new employee familiarity with basic tools and concepts such as metric measurement. When surveyed, representatives from Allendale County ALIVE noted a specific need for certified Housing Contractors who specialized in housing rehabilitation and construction. While the demand is there, more must be done to encourage students to pursue this career pathway and to give them hands on experience.
Secondary Pathways: Government and Public Administration; Business, Management & Administration; Finance; Marketing **Post-Secondary Programs:** Business Administration: Enterprise Management, Accounting Administrative Office Technology, Business Management, Administrative Support, Entrepreneurship/Small Business Management, and International Business. In the Lower Savannah Region, Public Administration accounts for 5,547 jobs (DEWLSCP 2024, p. 6), with an average salary of $54,080. However, Management Occupations as a group claimed the top spot for average pay across the state at $116,250 annually. The County of Aiken is one of the top twenty employers in the region (DEWLSCP 2024, p. 5). Edward D. Jones and GPM Investments are another two of the top twenty employers in the region focusing on accounting/financial advising (DEWLSCP 2024, p. 5). Finance and Insurance average salaries are $61,412 and the sector is expected to see explosive growth between 2020 and 2030, with a projected 33% increase in regional employment (DEWLSCP 2024, p. 9). Management Analysts and	Among students surveyed, Business, Management, and Administration again ranked second in career pathway interest, though significantly below Health Sciences (10.77% vs 14.32%). For parents it ranked third after Science, Technology, Engineering, and Math (STEM) and Health Sciences. Though there is strong interest, career cluster engagement has traditionally been low, resulting in demand outpacing supply in field. According to DEW LMI data, the highest number of current post-secondary openings in this pathway are for Business Operations Specialists with a supply gap of 12. However, despite high finance wages as noted in the strengths, as well as a projected 33% employment increase, Finance was one of the lowest scoring primary job selections among parents and students at 2.05%, clearly indicating a disconnect between the job market and public perception of the accounting/advising opportunities available. In the Finance pathway, the greatest number of post-secondary openings were for Accountants and Auditors with 60 openings and a graduate to openings supply gap of 28. Government and Public Administration was dead last as a first career choice with surveyed students, with only 11 out of 1,877 votes cast for it (0.59%). It was noticeably higher for parents at 4.80%.

Strengths	Gaps
Accountants/Auditors were the two "Hottest Jobs" requiring a BA, Masters, or Doctorate in the Lower Savannah region with projected 2018-2028 growth rates of 36.8% and 15.9% and hourly wages of $41.41 and $32.94 respectively (Hot Jobs).	
Secondary Pathway: Transportation, Distribution, and Logistics **Post-Secondary Programs:** Automotive Technology, Basic Diesel Maintenance, Logistics, and Truck Driving/CDL. These fields account for 5,128 jobs in the Lower Savannah region (DEWLSCP 2024, p. 6). One of the top twenty employers in the region is a major automotive parts producer (Bridgestone Americas Tire), while another (Fogle, Inc./Piggly Wiggly) is a major distributor of retail and food supplies (DEWLSCP 2024, p. 5). Of the leading industry labor market projections, transportation and warehousing was expected to have the highest rate of growth in the region between 2016 and 2026 at 22.8% (LSCoP, p. 4). The S.C. DEW 2021 S.C. Economic Analysis Report (p. 40) also projected that Transportation and Material Moving Occupations I in the Lower Savannah Region would see 14.4% growth between 2018 and 2028. 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. OCTC also offers a dual enrollment program for Truck Driving at the Cope Area Career Center. ATC also provides a Commercial	OCTC offers dual enrollment opportunities in Logistics, Automotive/Diesel, and Truck Driving and ATC offers a CE Truck Driving / CDL CE program. Note that despite strong demand and average salaries of $54,444 (DEWLSCP 2024, p. 8), Transportation was the first choice for only 2.4% of high school parents and was fourteen of sixteen choices with only 23 students (1.24%). In this career cluster the greatest number of post-secondary openings and greatest career gap—at 29 and 3 respectively, as noted by DEW LMI data—was found with Automotive Service Technicians and Mechanics.

Strengths	Gaps
Driver's License / Truck Driving program. Allendale is also adding the program this year.	
Secondary Pathways: Information Technology; Arts, A/V Technology & Communications **Post-Secondary Programs:** Computer Technology, Computer Technology: Network Security and Information Assurance, Computer Technology: Computer Programming/Coding, Cybersecurity Networking According to the SC 2021 Economic Analysis Report, Computer and Mathematical Occupations account for 270 positions, and positions in the field were expected to increase by 22.1% over the period from 2018 to 2028 (p. 36 & 38). Computer User Support Specialist was also one of the top ten in-demand occupations (p. 37). Information related positions account for 657 Lower Savannah jobs overall and have an average salary of $61,152 (DEWLSCP 2024, p. 8). The latest Community Profile indicates a projected regional increase in employment of 16.9% between 2020 and 2030 (DEWLSCP 2024, p. 9). This is despite a current statewide decline in overall Information jobs. OCTC is adding two new programs in the cluster for 24-25; a Cybersecurity and Digital Design Certificate, integrating an AI course, as well as a and a Cybersecurity Specialist certificate.	Computer science/technology classes are not courses available in all the Lower Savannah public schools. However, Information Technology demonstrated moderate career pathway interest among surveyed parents at 3.2% (tied for 7th place as the parents' first choice of employment for their children among the 16 possible clusters/pathways). Student interest was slightly lower at 2.15% interest. According to DEW LMI data, Software Developers have the highest number of openings in the Lower Savannah, as well as the highest supply gap at 72. The next most in demand profession was Computer Systems Analyst at 37, with a supply gap of 27.
Secondary Pathway: Law, Public Safety, Corrections, & Security **Post-Secondary Programs:** Criminal Justice, Forensics, Paralegal, Security The S.C. 2021 Economic Analysis Report (p. 40) found that Protective Service Occupations	Interest in Criminal Justice is low to moderate across the Lower Savannah region, with only 1.6% of parents and 7% of students selecting it as their primary choice for employment. Surprisingly, DEW LMI data indicated a low number of post-secondary openings in this career cluster (less than 10 per profession). However, it also noted

Strengths	Gaps
account for 990 positions in the Lower Savannah Region and predicted a 4.3% increase in Lower Savannah Protective Service positions between 2018 and 2028 (p. 36 & 40). The mean wage for these workers was $17.95 per hour as of 2021 (SC 2021 EAR, p. 36). However, recent increases in criminal justice wages across the state have raised salaries to an average of $24.48 in the Lower Savannah region (EMSI data, April 2024).	to complete dearth of Paralegal and Legal Assistant graduates in the region, as well as low numbers for firefighter graduates (6), as well as Probation Officers and Correctional Treatment Specialists (at one graduate each).
Secondary Pathway: Agriculture, Food, and Natural Resources **Post-Secondary Programs:** Agribusiness / Sustainable Agriculture Agriculture, Forestry, Fishing and Hunting related professions account for 1,292 jobs in the Lower Savannah region (DEWLSCP 2024, p. 6). Salaries average $46,280, but are expected to decline by -9.2% between 2020 and 2030 (DEWLSCP 2024, pp. 8-9). However, according to Agriculture.sc.gov/about, Agriculture is the state's leading industry, accounting for 259,215 jobs and $51.8 billion in annual economic impact, with nearly 25,000 farms across the state.	Agriculture is moderately popular with both parents and students at 5.6% and 4.15% for first career choice respectively. Within the Lower Savannah region, DEW LMI data indicates that Biological Technicians have the largest supply gap with 8 fewer positions (3) than recent graduates (11). Clemson University's Agribusiness transfer program provides students in the Lower Savannah region with a wide variety of options.
Secondary Pathway: Human Services **Post-Secondary Programs:** Human Services (Counseling, Mental Health, Social Work, Rehabilitation), General Services (Barbering, Cosmetology, Nail Technician) DEW's Labor Market Information Blog 2024-04 notes that Community and Social Service positions account for 25,120 positions across the state with average hourly wages of $24.14. The estimated number of workers in these professions was 8,917 in 2018, with a	Human Services ranked low with parents concerning their child's primary career choice at 2.4%, though students ranked it slightly higher at 4.09%. DEW LMI data for the Lower Savannah region noted hairdressers and Stylists, and Cosmetologists with the highest number of openings, but a supply gap of only five in each. Clergy had a higher supply gap at 28 with only one graduate and 29 openings.

Strengths	Gaps
projected need for 9,696 by 2028, with an annual average growth rate of 0.95%. Cosmetology is a popular choice at several HS CTE sites in the region. DTC also offers a college program. Barbering programs will be added next year at Barnwell and Blackville-Hilda high schools to meet student demand.	
Secondary Pathway: Hospitality and Tourism **Post-Secondary Programs:** Culinary Arts, Hospitality Management Transfer Accommodations and Food Services provide 10,220 jobs to the region and are expected to experience 2.8% growth between 2020 and 2030 (DEWLSCP 2024, p. 6 & 9). However, these tend to be lower wage positions, with industry salaries averaging $19,292 per year (DEWLSCP 2024, p. 8). 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.	COVID-19 had a significant impact on short-term employment opportunities in the region, however, Leisure and Hospitality have bounced back post-pandemic, adding 15,400 jobs across the state between February 2023 and February 2024 (DEW Data Trends, Jan-Feb 2024). The most held job in South Carolina in 2023 was retail salesperson with 69,050 across the state and average wages of $15.24 per hour. Fast food and counter workers were next at 60,800 and $12.50/hr. (DEW Labor Market Information Blog, 2024-04). Student interest is moderate with 4% indicating this cluster as their primary career pathway. Parents, however, indicated no interest tying it with Marketing for lowest with 0% interest. Given the low average wages and seasonal nature of many of these positions, this is understandable.
Secondary Pathway: Science, Technology, Engineering, and Mathematics **Post-Secondary Programs: Radiation Protection Technology; Nuclear Fundamentals.** 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 2024, p. 5). According to DEW data, Professional, Scientific and Technical Services account for 4,245 jobs in the region, with an average wage of $93,132 (DEWLSCP 2024, pp. 6 & 8).	According to DEW LMI data, in Lower Savannah STEM fields, Mechanical Engineers and Industrial Engineers have the largest supply gaps at 43 and 14 positions respectively. Further, Mechanical Engineers had zero graduates in the region. Nuclear related positions are at a rough equilibrium according to DEW data, however, in a recent ATC Advisory Committee Meeting, SRS members noted the difficulties they were facing in retaining their new hires, due to the long hours and often uncomfortable gear, resulting in high turnover of new employees. Additional interactions between SRS and potential employees (students) could alleviate this issue. Interest in STEM career paths was the highest recorded among surveyed parents and students at 24% and 9.42% respectively.

Strengths	Gaps
https://agriculture.sc.gov/about/ https://www.cerra.org/supply-and-demand.html https://www.cerra.org/uploads/1/7/6/8/17684955/supply___demand_data_tables_2022-23.pdf https://dew.sc.gov/sites/dew/files/Documents/Data%20Trends%20Newsletter_January-February%202024%20Issue_Single%20Pages.pdf https://dew.sc.gov/labor-market-information-blog/2024-04/occupational-employment-and-wage-statistics-data-2023 https://lmi.dew.sc.gov/lmi%20site/Documents/CommunityProfiles/15000050.pdf https://lmi.dew.sc.gov/lmi%20site/Documents/HotJobs/LowerSavannah_HotJobs.pdf http://lmi.dew.sc.gov/lmi%20site/Documents/Economic_Publications/SC_2021_Economic_Analysis_Report.pdf https://lmi.dew.sc.gov/lmi%20site/Documents/Economic_Publications/2022_Economic_Analysis_Report.pdf https://www.lowersavannahwda.org/Resources/466.pdf https://www.sccommerce.com/sites/default/files/2023-05/Economic_Outlook_May_2023.pdf https://www.lowersavannahwda.org/Resources/466.pdf **Lower Savannah Supply Gap Analysis Produced by DEW in April 2023**	

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
Diesel Technology	According to DEW's Lower Savannah Occupational Snapshot for 2024, Bus and Truck Mechanics and Diesel Engine Specialists there are currently 334 positions in this field with a median annual salary of $50,600.	Cited from Labor Market Sources
Occupational Therapist	According to DEW's Lower Savannah Occupational Snapshot for 2024, there are currently 91 Occupational Therapist positions with a median annual salary of $92,400 and a 0.4% expected annual rate of growth. LS CLNA Career Cluster data indicates a 15-position gap between current positions and graduates. The LS CLNA Career Cluster data also indicates an annual position gap of 18 for Occupational Health and Safety Specialists, with a median wage of $65,000. Career Cluster data also indicates a 7-position gap for Physical Therapist Assistants, with a median salary of $60,299.	Cited from Labor Market Sources
Dental Hygienist	Lower Savannah CLNA Career Cluster Data for 2024 indicates a current 10 position supply gap, with median salaries of $74,963.	Cited from Labor Market Sources
Construction and Electrical Trades (OSHA Compliant)	According to the LS CLNA Career Cluster Data for 2024, there is a 34-position supply gap between current open positions and recent graduates for Construction Managers with median wages of $96,408. Additionally, a 20-position gap for Construction Cost Estimators with a median wage of $61,672. Additionally, there is a 12-position gap for HVAC installers with median wages of $46,488.	Cited from Labor Market Sources
Expanded Accounting	Finance and Insurance is expected to see explosive growth between 2020 and 2030, with a projected 33% increase in regional employment (DEWLSCP 2024, p. 9). According to LS CLNA Career Cluster Data for 2024, there is a 28-position supply gap in the Lower Savannah regarding Accountants and Auditors, who have median salaries of $64,480. Financial	Cited from Labor Market Sources

Program	Evidence from South Carolina Labor Market Data	Evidence from Sources
	Advisors have the next greatest gap at 13-positions, with median wages of $65,270.	
Support Programs: Economic Support Services (Food Pantries, Wi-Fi support, Transportation, Family Care, Classroom Materials, etc.)	In the Lower Savannah region, 48,771 or 15.9% of population live in poverty. Further, 30% of youths 18 years and younger are affected by poverty, which has a negative effect on transportation, internet connections, and other educational needs (LSCoG, p. 17).	"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)	Latinos make up 20.9% (66,212) of the Lower Savannah population (LSCoG, p. 11).	Previous CLNA focus groups (2022) have indicated the need for English language support, particularly in manufacturing.
Support Programs: Disability Support Services	The American Community Survey's 2019 5-year estimate placed the total population of individuals with disabilities in the Lower Savannah at 48,420 or 16.5% of the total population, while 6.43% of youths between the ages of 5 and 17 in the region have been diagnosed with a disability (LSCoG, p. 17).	

STEP 1: Analysis of Labor Market Information

What Programs/Pathways are offered, but are not supported with the local labor market 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?	**What does the law mean?**
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.**	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.**

**2022 CLNA Steps 2 and 3 include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.

Perkins V Sec. 2(48) Special Populations, as Defined by Perkins V	
• Individuals with disabilities. • Individuals from economically disadvantaged families, including low-income youth and adults. • Individuals preparing for non-traditional fields. • Single parents, including single pregnant women. • Out-of-workforce individuals. • English learners.	• Homeless individuals as described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); • Youth who are in, or have aged out of, the foster care system; and • Youth with a parent who is a member of the armed forces and is on active duty (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.

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.**

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 section1111(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 section1111(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 section1111(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 – Post-Program 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 Concentration

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.

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.

Complete the tables below and 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? Include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.

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%) 2022-23 Results: SCTCS Average – 88.79% ATC – 91.96% DTC – 96.32% OCTC – 93.42% 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. ATC and OCTC 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 utilized Perkins funds to promote non-traditional student retention through lab simulation activities, which are vital to support students taking hybrid courses. 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

Strengths	How are these strengths being sustained in the region?	Local Example
		to promote mental health, overall well-being, and targeted interventions. This includes structured academic supports, extended access to technology, and high-speed internet.
2P1 – Earned Recognized Postsecondary Credential SCTCS Goal = 93.5% (90% Threshold = 84.15%) 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.	ATC and OCTC provide CTE counseling services and tutoring services (synchronous and asynchronous) to support students' successful progression through 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. OCTC has installed twelve 360-degree OWL cameras in its off-campus dual enrollment locations to provide synchronous online instruction for its CTE courses, in order to better serve its student population. 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.
3P1 – Nontraditional Participation SCTCS Goal = 8.5% (90% Threshold = 7.65%) 2022-23 Results:	Marketing strategies have helped promote non-traditional enrollment, as well as activities like open houses and career fairs. In addition, dual enrollment pathways have	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

Strengths	How are these strengths being sustained in the region?	Local Example
SCTCS Average – 11.98% ATC – 12.18% DTC – 6.41% OCTC – 15.54% ATC and OCTC met this metric for all subgroups and special populations. DTC created an improvement plan, which is described in the section below.	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.	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, allowing increased comfort with unfamiliar processes.
1S1 – Four-year Graduation Rate - Goal: 91.5% (90% = 82.35%) 2022-23 Results: SC Performance – 98.4% Aiken – 98.3% Allendale – 96.3% Bamberg - 97.8% Barnwell 45 – 100% Barnwell 48 – 98.4% Calhoun – 97.4% Orangeburg – 97.7% An improvement in the achievement of disabled students was noted since the previous CLNA. Only 2 districts did not meet the goal, compared to 5 during the previous cycle.	All districts in the region exceeded the state performance goal. 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.
2S1 – Academic Proficiency in Reading/Language Arts - Goal: 67.8% (90% = 61.02%) 2022-23 Results: SC Performance – 86.3% Aiken – 87.6%	All of the districts in the region exceeded the (90% SDPL) threshold of 61.02%. Districts in the region provide services including tutoring sessions, remediation sessions, and other practices vital to improving	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.

Strengths	How are these strengths being sustained in the region?	Local Example
Allendale – 61.1% Bamberg – 84.06% Barnwell 45 – 73.3% Barnwell 48 – 77.6% Calhoun – 82.4% Orangeburg – 80.6% Reading/Writing outcomes for certain subgroups and special populations were mixed, though again disabled students were a category that consistently struggled, as noted in the previous CLNA. These results are detailed in the section below.	student achievement. The expansion of these services is an important factor in improving this performance indicator. School-wide goals for academics also help guide the administration in choosing appropriate student support services.	
2S2 – Academic Proficiency in Mathematics: 73.5% (66.15%) 2022-23 Results: SC Performance – 81.6% **Aiken – 61.5%** Allendale – 100% **Bamberg– 64.81%** Barnwell 45 – 72.2% Barnwell 48 – 79.2% Calhoun – 84% Orangeburg – 69.9% Mathematics and Science provided challenges for all student subgroups and special populations. Mentoring and active tutoring approaches were recommended, as noted in the next section.	Two of the seven districts under this criterion failed to meet the (90% SDPL) threshold of 66.15%. Districts in the region provide services including tutoring sessions, remediation sessions, and other practices vital to improving student achievement. School-wide goals for academics also help guide the administration in choosing appropriate student support services.	Bamberg School District is targeting professional development focused on standards and use of instructional resources, such as graphing calculators, providing classroom instructional supplies such as graphing calculators, developing integrated systems of student data analysis benchmark assessments to drive instruction with a focus on underperforming subgroups, and implementing multi-tiered support systems. The Orangeburg County School District provides tutoring and remediation sessions.
2S3 – Academic Proficiency in Science: 71.7% (64.53%) 2022-23 Results: SC Performance – 62.6% **Aiken – 39.4%** **Allendale – 25.9%** **Bamberg– 44%** **Barnwell 45 – 33.3%**	All seven districts failed to meet the (90% SDPL) threshold of 64.53% for this criterion. Area districts support student proficiency in science through tutoring sessions, remediation sessions, and other district-wide practices that are vital for 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,

Strengths	How are these strengths being sustained in the region?	Local Example
Barnwell 48 – 46.4% **Calhoun – 16.7%** **Orangeburg – 39.2%** Mathematics and Science provided challenges for all student subgroups and special populations. Mentoring and active tutoring approaches were recommended, as noted in the next section.		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 48 runs a 9th grade Jumpstart program that introduces students to the school and CTE programs, including science. Barnwell 48 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. Allendale students who are enrolled in Biology are also enrolled in Environmental Science to help them be successful on the End-of-Course Examination Program (EOC). By providing Environmental Science, Biology, together with Gizmos, Mastery Connect, and Progress Learning, we will improve the academic proficiency in science.
3S1 – Post-Program Placement: 93.7% (84.33%) 2022-23 Results: <u>SC Performance – 97.2%</u> Aiken – 98% Allendale – 100% Bamberg – 100% Barnwell 45 – 100% **Barnwell 48 – 80%** Barnwell Career Center – 91.2% Calhoun – 96.6% Orangeburg – 100%	State performance goals were met for all districts and career centers, except for Barnwell 48, which recently underwent consolidation. Across the region, district administration works with technical college partners to strengthen pathways. Designated Programs of Study provide clearly articulated pathways for students. Work-based learning activities are consistently being	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 Clemson. OCTC's new Introduction to Engineering Technology certificate allows students to easily gain a credential in high school.

Strengths	How are these strengths being sustained in the region?	Local Example
Results for subgroups and special populations were generally strong. Issues seemed to arise from small sample sizes, but potential approaches are discussed in the next section, such as CTE career software, mentoring, and alignment of program with industry needs.	expanded to address this measure.	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.
4S1 – Nontraditional Program Concentration: 12.2% (10.98%) 2022-23 Results: SC Performance – 20.7% **Aiken – 14.1%** Allendale – 25% Bamberg – 22.7% **Barnwell 45 – 0%** **Barnwell 48 – 0%** Barnwell Career Center – 23.2% Calhoun – 27.3% **Orangeburg – 11.1%** Non-traditional program concentration is an issue across most student populations. Marketing approaches and virtual instruction technologies to familiarize non-traditional students with industry procedures are discussed in the next section.	Three school districts and a career center met this criterion's (90% SDPF) threshold of 10.98%. Districts incorporate summer camps and other activities to increase in program enrollment, including non-traditional. In addition, OCTC offerings engineering summer camps to engage non-traditional students in elementary and high school.	Bamberg is implementing marketing of nontraditional programs at the middle school level, providing marketing/ informational materials regarding nontraditional programs, and ensuring student participation data in non-traditional programs is accurate. 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: 35.7% (32.13%) 2022-23 Results: SC Performance – 73.2% Aiken – 98.7% Allendale – 82.1% Bamberg – 61.67%	All districts met this (90% SDPL) threshold of 32.13%. 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	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

Strengths	How are these strengths being sustained in the region?	Local Example
Barnwell 45 – 37.5% Barnwell 48 – 60% Barnwell Career Center – 82% Calhoun – 94.7% Orangeburg – 65.2% As with Mathematics, Science, and Nontraditional Fields above, there are concerns with Attainment of a Recognized Postsecondary Credential that span across multiple student populations thereby requiring a broad-based approach. However, overall achievement across the region has increased since the last CLNA cycle. Support Services to promote credential attainment are noted below.	career center locations so that students with transportation issues in rural areas have access to testing. OCTC has introduced college-wide hybrid course offerings in a seven-week term format, which is also available to dual enrollment students in limited CTE courses. Bamberg is improving data tracking focusing on subgroups who underperformed; tracking student who do not achieve Silver/Gold status on state workforce credential in 11th grade assessment and encouraging them to take the assessment at each opportunity to ensure every pathway is providing opportunities to obtain a related postsecondary credential.	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+. Bamberg is improving data tracking, 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 are also ensuring every pathway provides opportunities to obtain a postsecondary credential related to the pathway.

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? Include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions. Use the Analysis tools provided in Appendix B to determine root cause.

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 FY23 (2020-21) – No Gap **3P1 – Nontraditional Participation** **SCTCS Goal = 8.5% (90% Threshold = 7.65%)** ATC and OCTC achieved this metric in FY23 all subgroups and special populations. DTC was slightly under at 6.41%.	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 now 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. DTC created an improvement plan to improve participation through targeted marketing and recruiting, as well as strategies for capturing accurate comprehensive data. DTC will re-assess recruiting processes and support services currently available to make needed changes as the need arises to address performance gaps within each subgroup.
Secondary Results and Analysis **1S1 – Four-year Graduation Rate - Goal: 91.5% (90% = 82.35%) Gaps** Bamberg – Disabled (80%) Calhoun – Disabled (0%) Orangeburg – Disabled (72.7%) **2S1 – Academic Proficiency in Reading/Language Arts - Goal: 67.8% (90% = 61.02%) Gaps** Aiken – Disabled (33.3%), Allendale – Female (60%), Disabled (25%), Economically Disadvantaged (56.3%) Bamberg – Hispanic (0%), Disabled (25%), Single Parents (50%) Barnwell 45 – Male (60%), Hispanic (60%), Disabled (0%), ESL (33.3%) Barnwell 48 – Two or More Races (0%) Orangeburg – Disabled (40%)	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 CLNA cycle. This is due to the return of normal processes and support structures that were compromised during the pandemic. While the 2022 CLNA data indicated significant gaps compared to the 2020 CLNA, it appears that performance for this population, particularly disabled students, has now rebounded. During COVID, student performance was deeply impacted the lack of technology and internet connectivity in our rural service areas. However, tutoring and remediation activities supported through ESSER funds have helped bridge learning gaps. Students in Reading/Language Arts, Mathematics, and

Gap	Root Cause
2S2 – Academic Proficiency in Mathematics: 73.5% (66.15%) Gaps Aiken – Overall (61.5%), Male (56.6%), Black (53.7%), Hispanic (46.2%), Disabled (0%), Economically Disadvantaged (53.9%), Non-Traditional (62.5%), Single Parents (0%), ESL (22.2%), Homeless (0%) Bamberg – Overall (64.8%), Male (63.2%), Female (65.7%), Black (48.5%), Hispanic (0%), Economically Disadvantaged (57.1%), ESL (0%) Barnwell 45 –Black (44.4%) Calhoun – Youth in Foster Care (0%) Orangeburg – Female (65.2%), American Indian/Alaskan (0%), Black (65.2%), Non-Traditional (50%) **2S3 – Academic Proficiency in Science: 71.7% (64.53%) Gaps** Aiken – Overall (39.4%), Male (40.1%), Female (38.3%, Black (34.6%), Hispanic (40.6%), Two or More Races (0%), Disabled (0%), Economically Disadvantaged (32.7%), Non-Traditional (47.4%), Single Parents (10%), Out of Work (0%), ESL (36%), Homeless (0%), Parent in Military (0%) Allendale – Overall (25.9%), Male (38.5%), Female (14.3%), Black (26.9%), Two or More Races (0%), Disabled (0%), Economically Disadvantaged (20.8%), Non-Traditional (50%) Bamberg – Overall (44%), Male (46.2%), Female (42.9%), Black (47.1%), Hispanic (0%), White (53.9%), Disabled (0%), Economically Disadvantaged (43.1%), Non-Traditional (60%), Single Parents (0%), Out of Workforce (0%), Youth In Foster Care (0%) Barnwell 45 – Overall (33.3%), Male (33.3%), Female (33.3%), Black (23.5%), Hispanic (50%), White (40%), Two or More Races (50%), Disabled (0%), Economically Disadvantaged (34.6%), Non-Traditional (0%), ESL (33.3%) Barnwell 48 – Overall (46.4%), Male (40%), Female (53.9%), Black (35.3%), White (62.3%), Two or More Races (0%), Economically Disadvantaged (41.9%) Calhoun – Overall (16.7%), Male (50%), Female (0%), Black (16.7%), Economically Disadvantaged (16.7%), Youth in Foster Care (0%) Orangeburg – Overall (39.2%), Male (42%), Female (36.2%), Black (32.8%), White (48.2%), Two or More Races (50%), Disabled (0%), Economically Disadvantaged (34.7%), Non-Traditional (50%), Parent in Military (0%) **3S1 – Post-Program Placement: 93.7% (84.33%) Gaps** Barnwell 48 – Overall (80%), Male (66.7%), Black 76.2%), Economically Disadvantaged (81%)	STEM programs/clusters are those most likely to need and seek out counseling and tutoring support. The virtual and online academic support tools purchased in 2021 and 2022 have continued to provide flexible support, even though traditional academic support services are available again. Aiken's Industry Input Session revealed 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. OCTC industry partners have shared similar experiences. 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. The Technical Scholars program has yielded positive outcomes, allowing students to quickly advance to upper-level positions by applying skills learned at ATC. Some 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.

Gap	Root Cause
Barnwell Co. Career Center (Barnwell 80) – Hispanic (66.7%), Two or More Races (50%), Disabled (66.7%), ESL (50%) **4S1 – Nontraditional Program Concentration: 12.2% (10.98%) Gaps** Aiken – Males (0%), Hispanic (9.5%), Pacific Islander (0%), Disabled (0%), ESL (0%) Allendale – Two or More Races (0%), Disabled (0%) Bamberg – Males (0%), Single Parents (0%) Barnwell 45 – Overall (0%), Males (0%), White (0%), Two or More Races (0%), Economically Disadvantaged (0%) Barnwell 48 – Overall (0%), Males (0%), Asian (0%), Black (0%), White (0%) Barnwell 80 (Career Center) – Male (0%), Pacific Islander (0%), Two or More Races (0%), Disabled (0%), Youth in Foster Care (0%) Calhoun – Hispanic (0%), White (0%), ESL (0%) Orangeburg – Male (0%), White (0%) **5S1 – Program Quality – Attained Recognized Postsecondary Credential: 35.7% (32.13%) Gaps** Aiken – Asian (0%) Bamberg – Single Parents (0%) Barnwell 45 – Female (28.6%), Asian (0%), White (0%), ESL (0%) Barnwell 48 – Asian (0%), Two or More Races (0%) Orangeburg (Consolidated) – White (0%), Non-Traditional (0%)	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.

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
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?	**What does the law mean?**
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.	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. For purposes of Perkins V, the SCDE will define "size, scope, and quality" for eligible recipients through the following mechanism:

Size: eligible programs must include a sequence of no less than two courses. Eligible recipients will provide 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 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 can 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	Areas for Improvement
Are of sufficient 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.
Relate to 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.
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.	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

Question	Answer	Areas for Improvement
	Job Shadowing opportunities are offered each March to students beginning in 9th grade-12th grade to Orangeburg, 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.	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.
Are of high 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 processes such as DACUMs, employer surveys, regular documented	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.

Question	Answer	Areas for Improvement
	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.	
Should be offered in the region	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
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

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study	
	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 below. 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? **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.

Implementation Process	Strengths	Needs/Gaps
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 to promote industrial process familiarity among non-traditional students.	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:** 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 |

Evaluation of Middle Grades CTE and Career Exploration Programs
The 2018 reauthorization of Perkins V gives states clear permission to include middle school in their Perkins supported talent development pipelines.   Congress intentionally aligned Perkins V with Every Student Succeeds Act, which defines the middle grades as any grades 5-8. South Carolina defines middle grades as grades 6-8. The law requires that states provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study.

Complete the table below. Add rows as needed.

Ask yourself: What's your strategy for middle school programs and what's your vision for how middle school fits into your entire CTE and talent development system?

Describe CTE programs and career exploration programs offered in middle grades.
Describe implementation plans for future CTE programs and career exploration programs to be offered in middle schools (starting AY 2023)

CTE programs offered in grades 6-8	Career exploration programs for grades 6-8	Implementation plans for future CTE programs and career exploration programs
Courses: **Computer Science Discoveries** (Orangeburg - William J Clark) **Discovering Computer Science** (Orangeburg - Hunter-Kinard-Tyler) **Digital Literacy** (Allendale-Fairfax): This course is designed to equip students with digital and computer literacy skills required to create, find, and evaluate data and information. Students are exposed to a broad range of computer technology, hardware, software, and their application. **Fundamentals of Computing** (Aiken County - AL Corbit, Jackson, Kennedy, Langley-Bath-Clearwater, Jackson, Kennedy, Leavelle-McCampbell, New Ellenton, North Augusta, Paul Knox, Ridge Spring-Monetta; Calhoun County - Sandy Run K-8, St. Matthews K-8; Orangeburg - Carver-Edisto, Hunter-Kinard-Tyler, North, Robert E Howard, William J Clark): As with the courses above, this course provides a firm foundation in digital and computer literacy skills, preparing students for future CPT pathways. **Fundamentals of Science and Technology** (Calhoun County – St. Matthews K8; Orangeburg - Hunter-Kinard-Tyler): This course	Local initiatives vary from district to district. However, the Regional Career Development Facilitator 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. -8th graders toured the Aiken County Career and Technology Center this spring -Some middle schools hosted the Be Proud Be Pro Truck Tour -Students participated in the NSA Cyber Challenge -Students participated in 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 implement 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, with the permission of the Principal. Bamberg County is working to add Fundamentals of Computing to the middle-school level, as is currently the practice in Aiken.

CTE programs offered in grades 6-8	Career exploration programs for grades 6-8	Implementation plans for future CTE programs and career exploration programs
provides science, technology, engineering, and math fundamentals. **Gateway to Technology – Project Lead the Way (**Allendale-Fairfax; Calhoun County - Sandy Run K-8, St. Matthews K-8; Orangeburg - Holly Hill Roberts): PLTW GTT courses feature a project-based curriculum which allows student to design and test projects with modeling software used by companies such as Lockheed-Martin, Intel, and Sprint. This provides a firm foundation for future STEM coursework in high school and beyond. **Medical Detective** (Allendale-Fairfax): This course provides students the opportunity to analyze genetic testing results, diagnose disease, and explore laboratory science through an engaging crime scene investigation technique. In hands-on projects and labs, students interpret vital signs and learn how the systems of the human body interact. **STEM** (Barnwell 45) Provides science, technology, engineering, and math fundamentals.	-Career and Leadership Fair and hosted businesses and colleges on their campus to expose students to opportunities in our region. Bamberg'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 48'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. 8th graders tour the Barnwell County Career Center each year from each school in the county. In the future, they plan to host CTE exploration through Summer programs to interest younger students at the career center. Districts in our region work with GEAR UP through Voorhees University including Allendale, Bamberg, Barnwell 48, 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.	

CTE programs offered in grades 6-8	Career exploration programs for grades 6-8	Implementation plans for future CTE programs and career exploration programs
	The Calhoun District 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.	

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 below. 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?
How do schools and colleges plan to incorporate strategies 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. | 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, | 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, 2023-24 report, the number of certified educators from 2022-23 who did not return to a teaching/service position due to retirement or involuntary dismissal totaled |

Process	Strengths	Needs/Gaps
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.	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. 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.	1,331. As of November 2023, there were a record 1,612 vacant public-school teacher positions in the state (CERRA, Supply & Demand Update). 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. 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	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	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,

Process	Strengths	Needs/Gaps
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 training sessions as well as a select number of optional training sessions per year.	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.	it has also become difficult to match the nine-month salaries of K-12 partners.
https://www.cerra.org/uploads/1/7/6/8/17684955/supply___demand_data_tables_2023-24__3_.pdf		

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;	**What does the law mean?** This requirement is focused on support 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.
• 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. **	

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?

Looking at your Special Populations enrollment data, evaluate enrollment specific to clusters. Explain the strengths and gaps among clusters.   Include strategies for improvement.

Include an evaluation of 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 use regular assessments to identify gaps and weaknesses. Student support services including tutoring, counseling and advising, ensure that student needs are addressed and met. Wrap-around services available include test preparation, special services for students with disabilities (captioning, ASL, etc.), academic advising, counseling, technology services, library, and media center support, student organizations and activities, career services, and job placement. At the post-secondary-level the Lower Savannah region colleges provide a variety of services for	Gaps and challenges include: -Students have to self-identify as a special population. -There is a stigma attached to seeking assistance. -The rural nature of the service area increases problems caused by the digital divide. -The high poverty of the region also presents challenges in meeting the digital needs of students. -Students may not attend technical college orientation sessions (currently optional) and may not be aware of support services available to them. At the secondary level, most applicable clusters experienced issues with a failure to cross over non-traditional boundaries (Ex. Architecture/Construction, Education, Human Services, Manufacturing, and Transportation). For smaller rural districts, attainment of a postsecondary credential also	Secondary schools in the region use a variety of strategies to combat cross-cluster/cross-population deficiencies in Math and Science. These include professional development on instructional strategies and utilization of available instructional resources, such as graphing calculators, as well as providing enhanced tutoring and other support services. The schools intend to promote similar practices in the sciences and build similar programs, with an emphasis on providing real-world examples, which will indicate to students the applicability of scientific knowledge and skills in daily life. To promote nontraditional program concentration, which was an issue across almost all applicable clusters, several schools will be aggressively marketing nontraditional programs at the middle-school level. Several of the districts provide summer programs.

Strengths	Gaps	Strategies for Improvement
Special Population students. These services encompass CTE tutoring; counseling (both general support and career); financial support via Pell, other need-based grants and scholarships (frequently the college's Foundation), low- and no-cost open educational resources (including items such as loaner laptops), and food pantries to assist low-SES students; for students with disabilities, the colleges provide a variety of services, including captioning/transcripts of audio-visual materials, text-to-speech support, motion-sensitive entry-ways and devices across the campuses, and home accessibility via online options. Non-traditional fields are promoted to students via college marketing campaigns, and though dual enrollment pathways exposure. Technical college partnerships with Vocational Rehabilitation, SCWorks/OneStop, and Adult Education are valuable to reach special populations of students and overcome significant barriers that may limit a student's access or provide adaptive technology or techniques.	proved difficult. There were few clear patterns regarding cluster-related success barriers. This was in part due to irregular performance patterns and in part to the population size of some of the clusters. At the post-secondary level, it is difficult to track the special population status of adult learners, due to self-reporting issues and the perceived stigma of asking for help. Beyond non-traditional fields, low socioeconomic status (as indicated by Pell status), and self-reported instances of disability status, it is difficult to identify special population groups. Regarding non-traditional fields, the colleges tend to see females underrepresented in Technical Education fields, while men tend to be underrepresented in Health and Education. Interestingly, low socioeconomic background students were prevalent in Health and Public Safety fields, indicating a need for great financial support in those areas. Overall, disabled student performance was not markedly different from typical populations.	CTE programs in the region offer a wide variety of credentials for students across a number of pathways, including OSHA10, NCCER, Certified Nursing Assistant (NACES), Microburst Soft Skills, ProStart (for 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+. Additional post-secondary strategies include intrusive advising, mandatory tutoring (or even co-requisite labs for developmental support), supplemental instruction, flexible scheduling and hybrid options for working students, and course redesign (including co-requisite labs) for developmental courses, thereby promoting enrollment, retention, and completion. Programs such as "Call Me Mister" in Education, broad-based marketing campaigns targeting potential non-traditional and low-SES students, and enhanced dual enrollment opportunities would increase student awareness of and participation in various CTE programs.

Perkins V

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? Having a number of experienced developers and writers to collaborate was helpful, as well as a diverse group of industry partners who attended Input Sessions. Surveys were administered earlier in the year, which helped increase the number of responses.
What could have been done differently to achieve better results? CLNA writing assignments were assigned to various team members, but additional face-to-face meetings for the work groups would be beneficial. During the next cycle, writing assignments will be specifically assigned to various experience team members with clear guidelines concerning the best sources of information for the section and deadlines for early submission.
What individuals or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?   Scheduling was difficult for team members, especially since the technical college partners and district personnel follow varied calendars. In the future, we will schedule regular meetings in which each sub-group is required to report out on the progress of their writing assignment to the provide the full team with draft wok for review.
What other initiatives can be leveraged and aligned across sectors to make this work successful?   More detail is needed from the SCDE concerning the OCTE/OSES training modules. Additional SCDE/DEW contact and training is appreciated as many members were unfamiliar with the available resources. DEW occupational gap reports were very helpful and should be a standard source of information across the state. It would be good to have regional developer input when revising the next CLNA template, as some sections seemed redundant or unnecessary. For example, it is unclear how "community" input differs from Business and Industry, plus Faculty, plus Administrators, etc. Additionally, under Analysis of Labor Market Information, we would recommend combining the two right columns to read "Evidence from SC Labor Market Data and Additional Sources" as "Evidence from Sources" appeared redundant.
How will you build connections to and through those other initiatives? Via requests to SCDE/DEW and our fellow institutions.
On what established schedule will you continue to meet and work together?   A minimum of one face-to-face meeting per semester (Fall/Spring/Summer) in preparation for the start of the 2026 cycle. Zoom meetings have not been as well attended. The team found that we are more effective with this work when we meet in person.
How will you demonstrate collective commitment to on-going engagement in this work?   By regularly reporting out to our fellow institutions concerning our progress in strengthening ties with middle school populations, enhancing the performance of special population groups at our institutions, and the success of the various initiatives listed in the CLNA.

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).

_____   5/29/24
Secondary Partner: Date

_____   6/3/24
Postsecondary Partner: Date

_____   5/31/24
Business Partner: Date

APPENDIX A:

Data & Statistics Resources

SC Department of Employment and Workforce Business Intelligence Department resources:

The following resources to analyze and disseminate current and historical employment statistics, job forecasts, wages, demographics and other labor market information for the state to help better understand today's complex labor force.

- **SC Workforce Dashboard:**
  A Customizable dashboard to help prioritize information that is relevant to your needs.

- **Community profile for your region:**
  Create a pdf specific for your county and region that you can share with your team.

Additional Resources for your local needs assessment analysis:

- **Bureau of Economic Analysis (U.S. Department of Commerce)**

  Provides data on national accounts, as well as state & local area personal income, GDP for states & metropolitan areas, & a link to the Survey of Current Business

- **Bureau of Labor Statistics**

  The principal Federal agency responsible for measuring labor market activity, working conditions, & price changes in the economy. Its mission is to collect, analyze, & disseminate essential economic information to support public & private decision-making.

- **South Carolina Statistics Links**

  Compiled by SciWay, "South Carolina's Information Highway"

- **State Data Center Network**

  The State Data Center Program makes data available locally to the public through a network of state agencies, universities, libraries, & regional & local governments

- **Digest of Education Statistics**

  A compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest includes a selection of data from many

sources, both government & private, & draws especially on the results of surveys & activities carried out by the National Center for Education Statistics (NCES).

- **Public School District Profiles**

  Compiled by the Institute of Education Sciences at the National Center for Education Statistics.

- **Integrated Postsecondary Education Data System**

  The primary source for data on colleges, universities, & technical & vocational post-secondary institutions in the United States. Find & compare institutions side-by-side. Data Center allows you to compare institutional data, create reports, download data files & more. Visit the Tables Library to view & download national & state level data tables on enrollments, graduation rates, institutional prices, student financial aid, faculty & staff, etc.

APPENDIX B:

Root Cause Tool Kit

Analyze the data

This is one of the most difficult and easily neglected steps within a needs assessment process. At its most basic level, it is determining cause and effect. The data and input you will be gathering will be the effects of some underlying cause and it is your task to determine what these causes are. To use an analogy from health sciences, you will be like a doctor looking at symptoms and searching for a diagnosis. To get to an accurate diagnosis:

- **Process the data transparently** to allow for others to double check and verify your results.
- **Display the data** to facilitate interpretation. Tables, graphs, charts, word clouds, and any other means you can think of to see patterns within the data will be highly beneficial.
- **Verify findings through corroboration/triangulation.** Be skeptical. Particularly for small data sets, surprising results, or other unexpected outcomes, make sure to use multiple means of verifying patterns, such as additional data sources, stakeholder input, and evidence-based research.

- **Perform root cause analysis.**   There are a number of techniques that can be used to go from the needs identified to discover root causes. One technique is to ask and answer 'why' five times (example below). Focused interviews, consulting experts, fish bone analysis, and reviewing evidence-based literature on the topic are additional and powerful means of discovering root causes.
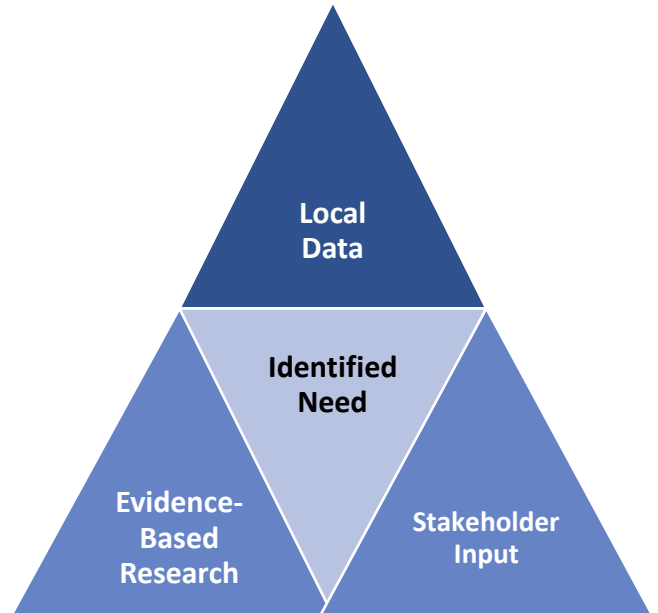
Asking 'Why?' Five Times to Determine a Root Cause:
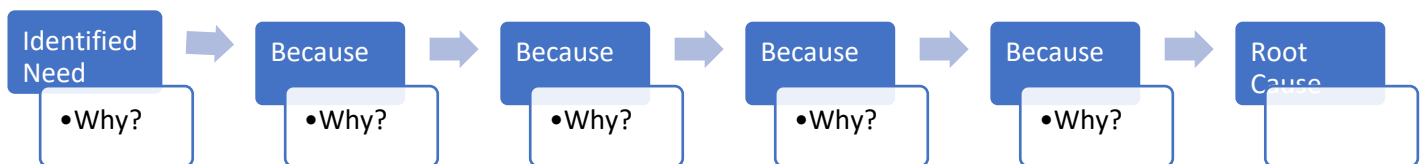
For instance, if you discover a gap in performance between two population groups asking why five times may reveal underlying factors having to do with curriculum, supports, student background, teacher training, instructional practices, materials, barriers, and any number of other contributing factors. Focus on identifying the factors most within your ability to influence.

Fishbone/Cause-and-Effect/Ishikawa Analysis to Determine Root Cause

The diagram below illustrates one method for brainstorming causal factors that contribute to an identified need (such as a performance gap). This method contrasts with the "Five Why" method listed above in that it recognizes that in many contexts it is best to look at the multiplicity of contributing factors rather than narrowing the focus to a single, primary root cause. The categories in which to brainstorm causes will vary by need context, but examples for non-traditional career preparation can be viewed at napequity.org/root.