Perkins V Comprehensive Local Needs Assessment (CLNA) Feedback Summary 2024

Lower Savannah Region

The CLNA Feedback summarizes the specific insight gained and presented in the needs assessment responses related to each required element (below). Technical assistance will be provided for the next steps in the improvement process.

CLNA Team and Stakeholder Team (Contact information and Responsibility)

The Lower Savannah Region and counties are included on the cover.

Lead Team members' contact emails and affiliations are included. The Stakeholders' roster includes the Responsibilities of the participants. There is strong secondary and postsecondary representation and expanded representation of special populations professionals. Parents and students' surveys are documented, and industry participants are listed.

Step #1: Analysis of Labor Market Information (LMI): (Strengths and Gaps)

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

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

What Programs/Pathways are offered, but are not supported by the local labor data?

Secondary and postsecondary programs that align with the labor market are presented in an organized format
and show alignment among programs.

There is a need to recruit students in the Manufacturing pathways as evident in low secondary student interest
compared to high workforce demand. Employer surveys indicate a strong need for manufacturing skills and
training on current equipment. OCTC has 90% placement in engineering and industrial programs.

Architecture and Construction pathways and Education present challenging gaps in interest versus labor demand.

Health Science programs are strongly aligned with labor market need and were the top career pathway preference of students. There is a gap in current enrollment versus labor market need.

Consider implementing ways to include industry representatives for career talks and facility tours to motivate
interest.

Examine the status of the increase in program implementation since the 2022 CLNA. Is there still a gap in course offerings to address the gaps?

Excellent documentation showing evidence of need and sources for new program implementation to close labor market gaps.

Special Populations support services are well-addressed.

Step #2: Analysis of Student Performance on Required Performance

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

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.

Postsecondary has implemented successful strategies to increase retention and placement and provide training related to special populations. Local examples provide evidence of positive outcomes.

Best practice: Marketing strategies have helped to increase awareness of lucrative non-traditional fields. The ATC Technical Scholars Program yields positive outcomes for quicker advancement.

Secondary strategies to sustain strengths have proven positives outcomes.

Performance of students in special populations was addressed with recommended strategies and services to support students.

The Student Achievement Gaps in academic proficiency serve as a basis for areas of focus on implementing strategies for improvements.

Consider success strategies in place for strong performance indicators and implement them in areas where there are gaps. Also, exchange best practices among districts and colleges in collaborative efforts for improvements. For example, postsecondary marketing outcomes for increased non-traditional enrollment.

Best practice: There are significant improvements in achievements of special populations since the 2022 CLNA due to return of processes and support structure compromised during the pandemic.

Step #3: Analysis of Programs

Part 1: Size, Scope, and Quality

How do schools and colleges in the region determine those programs…

Include an evaluation and description of the Special Populations CTE program implementation.

Secondary considers budget, space, capacity. Secondary and postsecondary have teacher recruitment challenges in more rural areas. Secondary and postsecondary collaborate to promote dual enrollment, postsecondary enrollment, program alignment and streamlined pathways. Technical college enrollment has increased statewide.

Secondary programs are aligned with students and /parents surveys and local industry needs.
Postsecondary programs follow SCTCS extensive develo0pment process.
Both use industry advice on programs and find they need to expand business partnerships to increase apprenticeships, internships, and work-based learning opportunities.

Areas for Improvement list challenges, strategies, and best practices support tools such as labs, software, Perkins funds to kickstart programs, and apprenticeships.

Step #3: Analysis of Programs
Part 2: Progress towards 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.

Secondary and postsecondary describe thorough processes that are in place to implement programs of study. Both refer to industry advisory committees and labor market alignment.

Secondary uses a needs assessment to identify high-wage, high demand jobs, student and parent surveys, alignment with postsecondary, and IGP data analysis.

Postsecondary uses the local needs assessment and involves Advisory Committees and commissions.

Funding gaps challenge new program development and services for postsecondary special populations.

Step #3: Analysis of Programs
Part 2: Progress towards Implementing Programs of Study

Evaluation of Middle Grades CTE and Career Exploration Programs

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 2022)

Lower Savannah Middle School CTE programs are aligned with high demand jobs and prepare students for CTE decisions in high school.

Career exploration opportunities delivered by the Regional CDF, Career Specialists and partner with Junior Achievement, Be Pro Be Proud and a chamber of commerce.   YouScience and SCOIS are utilized. Grade 8 students are given the opportunity to tour career centers to help prepare them for high school CTE pathways.

There are plans to implement the CTE Career Exploration and CTSO programs in middle schools and to expand technical introductory courses in some districts.

Step #3: Part 3: Recruitment, retention, and training of CTE professionals

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

How do schools and colleges plan to incorporate the OCTE/OSES training modules and other strategies to facilitate the success of Special Populations students in CTE through collaboration among CTE, Special Populations administrators, and School Counselors?

Some districts offer signing bonuses for critical needs areas and ESSER funds are used to recruit new teachers. High school student recruiting strategies include the Teaching Fellows and the Call Me Mister program.

Strengths listed include programs to address the gaps in teacher recruiting and retention.

Gaps between teacher and industry salaries are a challenge. Request that SCDE analyze credentials commiserate with salary.

A record 1,612 teacher vacancies recorded November 2023.

Professional development opportunities benefit retention.

Special populations training is needed to address performance.
OCTE/OSES special populations technical training modules are being updated.

Step #3: 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.

Secondary use ongoing assessment to examine gaps. Strengths include a range of secondary and postsecondary support services for all students and special populations.
Secondary experiences issues with non-traditional cross over in some clusters.

Postsecondary depends on students self-identifying, stigma of seeking services, and awareness of services.

The many rural areas and poverty level are predominant challenges for the region.

Excellent ideas for Strategies for Improvement are listed and should serve as discussion and implementation planning during CLNA, district and college level meetings.

Consortium Coordination Strategy

Experienced developers and writers were beneficial as well as industry groups' feedback.

The team determined the need for additional in-person meetings and sub-committees to distribute the work.

Per the recommendation to update and consolidate the CLNA template, there will be a focus group to address this and make it happen.

OCTE is determining the need for updates to the special populations modules.

Next Steps

Develop an Executive Summary presentation to disseminate the Lower Savannah Region CLNA information to educators, parents, superintendents, community, industry partners, and all stakeholders. The format is at your discretion.

Submit the final Executive Summary to Maria Swygert (nmswyger@ed.sc.gov) and Suzi Raiford (sraiford@ed.sc.gov) on or before July 31, 2024.

Prepared and reviewed by:
Suzi Raiford, Business and Industry Liaison, and Maria Swygert, Admin Team Lead
Office of Career and Technical Education