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COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)
EVALUATION OF CAREER AND TECHNICAL EDUCATION PROGRAMS
2020-2032
#FUTUREREADYCTE STRATEGIC PLANNING

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 use 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 **on-going** 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

Process

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 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.”

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: Midlands Area CTE Institutions

Date: July 10, 2022

Needs Assessment Lead Co-Coordinators: **Contact Information:**

Secondary: Bryce Myers	Bryce Myers Director of Career & Technical Education Lexington County School District One bmyers@lexington1.net 803-821-3001
Postsecondary: Doretha H. Glymph	Doretha H. Glymph, Director of CAREERS & TRiO Programs Midlands Technical College glymphd@midlandstech.edu 803-738-7771
Business Partner: Lisa Call	Lisa Call, Regional Career Specialist MEBA Senior Director for Education and Business Engagement llcall@mebasc.com 803-732-5258

Representative		Name	Institution and Position	Responsibility
Co-Coordinators	Postsecondary Perkins Grant Coordinator	Doretha H. Glymph	Director of CAREERS & TRiO Programs Midlands Technical College glymphd@midlandstech.edu 803-738-7771	Postsecondary Facilitation, Completion of Step 2 (Historical and Cluster Data)
	Secondary Perkins Grant Coordinator	Bryce Myers Tony Flowers Jenniferr Cain Jeremy Dinkins David Prigge Kayla McBride Cleve Pilot Joni Coleman	CTE Director, Lexington One CTE Director, Lexington Four CTE Director, Richland Two CTE Director, Richland One CTE Director, Lex/Rich Five Work Based Coordinator, Lexington Three CTE Director, Fairfield County CTE Director Lexington Two	Secondary Facilitation, Compiled data, narrative, and information to complete CLNA.
Teacher(s) - Secondary		Kayla McBride, WBL/Business Instructor	Batesburg-Leesville High School	Participate in processes and procedures in creation of CLNA. Reviewed final product prior to submission.
		Kelly Hartley	Health Science Teacher Swansea High School	
		Kezia Valabharuram	Bio-Medical (PLTW) Teacher Richland One	
Faculty - Postsecondary		Dr. Devin Henson	Associate Vice Provost Quality Enhancement Plan	Completion of Step 3
Secondary Administration		Bryce Myers Tony Flowers Jenniferr Cain Jeremy Dinkins David Prigge Kayla McBride Cleve Pilot Joni Coleman	CTE Director, Lexington One CTE Director, Lexington Four CTE Director, Richland Two CTE Director, Richland One CTE Director, Lex/Rich Five Work Based Coordinator, Lexington Three CTE Director, Fairfield County CTE Director, Lexington Two	Secondary Facilitation, Compiled data, narrative, and information to complete CLNA.

Postsecondary Administration	Alice Appleby	MTC - Director, Resource Development	Completion of Step 1
	Cassandra Taylor	MTC - Statistical and Research Analyst III, Resource Development	
	Leonard Waymyers	MTC - Statistical and Research Analyst Assessment, Research and Planning	Completion of Step 2 (Evaluation of Special Populations)
Specialized instructional support and paraprofessional(s)	Suzie Raiford	Business & Industry Liaison for the Office of CTE & Student Transition Services	Provided direction in narrative, data, and procedure in creation of CLNA.
Representative(s) of Special Populations	Amy Cooper, Liaison for Special Populations	Lexington Technology Center	Review of special needs data
	Aleah Scott, Special Populations Consultant	Richland School District One	
	Emmylou Todd	Lexington District Two	
Career Guidance and Academic Counselor(s)	Ami Overcash, Counselor Dana Lackey, Counselor Kristin Shealy, Counselor	Lexington Technology Center Lexington Four Lexington Three	Review of counseling materials and data. Advisory member
Student(s)	Jacob Boozer Anna Fox Allison Livingston Karson Grubbs	Lexington Three Lexington One Lexington Four Lexington Two	Survey participants and feedback on CTE experiences
Community	Angelle LaBorde	Lexington County Chamber President and Rotary Member	Advisory member, program feedback, and community data
Business & Industry	Angela Klosterman	Vice President, Premier Relationship Banker, First Citizens Investor Services	Advisory members and program feedback
	Hugh Macpherson	Account Manager, Snap-on Tools	
Workforce Development	Sarah Johnson	Director, Lexington County Department of Economic Development	Advisory members, program feedback, and community data
	Jeff Ruble	Director, Richland County Economic Development	
	Chris White		
	Tye Davenport	Director, Fairfield County Economic Development (now with Richland County)	
	Dr. Kaye Shaw	Regional Workforce Advisory South Carolina Department of Commerce	
Parent(s)	Laurie Boozer	Lexington Three	Advisory members, program feedback, and community data
	Dru Pittman	Lexington Two	
	Deidre Foote	Lexington One	

Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Kimberly Carmichael	MEBA Data Specialist	Advisory members, program feedback, and community data
	Dr. Jennifer Coleman	Executive Director Accountability Richland Two	
	Dr. Carol Miner	Executive Director Accountability, Assessment, Research & Evaluation	

STEP 1: Analysis of Labor Market Information

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

The local needs assessment shall include...

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

- (ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or*
- (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.*

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

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

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

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

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

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

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

Based on the information determined in the above mentioned 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?

SECONDARY

Program Area	Strengths	Gaps
Health Sciences	<ul style="list-style-type: none"> • All districts have Health Science programs with strong numbers • CNA and BLS certifications • Partnerships with area medical facilities • Numerous business partners 	<ul style="list-style-type: none"> • Reduce wait time to enter post-secondary programs • Additional potential certifications • Limited opportunities/capacity for clinical experiences in facilities • Continued industry training for instructors • Managing constant changes in industries and technology
Advanced Manufacturing (Welding, Machining, Mechatronics)	<ul style="list-style-type: none"> • Opportunities and partnerships provided by employers in the region for students • Articulation agreement with Midlands Technical College • Numerous business partners 	<ul style="list-style-type: none"> • Retention of qualified employees due to salary and opportunities in industry • Expensive programs to implement and maintain • Continued industry training for instructors
Automotive (Automotive Technology, Automotive Collision, Diesel Technology, and Power Equipment Technology)	<ul style="list-style-type: none"> • Numerous business partners • All districts have programs • Post-secondary programs are available at 2 year and 4 year institutions 	<ul style="list-style-type: none"> • Costly to implement and maintain • Continued industry training on new technologies for teachers
Business (Finance, Marketing, Management, etc.)	<ul style="list-style-type: none"> • All district have these programs • Post-secondary programs are available at 2 year and 4 year institutions • Dual Enrollment opportunities • Numerous business partners 	<ul style="list-style-type: none"> • Curriculum decisions should be industry based and not vendor based. (Revamp curriculum at SCDE level.) • Continued industry training on new technologies for teachers • Instructional materials (textbooks) are often outdated. • Improve work-based learning opportunities.
Computer Science and Information Technology	<ul style="list-style-type: none"> • All district have these programs • Post-secondary programs are available at 2 year and 4 year institutions • Dual Enrollment opportunities • Numerous business partners 	<ul style="list-style-type: none"> • Lack of highly qualified instructors. • Managing constant changes in industries and technology • Growth in opportunities in rural areas • Continued industry training for instructors

POSTSECONDARY

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

Midlands Technical College (MTC) career programs provide students with the high-quality education needed to successfully compete in the job market or transfer to a 4-year institution. Each of the 31 associate degree programs listed below by School of Study align well with labor market needs in the Midlands. Review of five-year employment projections (2022-2026) shows a strong job openings rate and/or job quantity. Gaps indicate the status of the supply of graduates in the region to fill the projected job openings. Metrics for indicators appear in the Notes section below.

MTC Schools of Study	MTC Associate Degree Programs	Strengths		Gaps
		Job Openings Rate	Job Opening Quantity	Labor Supply
Adv. Mfg. & Skilled Trades	Automotive Technology	Moderate	Medium	Shortage
Adv. Mfg. & Skilled Trades	Building Construction Technology	Moderate	Large	Shortage
Adv. Mfg. & Skilled Trades	Commercial Graphic Communications	Moderate	Small	Shortage
Adv. Mfg. & Skilled Trades	Heating, Ventilation, and AC Technology	Moderate	Medium	Shortage
Adv. Mfg. & Skilled Trades	Machine Tool Technology	Moderate	Medium	Shortage
Adv. Mfg. & Skilled Trades	Mechatronics	Strong	Small	Adequate
Adv. Mfg. & Skilled Trades	Welding Technology (<i>New</i>)	Moderate	Medium	Shortage
Business	Accounting	Moderate	Medium	Shortage
Business	Administrative Office Technology	Strong	Large	Adequate
Business	Management	Moderate	Medium	Adequate
Business	Marketing	Moderate	Large	Shortage
Interdisciplinary Studies	Associate in Arts/Associate in Science	Strong	Large	Shortage
Educ. & Public Service	Criminal Justice Technology	Moderate	Medium	Shortage
Educ. & Public Service	Early Care and Education	Strong	Medium	Shortage
Educ. & Public Service	Human Services	Strong	Medium	Shortage
Educ. & Public Service	Paralegal	Moderate	Medium	Shortage
Health Care	Dental Hygiene	Stable	Small	Adequate
Health Care	EMT Paramedic	Moderate	Medium	Shortage
Health Care	Medical Laboratory Technology	Stable	Small	Shortage
Health Care	Nursing	Stable	Medium	Adequate
Health Care	Physical Therapist Assistant	Strong	Small	Adequate
Health Care	Radiologic Technology	Stable	Small	Adequate
Health Care	Respiratory Care	Stable	Small	Shortage
STEM	Architectural Engineering Tech.	Moderate	Medium	Shortage
STEM	Civil Engineering Technology	Moderate	Medium	Shortage
STEM	Computer Technology	Moderate	Small	Shortage
STEM	Electronics Engineering Technology	Moderate	Medium	Shortage
STEM	Engineering Fundamentals	Stable	Medium	Shortage
STEM	Mechanical Engineering Technology	Moderate	Medium	Shortage
STEM	Network Systems Management	Stable	Medium	Shortage
NOTES: Occupation(s) identified for each program/pathway according to CIP SOC Crosswalk (Classification of Instructional Programs (CIP) Standard Occupational Classification (SOC), National Center for Education Statistics).				

Job Openings Rate is the percentage of the projected job openings between 2022-2026 divided by the baseline (i.e., 2022 jobs). **Stable**- 24%-34%, **Moderate**- 35%-44%, or **Strong**- 45%-54%. **Job Opening Quantity** is the count of projected job openings between 2022-2026. **Small**- Less than 500, **Medium**- 500-6,000, or **Large**- More than 6,000. **Labor Supply** is the estimated number of graduates in the region between 2022-2026, classified as: **Adequate**- estimated graduates will meet projected demand or **Shortage**- graduates will be less than projected demand. SOURCE: South Carolina Department of Employment and Workforce, SC WORKS; Emsi Burning Glass-economicmodeling.com, 2022.

STEP 1: Analysis of Labor Market Information

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

SECONDARY

Program	Evidence from South Carolina Labor Market Data	Evidence from Sources
<u>Additional Construction Programs:</u> Heavy Equipment Operations, Plumbing, HVAC, and Cost Estimation	The evidence provided in the section above from the CLNA Report, the 2020 Midlands Workforce and Development Profile, and the 2019 SC Chamber of Commerce Workforce and Jobs Report shows that Construction and related fields is a need. Access to these specific programs would help fill jobs in the industry. Representatives from MB Kahn construction stated that Cost Estimation is a growing need as many employees filling those jobs are retiring.	The following companies met with area CTE Directors expressing need for help with growing shortages in Heavy Equipment Operations and Plumbing: Walker White Mechanical, Piedmont Plumbers, Accurate H2O Plumbing, Cottrell and Company, Inc., Blanchard Machinery, Brian's Heating and Cooling, Kaye Plumbing, MB Kahn, and Linder Construction.
<u>Diesel Mechanics</u>	Richland School District One has a Diesel Mechanics program that is supported by industry, while other districts do not.	As stated above, both Linder Construction and Blanchard Machinery have presented on the shortages their industry faces not only in Heavy Equipment Operations but also in maintenance and upkeep of the equipment. This is not cataloged in the data provided but by personal face-to face meetings with those in the industry.
<u>Business and Information Technology/ Informatics</u>	According to SCWorks, in 2018 there were 39,530 computer and mathematical jobs. The average rate of pay for those jobs was \$34.94/hour. The 2020 Midlands Workforce Development Profile shows 6,129 information jobs in the Midlands. However, this is one of the areas that transcend all occupations as our society places an increasing emphasis on data driven decisions. Data collected shows that training must be at an upper level with combined	According to SCWorks, currently there are 331 jobs in SC open at this time with 2,396 employers. The average annual salary for someone in this sector is approximately \$60,648. According to the Bureau of Labor Statistics, there is stable demand for and little fluctuation in this job

	knowledge of computer science and information technology. The certifications for this area include but are not limited to Cisco and ISC3.	
<u>Computer Science and Information Technology</u>	In conjunction with Informatics and Business and Information Technology, Computer Science and Information Technology complete the circuit of data, hardware/software, and programming. As our society continues to move toward more data driven, computer based enterprise systems, then it is necessary to train the next generation in current and future trends in Computer Science and Information Technology. We must work hard to build these programs beyond an entry level understanding of the content.	Like Business Information above, Computer Science transcends all occupations and career functions and the skills are used in day to day activities from occupations such as heavy equipment operations to the medical field and in management.. For those specified Computer Science positions, SCWorks According to SCWorks, there are currently 21 jobs open in the Midlands area in this industry. The average wage is \$73, 424 with 171 employers state-wide.
<u>Dentistry/Dental Assistant</u>	Currently, Midlands Technical College offers a Dental Hygienist and Dental Assistant Program. This is another avenue of health care that high schools do not currently offer. On a recent visit to see CTE programs in Richmond, Virginia, this program was observed. It was thriving and at full capacity.	According to SCWorks, there are currently 54 advertised job openings in the state. 1/5th of those are in the Midlands region. There are 2, 039 employers in our state in this field. The average annual wage for someone in this industry is \$52,832.
<u>Education</u>	<p>In those surveyed in the MEBA CLNA Business Report, education was a focus as more and more young people choose careers other than education.</p> <p>According to the 2020 Midlands Workforce Development Profile, there are more education jobs in the Midlands than all except 3 industries.</p>	<p>According to the MEBA CLNA Business Report, the most common response among employers was in regards to the teacher shortage and need for quality people in education. Quality education creates quality employees.</p> <p>2020 Midlands Workforce and Development Profile</p> <p>According to SCWorks, in education there are currently 2,911 jobs open in secondary and elementary level positions. The average wage is \$43,420. Education makes up 5% of the total work force.</p> <p>South Carolina Annual CERRA Supply and Demand Report</p>

<p><u>E-Commerce, Global Logistics, Warehousing, & Global Business</u></p>	<p>According to the 2019 SC Workforce and Jobs Report, there is a category noted as Wholesale Electronic Markets, Agents, and Brokers in both the Business and IT area and the Transportation, Logistics and Warehousing area and the growth is calculated at 82% in the field accompanied by high wages.</p> <p>Amazon is one of the Midlands largest employers. It is the model for merging warehousing, distribution, and e-commerce. In today's environment, more and more businesses are providing e-commerce options or online apps for their businesses, large or small. There is significant evidence to show that e-business is a necessary part of retail and sales in all industries.</p>	<p>SOURCE: The 2019 South Carolina Workforce and Jobs Reports. https://issuu.com/southcarolinabusinesmagazine/docs/scc19_workforce-for-web-0325.</p>
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POSTSECONDARY

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

Specialty coursework in the form of a concentration within the following academic pathways/degrees were identified to help meet growing demand. MTC is in the process of making these academic pathways available for students starting in Fall 2022.

Diversified Industries	Program	Evidence from South Carolina Labor Market Data	Evidence from Sources
STEM	AS - Concentration in Architecture	Projected job growth for architects is 2% in the Midlands over the next five years (2022-26) according to estimates by EMSI Burning Glass, 2022.	<i>Hot Jobs of the Future</i> , a report by the Midlands Education & Business Alliance (MEBA), indicates the Architecture and Construction Industry is one of four career clusters in STEM that is expected to have the most job growth and opportunity in the Midlands through 2025. In addition, the report lists Architect among the top jobs that employers will be seeking to fill with skilled workers in the next few years.
STEM	AAS Engineering Fundamentals- Aerospace	Projected job growth for aerospace engineers is 8% in the Midlands over the next five years (2022-26) according to estimates by EMSI Burning Glass, 2022.	O*NET reports nationwide new job opportunities for aerospace engineers are <i>likely</i> in the future. MEBA's <i>Hot Jobs of the Future</i> report lists both Aerospace Engineer Technicians and Aerospace Engineers among the top jobs that employers will be seeking to fill with skilled workers in the next few years.
STEM	AAS Engineering Fundamentals-B iomedical	Projected job growth for bioengineers and biomedical engineers is 18% in the Midlands area over the next five years (2022-26), according to estimates by EMSI Burning Glass, 2022.	Nationally, employment of bioengineers and biomedical engineers will grow 3% between 2020-2030 compared to 8% in SC, according to BLS. A recent article SCBIO and Midlands Technical College Debut New Biopharma Certificate Program to Develop Talent for Life

			Sciences states that the life sciences industry in SC is “booming” and is a major driver of SC’s economy. The article reports the life science industry has a presence in 91% of SC’s counties, boasts \$25 billion in annual economic impact, and offers average wages nearly 80% higher than the average wage in SC.
SOURCE: Emsi Burning Glass – economicmodeling.com; Midlands Education & Business Alliance (MEBA)’s <i>Hot Jobs of the Future</i> ; Occupational Information Network (O*NET), U.S. Department of Labor/Employment and Training Administration (USDOL/ETA). U.S. Bureau of Labor Statistics.			

STEP 1: Analysis of Labor Market Information

What Programs/Pathways are offered, but are NOT supported with the local labor data?

SECONDARY

Program/Pathway	Reason for offering these Programs/Pathways	South Carolina Labor Market Data or Local Labor Data Source
Business Information Management Pathway (Image Editing & Digital Publication Design)	There is a limited need for this program pathway, and students enjoy participating in this pathway. There is also substantial participation. However, it does not need to be a focal offering for a district or school due to low business and industry need.	In the Midlands, there are currently 547 openings in Arts, Entertainment, and Recreation. However, the majority of these jobs need more specific skills than Adobe Photoshop and Digital Publications. This pathway needs to be more detailed in order to meet the true needs of employers.
Family and Consumer Sciences	There is limited to no business and industry data to support this area as a direct and employable completer pathway. However, this pathway is important for student life skills.	There is little industry data to support Foods and Nutrition, Child Development, and other FAC courses. However, these courses provide much needed societal and lifestyle training skills to ensure employee success beyond the workplace.

POSTSECONDARY

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

MTC is in the process of working with the South Carolina State Board for Technical and Comprehensive Education for the cancellation of the following programs.

MTC School of Study Program/Pathway	Reason for offering these Programs/Pathways	SC Labor Market Data or Local Labor Data Source
School of Adv. Mfg. & Skilled Trades: <i>Welding Technologies I Certificate</i>	Developed to prepare students for employment and advancement in the Welding Industry, certificate courses could be applied to an Associate of Applied Science (AAS) in General Technology degree. As demand for skilled welders steadily increased over the last 10 years MTC created the first associate degree in welding available in the state as of January 2022. The AAS Degree in Welding Technology is a 6-semester program that combines the Welding & Cutting Fundamentals and Welding Qualifications Certificates. These two stackable certificates prepare students for employment and/or advancement, each in 3 semesters. When combined with general education courses the certificates make up the Welding Technology Associate Degree Pathway and replace the established Welding Tech I Certificate.	Welders who hold an associate degree are more qualified to advance into higher roles within the industry. In the last 10 years, the number of welding occupations grew 45% in the Midlands. Over the five years, 2022-2026, these Jobs in welding are projected to grow 3% over the next five years with 441 openings. 92% of which will replace the current workers retiring or leaving the welding field.
School of Education & Public Service: <i>Infant/Toddler Certificate</i>	Infant/Toddler certificate created in response to the need for Early Head Start (EHS) teachers to have training specific to infants and toddlers. The certificate is no longer enough – EHS now requires all teachers to have at least an associate degree. Termination date: Jan 2023	Jobs in early childhood education will grow 3% over the next five years with 1,079 openings in the Midlands. 90% of the projected openings are due to the replacement of current workers who will retire or permanently leave the field by 2026.
School of Education & Public Service: <i>Special Needs Certificate</i>	Special Needs certificate was created as part of a grant project with UofSC. This was designed for those who wanted to be an ABA therapist or Early Interventionist. The ABA certification now requires a master's degree and Early Intervention requires a bachelor's degree. Termination date: Jan 2023	Jobs in special needs education is projected to grow 3% over the next five years with 124 openings. 90% of the projected openings are due to the replacement of current workers who will retire or permanently leave the field by 2026.
School of Health Care: Certs in Health Science - <i>Pre-Dental Hygiene</i> <i>Pre-Health Care</i> <i>Pre-Medical Lab Tech</i> <i>Pre-Phys. Therapist Assist.</i> <i>Pre-Respiratory Care</i>	Purpose of these certificates was to establish student eligibility during the admissions process for the School of Health Care. The certificates included general education and pre-requisite courses required in the degree curriculums. Upon successful completion, students were permitted to apply for entry into these programs. Termination date: May 2023. Students interested in these programs now	These pre-certificate programs did not qualify students for jobs as the related health care occupations typically require an associate degree or post-secondary credential for entry. Growth in these occupations, at the degree-level, will remain steady over the next five years, 2022-26, with 634. 93% of the projected openings are due to replacement of

	enter the Associates in Applied Science, General Technology-Health Care program.	current workers who will retire or permanently leave the field.
Source: Emsi Burning Glass – economicmodeling.com; Midlands Education & Business Alliance (MEBA)’s <i>Hot Jobs of the Future</i> ; Occupational Information Network (O*NET), U.S. Department of Labor/ Employment and Training Administration (USDOL/ETA); MTC Academic Codes_Codes_Concentrations.xlsx, Director of Curriculum, Donna Zeek.		

STEP 2: Analysis of Student Performance

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

The local needs assessment shall include...

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

What Information Should Locals Collect: Student Performance Data

What does the law say?

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

What does the law mean?

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

***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

- | | |
|---|---|
| <ul style="list-style-type: none"> ● 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; | <ul style="list-style-type: none"> ● 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 the 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 section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – 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 Enrollment

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

5S1 – Program Quality – Attained Recognized Postsecondary Credential

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

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.**

SECONDARY

Strengths	How are these strengths being sustained in the region?	Local Example
1S1 – Four-year Graduation Cohort Rate	Students who are able to find their passion and purpose learn and excel at higher rates than their peers. Career and Technical Education help achieve this goal, and by offering programs that are beneficial to employers that students are interested in serves as a win-win for all involved.	The state performance goal is 91%. The average Midlands Area CTE Graduation Rate is 98.08% The median graduation rate for Midlands districts is 98.1%.
2S1 – Academic Proficiency in Reading/Language Arts	According to the definition below, students are measured by the English End of Course Test. On average 75.42% of Midlands area CTE Concentrators meet the requirements for the EOC in ELA. **CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	The state performance goal is 67.50%. All CTE teachers are required to complete a Read To Succeed course. CTE program state standards address reading and writing competencies. No district in our area fell below 75.4%.

2S2 – Academic Proficiency in Mathematics	<p>According to the definition below, students are measured by the End of Course Algebra exam. On average 70.92% of Midlands CTE Concentrators meet the requirements for the Algebra EOC.</p> <p><u>**CTE concentrator</u> proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.</p>	<p>The state performance goal is 73%. CTE program state standards address mathematical competencies.</p>
2S3 – Academic Proficiency in Science	<p>According to the definition below, students are measured by the End of Course Biology exam. On average 71.07% of Midlands CTE Concentrators met the requirements for the Biology EOC.</p> <p><u>**CTE concentrator</u> proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.</p>	<p>The state performance goal is 71.3%. CTE program state standards address science competencies.</p>
3S1 – Post-Program Placement	<p>In the Midlands area, there is increased demand from businesses for qualified students to participate in apprenticeships, specialty programs like the Michelin Scholars Program, and other various opportunities to receive postsecondary training. More businesses are beginning to hire students out of high school and then pay for their college or further training. Currently, at our two largest state universities, approximately 2/3rds of all degrees are CTE related. In our immediate area, Midlands Technical College works with local districts to provide opportunities in the high schools as well as after graduation.</p>	<p>The state performance goal is 93.5%. The average 96.75% of CTE students in the Midlands Area attended college, military, or obtained employment.</p>
4S1 – Program Quality – Nontraditional Program Enrollment	<p>The Midlands' CTE Performance Data shows that the majority of districts have difficulty meeting this state goal on a regular basis. In the past, this goal has fluctuated greatly and has been a moving target. One of the greatest difficulties faced in meeting this goal is continually fighting the societal stigma that specific jobs are for a certain gender. For instance, Cosmetology is a female oriented career, or Welding is a male oriented career.</p> <p>As a group, we have taken proactive measures to correct this stigma. We hired non-traditional instructors, intentionally incorporated</p>	<p>The state performance goal is 12.1%. An average 20.96% of CTE students in the Midlands Area obtained a credential. The data shows an upward growth trend over 30% in two years.</p>

	non-traditional students into our media, brought in non-traditional speakers, and more. Our data shows a slight yearly increase in all but one school district, but their initial data point was significantly higher than other districts in the Midlands. So, a slight regression is unexpected as their overall numbers are still significantly high.	
5S1 – Program Quality – Attained Recognized Postsecondary Credential	With the state's recent investment in certifications through funding, materials needed to sustain and grow certification opportunities is much easier.	The state performance goal is 35.5%. An average 65.78% of CTE students in the Midlands Area obtained a credential. The data shows an upward growth trend over 21% in two years.

POSTSECONDARY

STEP 2: ANALYSIS OF STUDENT PERFORMANCE

PERKINS V PERFORMANCE INDICATOR-POSTSECONDARY (MTC)

Historical Data

1P1-Overall Post Program Placement

2019-2020 (FY2021)						2018-2019 (FY 2020)					
Den	Num	Rate	SDLP	90% SDLP	90% Met	Den	Num	Rate	SDLP	90% SDLP	90% Met
1438	1387	96.45%	74.5%	67.05%	YES	1443	1346	93.3%	70%	63%	YES

3P1-Overall Non-Traditional Enrollment

2019-2020 (FY2021)						2018-2019 (FY 2020)					
Den	Num	Rate	SDLP	90% SDLP	90% Met	Den	Num	Rate	SDLP	90% SDLP	90% Met
2243	263	11.7%	7%	6.3%	YES	2327	263	11.3%	6%	5.4%	YES

2P1-Overall Credential, Certificate, or Degree (Completions)-100% (numerator and denominator are the same)

Cluster Data

1P1-Placement by Cluster

2019-2020 (FY 2021 APR) –Data not available

2018-2019 (FY 2020 APR)						
	Placed (Numerator)	Available (Denominator)	Performance	SDLP	90% SDLP	Met 90%?
ARCH	25	26	96.15%	74.50%	67.10%	YES
ARTS	12	12	100.00%	74.50%	67.10%	YES
BUS	60	63	95.24%	74.50%	67.10%	YES
EDU	78	79	98.73%	74.50%	67.10%	YES
FIN	24	24	100.00%	74.50%	67.10%	YES
HEA	744	770	96.62%	74.50%	67.10%	YES
HUS	23	24	95.83%	74.50%	67.10%	YES
IT	59	65	90.77%	74.50%	67.10%	YES
LAW	81	84	96.43%	74.50%	67.10%	YES
MFG	208	214	97.20%	74.50%	67.10%	YES
MKT	21	23	91.30%	74.50%	67.10%	YES
STEM	52	54	96.30%	74.50%	67.10%	YES
Total	1387	1438	96.45%	74.50%	67.10%	YES

3P1-Placement by Cluster

2019-2020 (FY 2021 APR)						
	Numerator	Denominator	Performance	SDLP	90% SDLP	Met 90%?
ARCH	12	67	17.91%	7%	6.30%	YES
ARTS	5	65	7.69%	7%	6.30%	YES
BUS	22	187	11.76%	7%	6.30%	YES
EDU	76	677	11.23%	7%	6.30%	YES
FIN	22	182	12.09%	7%	6.30%	YES
HEA	74	360	20.56%	7%	6.30%	YES
HUS	15	137	10.95%	7%	6.30%	YES
IT	9	319	2.82%	7%	6.30%	YES
LAW	28	249	11.24%	7%	6.30%	YES
MFG	263	2243	11.73%	7%	6.30%	YES
MKT	12	67	17.91%	7%	6.30%	YES
STEM	5	65	7.69%	7%	6.30%	YES
Total	22	187	11.76%	7%	6.30%	YES

2018-2019 (FY 2020 APR)						
	Numerator	Denominator	Performance	SDLP	90% SDLP	Met 90%?
ARCH	13	56	23.21%	6.00%	5.40%	YES
ARTS	8	67	11.94%	6.00%	5.40%	YES
BUS	7	227	3.08%	6.00%	5.40%	YES
EDU	78	726	10.74%	6.00%	5.40%	YES
FIN	31	209	14.83%	6.00%	5.40%	YES
HEA	77	380	20.26%	6.00%	5.40%	YES
HUS	16	137	11.68%	6.00%	5.40%	YES
IT	11	308	3.57%	6.00%	5.40%	YES
LAW	22	217	10.14%	6.00%	5.40%	YES
MFG	263	2327	11.30%	6.00%	5.40%	YES
MKT	13	56	23.21%	6.00%	5.40%	YES
STEM	8	67	11.94%	6.00%	5.40%	YES
Total	7	227	3.08%	6.00%	5.40%	YES

**** Include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.**

Evaluation of Special Populations (MTC)

Table 1: CTE Participant Enrollment Program Cluster Forms, Special Population Course Success

Special Population	Year=2019		Year=2020		Year=2021	
	No. of Courses	Success Rate	No. of Courses	Success Rate	No. of Courses	Success Rate
Individual with Disabilities	262	82%	761	87%	694	85%
Economically Disadvantaged	3150	87%	10336	89%	9816	80%
Single Parent, Including Single Pregnant Women	726	86%	2430	88%	2432	79%
Nontraditional Enrollees	598	87%	1892	90%	1834	83%
English Learners	47	91%	197	90%	216	80%
Youth in, or Age Out of Foster Care	5	80%	50	60%	71	56%
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A
Youth with parents Active in the Military	N/A	N/A	N/A	N/A	N/A	N/A

Table 2: CTE Concentrator Program Cluster Form, Special Population Course Success

Special Population	Year=2019		Year=2020		Year=2021	
	No. of Courses	Success Rate	No. of Courses	Success Rate	No. of Courses	Success Rate
Individual with Disabilities	285	85%	804	88%	678	87%
Economically Disadvantaged	3270	87%	10348	90%	9257	85%
Single Parent, Including Single Pregnant Women	743	86%	2471	90%	2264	83%
Nontraditional Enrollees	610	88%	1899	93%	1711	87%
English Learners	46	91%	178	94%	185	88%
Youth in, or Age Out of Foster Care	9	89%	40	75%	46	74%
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A
Youth with parents Active in the Military	N/A	N/A	N/A	N/A	N/A	N/A

The course success rate is defined as the percentage of passing grades, ("A, B, C or S"), while the unsuccessful rate are grades of ("D, F or WF"). Grades of ("W, I, NC and U") were removed, and do not figure into the success percentage.

Note: Special Populations with the Not Applicable (N/A) listing, represents sample sizes too small to report valid results. This is consistent with the following statement written in the Perkins V 2020-2021 APR; *"Subpopulations consisting of 9 or less students are excluded from performance review, Subpopulations include race/ethnicity, gender, and special populations"*.

Table 3: CTE Participant Enrollment Program Cluster Forms, Special Population Fall to Fall Retention

Special Population	Fall 2018	Fall 2019	Retention	Fall 2019	Fall 2020	Retention	Fall 2020	Fall 2021	Retention
	CNT	CNT	Rate	CNT	CNT	Rate	CNT	CNT	Rate
Individual with Disabilities	74	62	84%	110	101	92%	151	97	63%
Economically Disadvantaged	653	504	77%	1105	1004	91%	2113	964	46%
Single Parent, Including Single Pregnant Women	192	140	73%	296	261	88%	561	238	42%
Nontraditional Enrollees	144	106	74%	223	212	95%	419	163	39%
English Learners	16	12	75%	20	16	80%	43	22	51%
Youth in, or Age Out of Foster Care	2	1	50%	3	3	100%	15	4	27%
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Youth with parents Active in the Military	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 4: CTE Concentrator Program Cluster Form, Special Population Fall to Fall Retention

Special Population	Fall 2018	Fall 2019	Retention	Fall 2019	Fall 2020	Retention	Fall 2020	Fall 2021	Retention
	CNT	CNT	Rate	CNT	CNT	Rate	CNT	CNT	Rate
Individual with Disabilities	78	65	83%	114	108	95%	154	99	64%
Economically Disadvantaged	672	530	79%	1140	1050	92%	1894	986	52%
Single Parent, Including Single Pregnant Women	194	147	76%	301	270	90%	503	239	48%
Nontraditional Enrollees	146	109	75%	222	213	96%	373	165	44%
English Learners	16	12	75%	19	16	84%	35	19	54%
Youth in, or Age Out of Foster Care	2	1	50%	3	3	100%	8	3	38%
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Youth with parents Active in the Military	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

The fall-to-fall retention rate is defined as the percentage of students from a given fall semester that are still enrolled for the following fall semester.

Optional Questions for Discussion:

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

STEP 2: Analysis of Student Performance

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

The local needs assessment shall include...

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

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

**** ** Include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.**

SECONDARY

Gap	Root Cause
2S2 Academic Proficiency in Math: State Goal of 73%, Region Average of 70.8%.	<p>The Midlands Performance Data indicates that a few districts in the region have a difficult time meeting the state goal.</p> <p>One root cause is the retention and turnover of teachers in a highly sought after subject area. A growing teacher shortage makes it difficult to fill the positions in some rural areas of the region. A lack of highly qualified teachers prevents students from getting the instruction needed to perform well on state assessments.</p>
3S1 Post Secondary Placement: State Goal of 93.5%, Region Average of 97.39%	<p>The Midlands Performance Data indicates that the districts were collectively able to meet the state goal, but overall the region average decreased from the previous collection period.</p> <p>A root cause of the issue can be attributed to difficulty in collection of the data by the individual districts. Virtual learning over the last two years has made it difficult to form relationships with students and to keep track of their whereabouts after graduation.</p>
4S1 Nontraditional Program Enrollment: State Goal of 12.10%, Region Average of 16.97%	<p>The Midlands Performance Data indicates that the districts were collectively able to meet the state goal, but overall the region average decreased from the previous collection period.</p> <p>A root cause that districts face in meeting this goal is continually fighting the societal stigma that specific jobs and industries are for a certain gender. For instance, Cosmetology is a female oriented career, or Welding is a male oriented career. Staff has to spend time to intentionally recruit these non-traditional students as they students do not initially make the necessary course requests during schedule meetings.</p>

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?

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

What does the law mean?

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

State Definitions:

South Carolina is focused on ensuring all programs are of sufficient size, scope, and quality to meet the needs of all students served by the eligible recipient and are meeting labor market needs. The fiscal and programmatic support will be used to inextricably link federal and state workforce to programs of such size, scope, and quality as to bring about improvement in the quality of career and technical education as identified in Section 134 and Section 135 of the legislation. 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 the quantifiable evidence, to include sufficient capacity to accommodate student enrollment, to include appropriate workstations, floor space, etc. In addition, an appropriate level of instructional supplies and materials, such as computers, software, and tools, should be available to accomplish course objectives. The staffing must be adequate to serve a reasonable student – teacher ratio that accounts for quality instruction and a safe learning environment.

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

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

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

SECONDARY

Question	Answer	Areas for Improvement
Are of sufficient size	Yes and no. Many programs are in various stages of implementation. Staffing is often dependent on the job market for those positions.	One area of observed discrepancy is in Health Science. At the secondary level, most programs are robust and in demand programs available to students. However, many of our post-secondary partners have waiting lists for Health Science students.
Relate to real-world work environment (Scope)	Students have several opportunities to complete Work- based learning, Clinical hours in Health Science, job-shadowing, and field studies as a part of their CTE programs. CTE instructors work closely with Local Advisory Committees to ensure our courses are relevant to the industry.	<p>For work-based learning opportunities, transportation is an issue. There is a wide disparity between districts, especially rural to urban. Oftentimes, students are not able to drive 30 or more minutes into an urban area to work, especially when there is no pay with the position. Many students, especially in lower economic situations, don't have transportation available in the first place.</p> <p>One potential solution is to allow onsite work-based learning opportunities. For instance, students could have opportunities in bus transportation for automotive or in food services for Culinary Arts or Foods and Nutrition.</p>
Help students advance to future education (Scope)	CTE instructors and administrators work closely with our stakeholders, advisory committees, and higher education to ensure our students are prepared for the workforce when they graduate.	In some areas, work-based learning and other off campus experiences are hard for students to participate in due to location and other class schedules.
Are of high quality	CTE instructors and administrators make sure our courses are of high quality by continuing education, offering high quality professional development for our instructors, and keeping our program up to date by working closely with our stakeholders.	<p>Classroom size and space is an issue. Classrooms need to be size appropriate and offer flexibility to adapt and change as industry changes. Oftentimes, Perkins can be used for the upfitting of labs. However, this is often such an expensive burden that it consumes the majority of the school's CTE budget. There are also many regulations that have to be followed through the Office of School Facilities that make upfitting a prohibitive and complicated process.</p> <p>Ultimately, the biggest impact on program quality is the instructor, and sometimes finding and keeping a quality instructor is very difficult.</p>
Should be offered in the region	We try to offer a sequence of courses that lead first to concentrator status and then completer status. As an example, within Computer Science, we offer Fundamentals of Computer Science as a Freshman. Then, students take Computer Programming 1 in their Junior or Sophomore year, and then Computer Programming 2 and Game	<ul style="list-style-type: none"> • Additional Dual Enrollment Opportunities in CTE • Continued growth in Computer Science, Information Technology, and CyberSecurity • Increased training in Leadership and Soft Skills

	<p>Design in their Junior or Senior year. As another example, Welding 1 (2 credits) is taken in the 10th or 11th grade, and Welding 2 and 3 (both 2 credits) in their Senior year. Welding 3 articulates to Midlands Technical College.</p> <p>In the region, we have a majority of our programs set up for students to complete their pathways as a completer according to SC Department of Education State Requirements. In addition, in the Midlands, we are working to have seamless pathways for students from secondary schools to post secondary opportunities.</p>	<ul style="list-style-type: none"> As a group, we also prefer to see a seamless transition from secondary to post secondary to business and industry.
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POSTSECONDARY

Midlands Technical College Responses

The following charts provide information on the size, scope and quality of Career and Technical Education (CTE) courses offered at Midlands Technical College. The programs are listed by schools. Although many of these programs also include lower level credentials (i.e. certificates and diplomas), the highest credential for that program is listed.

Size:

The following chart lists the number of CTE credit hours and the number of general education credit hours as of the Spring 2022 semester. It also lists CERS Student Enrollment by program, the number of sections offered, and number of faculty for the Spring 2022 semester. The final column identifies if this program maintains a waiting list. All of the CTE programs contain at least two sequential courses. Certificate programs have at least 18 credit hours and can often be completed within one year. Diploma programs have between 19-40 credit hours and can be completed in 1.5 years. Associate in Applied Science (AAS) degrees contain 60 or above hours (keeping it as close to 60 as possible) and can be completed in a two-year timeframe. The number of faculty listed include both full-time and part-time faculty.

School of Advanced Manufacturing and Skilled Trades							
Programs	Credential	CTE Credits	Gen. Ed. Credits	Spring 22 Students	# Sections	# Faculty	Waiting List
Automotive	AAS	60	16	84	12	4	No
Building Construction	AAS	44	16	88	10	3	No
Commercial Graphics Communications	AAS	42	19	36	8	2	No
Heating, Ventilation and Air Conditioning (HVAC/R) Technologies	AAS	55	16	42	11	3	No

Industrial Electricity	Diploma	39	10	27	9	2	No
Machine Tool	AAS	57	16	19	10	2	No
Mechatronics	AAS	44	16	60	2	1	No
Welding Technology	AAS	46	16	57	17	4	No
School of Business							
Programs	Credential	CTE Credits	Gen. Ed. Credits	Spring 22 Students	# Sections	# Faculty	Waiting List
Accounting	AAS	48	16	154	32	10	No
Administrative Office Technology	AAS	42	19	47	12	4	No
Management (Includes Entrepreneurship)	AAS	45	17	231	17	10	No
Marketing	AAS	45	17	124	18	8	No
School of Education & Public Service							
Programs	Credential	CTE Credits	Gen. Ed. Credits	Spring 22 Students	# Sections	# Faculty	Waiting List
American Sign Language	Certificate	22	0	11	4	3	No
Criminal Justice	AAS	24	38	166	29	11	No
Early Care and Education	AAS	45	16	112	20	10	No
Human Services	AAS	35	29	150	16	4	No
Paralegal Studies	AAS	39	22	124	21	12	No
School of Health Care							
Programs	Credential	CTE Credits	Gen. Ed. Credits	Spring 22 Students	# Sections	# Faculty	Waiting List
Associate Degree in Nursing (RN)	AAS	45	25	329	91	14	Yes
Certified Nursing Assistant	Certificate	16	6	1	1	2	No
Community Pharmacy Technician	Certificate	22	0	5	5	4	No
Dental Hygiene	AAS	51	27	37	16	4	Yes
Expanded Duty Dental Assisting	Diploma	36	12	18	18	3	Yes
Medical Assisting	Certificate	27	0	21	2	1	No
Medical Lab Technology	AAS	50	25	19	5	1	Yes
Medical Office Administrative Assistant	Certificate	34	6	19	6	2	No
Nuclear Medicine Technology	Certificate	39	0	2	5	2	Yes
Pre-Health (Allied Health)	AAS	43	17	1160	47	19	No

Physical Therapy Assistant	AAS	45	24	20	16	3	Yes
Practical Nursing (LPN)	Diploma	22	24	16	Included in NUR		Yes
Radiologic Technology	AAS	53	21	26	10	4	Yes
Respiratory Care	AAS	52	21	20	14	9	Yes
Surgical Technology	Diploma	35	14	1	8	2	Yes
School of Science, Information Technology, Engineering Technology & Math (STEM)							
Programs	Credential	CTE Credits	Gen. Ed. Credits	Spring 22 Students	# Sections	# Faculty	Waiting List
Architectural Engineering Technology	AAS	48	17	70	11	2	No
Chemical Technology	Certificate	21	14	1	1	1	No
Civil Engineering Technology	AAS	44	20	24	7	5	No
Electronics Engineering Technology	AAS	43	20	35	7	5	No
Mechanical Engineering Technology	AAS	39	24	24	2	2	No
Computer Technology (Includes Applications Developer and Web Developer)	AAS	46	16	182	24	12	No
Network Systems Management (Includes Cybersecurity Certificate)	AAS	45	16	122	27	7	No

Scope and Quality:

Some of the CTE programs offer dual credit (DC) or exemption credit (EC) for similar courses offered at the high school level. MTC is in the process of expanding the dual credit options for students within the CTE areas, so this chart is a snapshot of where the college stands as of May 2022. In fact, MTC recently developed three dual enrollment only certificates specifically designed for high school students:

- Advanced Manufacturing Technology Certificate
- Public Service Technology Certificate
- Health Care Technology Certificate

These three certificates were approved by the SCTCS for a Fall 2021 start date. The certificates give students a base of general education courses, while also providing a core of discipline specific skills courses.

High school students who are enrolled in Project Lead the Way (PLTW) courses will also receive credit (see chart in Appendix A). The following chart also identifies the programs that articulate courses to a four-year institution, provide online CTE courses and provide a national industry recognized credential (see Appendix B for health care certification exams and rates). The accreditation agencies are also listed in the final column of this chart (see Appendix C for a complete listing of accreditation bodies). Each of the programs listed have advisory committees that include industry and business partners, four-year institutions, high school partners, alumni, and other community stakeholders. All of the programs listed include an experiential component. This may include time spent with the business, community agency or industry partner, a ride-along with a police officer for Criminal Justice, time practicing skills in a clinical setting for Nursing or Health Sciences, an internship, a cooperative work

experience, or an apprenticeship. All programs meet industry recognized standards, either through participation in an accreditation process or by standards identified by industry and business partners. Each program undergoes a program review every five years that includes the review of student learning outcomes, curriculum, and business/industry standards.

School of Advanced Manufacturing and Skilled Trades						
Programs	Credential	Dual Credit	Articulation to 4 Yr.	Online CTE	Nat'l Certification	National Accreditation
Automotive	AAS	EC	No	No	NATEF	NATEF
Building Construction	AAS	EC	No	No	OSHA Cert.	NA
Commercial Graphics Communications	AAS	EC	No	No	Adobe	NA
Heating, Ventilation and Air Conditioning (HVAC/R) Technologies	AAS	EC	Yes (e.g. Ferris Univ.)	No	EPA Cert. ICE Cert.	NA
Industrial Electricity	Diploma	EC	No	No	Siemens	NA
Machine Tool	AAS	No	No	No	CAD Cert. NIMS Cert.	NIMS
Mechatronics	AAS	EC	No	No	OSHA Cert.	NA
Welding Technologies	AAS	EC	No	No	AWS Prep	NA
School of Business						
Programs	Credential	Dual Credit	Articulation to 4 Yr.	# Online CTE	Nat'l Certification	National Accreditation
Accounting	AAS	DC	Yes	Yes	Excel, QuickBooks, SAGE, Payroll, Bookkeeping	ACBSP
Administrative Office Technology	AAS	DC	No	Yes	Microsoft	NA
Management (Includes Entrepreneurship)	AAS	DC	Yes	Yes	NA	ACBSP
Marketing	AAS	DC	Yes	Yes	NA	ACBSP
School of Education & Public Service						
Programs	Credential	Dual Credit	Articulation to 4 Yr.	# Online CTE	Nat'l Certification	National Accreditation
American Sign Language	Certificate	No	No	No	NA	NA
Criminal Justice	AAS	Yes	Yes	Yes	NA	NA
Early Care and Education	AAS	Yes	Yes	Yes	SC Early Child. Cred.	NAEYC
Human Services	AAS	Yes	Yes	Yes	Mental Health	CSHSE
Paralegal Studies	AAS	No	Yes	Yes	Prep for Paralegal Cert	ABA
School of Health Care						
Programs	Credential	Dual Credit	Articulation to 4 Yr.	# Online CTE	Nat'l Certification	National Accreditation
Associate Degree in Nursing (RN)	AAS	No	Yes	Yes	NCLEX Licensure	ACEN
Certified Nursing Assistant	Certificate	Yes	No	Yes	CAN	DHEC

Community Pharmacy Technician	Certificate	Yes	Yes	Yes	ACPE	ASHP and ACPE
Dental Hygiene	AAS	No	No	No	NBDHE/DHSRB	CODA of ADA
Expanded Duty Dental Assisting	Diploma	No	No	No	Nat'l Board	CODA of ADA
Medical Assisting	Certificate	Yes	No	No	AAMA	MAERB
Medical Lab Technology	AAS	No	Yes - MLS	No	MLT, ASCP	NAACLS
Medical Office Administrative Assistant	Certificate	No	No	Yes	Microsoft	NA
Nuclear Medicine Technology	Certificate	No	No	No	ARRT NMTCB	JRCNMT
Pre-Health (Allied Health)	AAS	Yes	No	Yes	NA	NA
Physical Therapy Assistant	AAS	No	No	No	PTA License	CAPTE
Practical Nursing (LPN)	Diploma	No	No	Yes	NCLEX	ACEN
Radiologic Technology	AAS	No	No	No	ARRT Exam	JRCERT
Respiratory Care	AAS	No	No	No	CRT, RRT	CoARC
Surgical Technology	Diploma	No	No	No	Surg. Tech Nat'l Cert.	ARC/STSA - CAAHEP

School of Science, Information Technology, Engineering Technology & Math (STEM)

Programs	Credential	Dual Credit	Articulation to 4 Yr.	# Online CTE	Nat'l Certification	National Accreditation
Architectural Engineering Technology	AAS	Yes	No	Yes	AutoCAD	ABET
Chemical Technology	Certificate	Yes	No	No	NA	NA
Civil Engineering Technology	AAS	Yes	No	Yes	Survey	ABET
Electronics Engineering Technology	AAS	Yes	No	Yes	NA	ABET
Mechanical Engineering Technology	AAS	Yes	No	Yes	AutoCAD	NA
Computer Technology	AAS	Yes	Yes	Yes	Java, Cobol, XML, UNIX	NA
Network Systems Management	AAS	Yes	No	Yes	Comptia, Cybersecurity	NA

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

Question	Answer	Areas for Improvement
Are of sufficient size	Programs are evaluated yearly for enrollment, graduation rate and placement rates. When programs no longer meet community needs or have low enrollment over a period of time, they are canceled.	Students occasionally double major, which makes tracking unduplicated students challenging. MTC should examine how to best determine a student's primary major for determining program enrollment.
Relate to real-world work environment	All CTE programs offer an experiential component. The School of Health Care has a Simulation Center where students can practice skills. Other programs in Advanced Manufacturing and Skilled Trades have students	As with many two-year higher education institutions, funding is a challenge. MTC should continually focus on investing in the latest technologies that students will encounter in their future CTE professions.

Question	Answer	Areas for Improvement
(Scope)	practice on machines and tools recommended by their industry partners.	
Help students advance to future education (Scope)	For CTE areas for which it is appropriate to advance to further education, MTC program directors coordinate with four-year university partners to ensure students are taking the appropriate classes at MTC to ensure students are as prepared as possible to successfully transfer to the four-year university.	As more and more CTE professions look to require four-year degrees compared to the past, MTC should expand its relationships with university partners for CTE related programs.
Are of high quality	All programs meet industry recognized standards, either through participation in an accreditation process or by standards identified by industry and business partners. Each program undergoes a program review every five years that includes the review of student learning outcomes, curriculum, and business/industry standards to ensure the program is high quality.	Some advisory boards have had the same members for a number of years. MTC should review cycling advisory board members on a regular basis to ensure a fresh perspective of community needs.
Should be offered in the region	Each CTE program has an advisory board consisting of local employers that give input into the needs of the community. These boards help indicate when an existing program should expand or be discontinued. In terms of new potential programs, each CTE program is overseen by leadership in a particular school of study. The Dean of each school has the responsibility to monitor community needs and adjust program offerings appropriately. The Dean's annual employee evaluation criteria states that each Dean "...provides strategic vision and leadership to the school... Ensures program review is completed on a regular basis [which includes an analysis of community needs]... and works with employers to stay current on industry needs."	Community needs are changing more rapidly than ever. MTC should expand its involvement in local chamber organizations to stay abreast of emerging business sectors that may need particular CTE academic programs.

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

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

implementation of CTE programs and programs of study.

and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:

Perkins V Sec. 2(41)

Program of Study:

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

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

Education Act of 1965;

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

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

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

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

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

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

STEP 3: Analysis of Programs

Part 2: Progress toward Implementing Programs of Study

SECONDARY

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
<u>Communication Process</u> Course Catalogs, Curriculum Frameworks, Counselors, Administrators, Instructors, Career Specialists, etc.	Educators inside of Career and Technical Education understand and can communicate terminology well.	Educators and community members who do not have a Career and Technical Education background are often confused by terminology and the meaning behind those terms. For instance, the terms completers and majors AND certifications and credentials mean different things based on your area of education. Furthermore, our programs are fully dependent on counselors who enroll students in our classes. One of two things happens quite often. Either counselors don't understand what it takes to complete programs or they are not taking the time to go back and look at previous CTE courses to see what it takes to complete the program. This especially applies to the more difficult to understand programs like Business, Marketing, IT, Family and Consumer Sciences, and others that

		aren't clearly in sequence like Welding 1, 2, 3, and 4.
<u>Program of Study Design Process</u>	<ul style="list-style-type: none"> • Intentional scheduling • Intentional course offerings to lead to program completion • Curriculum Frameworks and Course Catalogs to reflect Program of Study 	For scheduling, in large districts, those programs that are away from the career center, you must rely on those at that school to schedule and choose classes that lead to completion. Therefore, it is imperative that they understand this process. For smaller schools, limited people resources are a challenge in scheduling. Only so many programs, courses, and time slots can be offered within a schedule. This may mean that it takes intentional planning and rotational scheduling over several years for students to complete programs.
<u>Program of Study Recognition</u>	<p>Recognitions:</p> <ul style="list-style-type: none"> • Completer Ceremonies • Signing Days • Cords and Stoles at Graduations • CTE Student of the Year • Business Partners of the Year 	Participation in these ceremonies is often a challenge. It comes at a time of the year where we compete with athletics, the arts, and many other recognitions. This limits the number of students who participate.
<u>Courses</u>	<ul style="list-style-type: none"> • Variety of Course Offerings Available-Students have access to many choices and can experience many various careers through those options. • Courses are standards driven. • Courses align sequentially within program areas. • Courses align with career options for high education and beyond. 	<p>There is a large variety of course offerings, often too many courses. Many of these courses are similar in content and are vendor driven. The large variety of courses creates confusion for counselors, students, and parents. It also complicates the completion pathways.</p> <p>A vendor driven example includes Google, PLTW, and other examples. State course offerings need to be simplified: Engineering 1-4 and Business Software and Documents.</p>
<u>Credentialing</u>	<ul style="list-style-type: none"> • Most courses align with an industry credential. • Credentialing is encouraged and an expectation. 	<p>In CTE, we often have the inability to provide instructors and Full-Time Employment (FTE) for areas of need to meet student requests and areas of need. This may be the final course in a sequence where high end expertise in the field is beneficial or courses that need to be offered but can't because of low enrollment.</p> <p>It would be helpful to have adjunct opportunities for industry professionals to come in and teach and work their normal jobs as well. This would help supplement teaching and offer students access to training from business and industry professionals and adjunct professors from Midlands Technical College..</p> <p>Oftentimes, students can outperform trained workers because of the curriculum taught in CTE courses. As an example, Richland Two's pass rate for Catia is 67% of those who elect to test while the industry pass rate is approximately 20%.</p> <p>Finally, feedback from industry partners indicates a need for computer science AND training in</p>

		documents, spreadsheets, presentations, and queries. The MOS Certification was an important achievement for many underclassmen that is no longer available because of the computer science requirement change.
<u>Special Populations Processes</u>	<ul style="list-style-type: none"> • Students in Special Populations have access to CTE programs. • Special Populations personnel are employed in CTE specific positions (Liaison for Special Populations, Instructional Assistants, Career Specialist, etc.) • Professional Learning is offered for instructors regarding Special Populations. • Innovative Programs are offered for students of Special Populations (BOOM Program, Project Search, etc.) • Community Partnerships are highly beneficial. (Vocational Rehabilitation, Local Business, etc.) 	<ul style="list-style-type: none"> • Additional training is needed due to constant changes in laws, regulations, and student needs. • Increased communication is needed to promote programs for Special Populations. • Additional Innovative Programs to meet the needs of students in Special Populations. • Ensure CTE employees who are knowledgeable of specific programs participate in IEP meetings and student placement for those specific programs. (Meet teachers, give tours of facilities, see the classroom in progress, etc.)
<u>Higher Education Partnership Processes</u>	<ul style="list-style-type: none"> • Midlands Technical College participates in each district's advisory boards. • Apprenticeship Programs • Articulation Agreements in multiple CTE areas. • Multiple Dual Enrollment opportunities through MTC in all Midlands Districts. • Midlands Technical College is open to hosting high school and middle school students on campus to promote Career Opportunities. 	<ul style="list-style-type: none"> • It is a struggle to have teachers qualify to teach dual enrollment. • Need to grow and connect dual enrollment opportunities with current CTE offerings • Schedule coordination and logistics for students who travel to Midlands Technical College for classes. • Increase additional innovative opportunities or programs to meet student needs.

POSTSECONDARY

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?

Two-year colleges in South Carolina must follow a prescribed path from the SC Technical College System (SCTCS) in order to implement an academic program of study. The SCTCS provides a curriculum manual to assist college's in proceeding through this process, which will differ in breadth depending on the credential (degree versus certificate or diploma). The manual specifies the process to request a new credential, modify an existing credential, or cancel a credential. It discusses how to conduct an employer needs survey, program evaluation, productivity criteria, probationary status, data reporting to SCTCS, and more.

The process to implement a new program of study is extensive. The following information is required to be submitted and approved by SCTCS in order to implement a program of study:

- CIP Code and Date of Commission Approval
- Overview of Purpose of Program including program objectives and/or field of employment addressed and alignment with College mission
- Assessment of Need including current employment demand for graduates of the program at national, regional, and state levels; include occupation, job projections, and data source
- Employment Needs Survey and Summary (the summary is sent to SCTCS; the survey results are retained by MTC)
- Impact on existing degree programs and services
- List of similar programs in South Carolina
- Projected Enrollment - 3 years (see separate form Enrollment Table/Explanation)
- Projected 3-year graduation rate
- Projected attrition rate and possible causes of attrition
- Special admission requirements for the program
- Articulation agreements for the program
- Plan for seeking program-specific accreditation (if applicable)
- Proposed curriculum by year
- Course descriptions from the State CAC (catalog of approved courses)
- Faculty roster and credentials
- Total FTE needed to support the proposed program (the total FTE faculty, staff, and administrators devoted just to the new program)
- Library/Learning Resources Overview
- Student Support Overview
- Physical Resources overview
- Projected Budget (Revenue and Expenses)

The extensive program implementation process ensures that MTC only offers CTE programs for which there is a clear industry need in the counties that MTC serves. Once these CTE programs are developed and active with students enrolled, there are additional frameworks that layer on top of the programs themselves to ensure students are connected to local employers to meet job needs and expose students to various CTE careers. A few of these frameworks include the Michelin Scholars program, Midlands Youth Apprenticeships, and Apprenticeship Carolina.

Students selected to be a Michelin Scholar are expected to work twenty hours per week in the Michelin factory under the direction of their engineering staff. This is a hands-on training regimen that requires the student to learn and function as a regular employee. This on-the-job-training is very strict and requires optimum performance, day-to-day to remain in the program. The training is not selective in the sense that the student must perform every typical job function and eventually demonstrate competency in every area. No college credit is awarded for these work efforts. The students are by definition an employee of Michelin and the MTC takes no part in the hands-on training or evaluation of performance at the Michelin site. The faculty at Midlands Technical College work closely with Michelin to foster this relationship and expand the opportunities for the students. Faculty are currently working to potentially broaden the relationship with Michelin beyond Electronics and Mechatronics. This would potentially expand work-based learning opportunities to students enrolled in other engineering programs.

The Midlands Youth Apprenticeship (MYA) program works with area business and industry partners to provide a youth apprenticeship for high school students. These students finish high school with a high school diploma, an industry recognized certification, 30 college credit hours, and two-years work experience. MTC currently offers MYA opportunities in the Nursing, Pharmacy Technician, and Mechatronics fields. The 2021-2022 cohort of MYA currently has seven students participating.

MTC also has a number of additional adult CTE apprenticeship partnerships with area employers. For example, Nephron Pharmaceuticals has registered apprentices through MTC's Pharmacy Technician and Mechatronics program.

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

Implementation Process	Strengths	Needs/Gaps
Michelin promotes the program within the high schools.	Michelin promotes their program in the high schools.	Students in CTE fields other than Mechatronics could benefit from programs outside of Michelin scholars.
Students are tested for eligibility into the program. Michelin interviews students before they are selected.	Michelin ensures they receive candidates who are able to follow through with the rigor of this program.	Only a limited number of students are selected.
Michelin pays for student's tuition, books and fees. Michelin also employs the student as an apprentice until graduation from MTC.	Students can complete a two-year degree without any out-of-pocket costs.	NA
Midlands Youth Apprenticeships provide apprenticeship opportunities to high school students.	Students obtain an industry credential and an academic credential, all while obtaining a paycheck while attending high school.	Finding partnering employers can be challenging. Youth apprenticeships are also quite demanding for high school students. Students must juggle high school classes, college classes, and working part-time for an employer.

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 the 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?

SECONDARY

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)

CTE programs offered in grades 6-8	Career exploration programs for grades 6-8	Implementation plans for future CTE programs and career exploration programs
STEM/Engineering	<ul style="list-style-type: none">• Middle School Career Specialists• Middle School Exploration Camps• Microburst EmployABILITY• SCOIS• TALLO• MajorClarity• SparkPath• 8th Grade Tours• 8th Grade Showcase in partnership with MEBA• 7th Grade Career Festivals• Middle School CTSO's• Be Pro, Be Proud Truck• Career Days• Industry Visits• Classroom Speakers• Job Shadowing Day• Virtual Job Shadowing• Future Focus Friday Events• Career Videos and Zooms• Your Child is Job Number One• Be a Part of Guides (16 clusters)• Pamphlets and Materials	<ul style="list-style-type: none">• Ensure equitable access for all students between middle schools for key programs: Computer Science and STEM.• Grow course opportunities for Middle School students.• Virtual Reality Career Exploration• Middle School Career Exploration for Parents Events• Middle School and Elementary School Tutoring Collaboration• Increase Business and Industry Open Houses for Students and Parents• Road Trip Nation
Computer Applications/Digital Literacy		
Agriculture		
Family and Consumer Sciences		
Introduction to Career Clusters		
Introduction to Multimedia		
Health Sciences/Medical Detectives		

POSTSECONDARY

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)

CTE programs offered in grades 6-8	Career exploration programs for grades 6-8	Implementation plans for future CTE programs and career exploration programs
Tours for local middle schools to expose 6-8 th grade students to CTE programs and jobs	The MTC Admissions department coordinates campus tours for local middle schools. Students get to see a variety of careers in the CTE fields.	Future career exploration programs include beginning a Flex Factor program at MTC. Flex Factor is a national “outreach, recruitment, and STEM education program designed to familiarize K-12 students with advanced manufacturing technology, entrepreneurship, and the education and career pathways that can lead to a STEM career.”
MEBA Industry Showcase for 8 th Graders	In March 2022, MEBA put on a career exploration event allowing 8th grade students from across the Midlands to “...explore careers of their interest to include the 16 career clusters as well as career programs at their high schools and Midlands Technical College.”	NA
S.T.E.A.M. program in conjunction with the National Council of Negro Women	<p>Event was desMidlands Technical College has multiple initiatives to expose middle school students to the value of CTE programs. These initiatives include activities such as campus tours for middle school students, a large MEBA event for 8th graders, and a S.T.E.A.M. program for young girls aged 11-18 years old.</p> <p>Campus tours are available to local middle schools through our Admissions department. Tours often cover the Advanced Manufacturing and Skilled Trades, STEM, and Public Service departments. MTC recruiters will also visit area middle schools and conduct presentations on specific CTE programs to generate early interest and encourage future enrollment, as well as conduct aptitude testing for students.</p> <p>The MEBA event in March 2022 allowed industry and community partners to showcase their organization and industry through booth exhibits, presentation, and interactive activities with students (videos, equipment and tool inspection, interactive games, demonstrations, conversations – anything providing students with career awareness and exposure to the</p>	NA

CTE programs offered in grades 6-8	Career exploration programs for grades 6-8	Implementation plans for future CTE programs and career exploration programs
	<p>industry.) The impact of the MEBA event was that over a thousand 8th grade students from across the Midlands left with a better understanding of career pathways and career expectations. Industry and community partners promoted their brand and career opportunities to their next pipeline of customers and workers in the Midlands and South Carolina.</p> <p>The S.T.E.A.M. event was hosted by the Columbia Section of the National Council of Negro Women, in conjunction with Midlands Technical College and the Columbia Urban League, and was designed to introduce middle and high school girls to the Math/Science discipline and associated careers. The event was held in April 2021.</p> <p>The program is designed to introduce middle and high school girls (age 11-18) to the Math/Science discipline and associated careers.</p>	

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

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

The local needs assessment shall include...

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

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

What does the law say?

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

What does the law mean?

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

Complete the table on the below. Add rows as needed.

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

SECONDARY

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?

Process	Strengths	Needs/Gaps
<u>Recruitment:</u> Positions are publicly posted by district human resources using websites (District, CERRA), social media (Facebook, Instagram, Twitter), job fairs (locally planned and statewide planned), other events (Career Days, Open House), and word of mouth.	<ul style="list-style-type: none">In many cases, Career Centers and/or schools recruit educators themselves. Educators research new methods of instruction or additional strategies to implement. Educators, Industry Professionals and community leaders find value in the skills students in CTE programs	<ul style="list-style-type: none">Salaries in the job market for industry professionals are considerably higher than teacher salaries in the state, especially in areas of need like Health Care, Business, and IT.Multi-district centers have more autonomy to change pay scales

	<p>can attain and want to contribute and invest in the next generation of industry professionals, not only for the students but also for the students' families and communities.</p>	<p>because they have their own board.</p> <ul style="list-style-type: none"> ● Charter Schools have a harder time recruiting industry professionals due to lower salaries and not as high tech facilities and resources. ● Recently upon trying to hire an IT professional, several candidates turned down the position because the allocated salary was almost half what they could receive in the IT profession. Several positions have been difficult to fill for some districts due to the State Department and district not issuing credit for years of experience above their masters degree.
<p><u>Retention:</u> CTE Educators are oftentimes provided the autonomy over their specific program. They are typically seen as the expert in the field. CTE Educators have the opportunity to participate in district and state level professional development to assist in improving industry and instructional fields. Occasionally some schools or districts will offer financial incentives, such as extended contracts and stipends. Financial incentives offered are not consistent across schools or districts.</p>	<ul style="list-style-type: none"> ● CTE Educators have autonomy over their program and are seen as the expert in the field. ● Financial incentives, if applicable. ● Professional development with other Educators teaching in the CTE Program. ● CTE Educators who are serious about investing in the generation of students in their program tend to have a higher retention rate. ● Teaching students who are eager to learn all there is to know about the CTE program the CTE Educator is the expert in. 	<ul style="list-style-type: none"> ● Some areas with the highest turnover for CTE Educators are STEM-Engineering, IT, and Health Care. ● Required training to maintain current licenses in the field of expertise or to stay up on the latest trend in the field is typically not offered by districts or schools. ● Scheduling and location of required trainings can create barriers that are hard to overcome for some CTE Educators. ● Increases in the average salaries in the industry oftentimes are greater than increases in salaries in teaching.

<p><u>Training:</u></p> <ul style="list-style-type: none"> ● Content specific Training <ul style="list-style-type: none"> ○ Project Lead the Way Training ○ Megatronics ● PACE or DIRECT Teacher Training ● Education Business Summit ● Find Your Inspiration (FYI) Conference ● SCDE Course Certification Training 	<ul style="list-style-type: none"> ● SCDE has increasingly placed more emphasis on CTE Career Programs. ● SCDE provides trainings for CTE Educators in the DIRECT program. DIRECT provides the professional development training intended for new career and technology education educators completing the initial professional education requirements for work-based teacher certification. The program addresses the needs of a new career and technology education teacher. ● SCDE provides other opportunities for professional development such as the yearly Education Business Summit and the Find Your Inspiration Conference. Both conferences provide opportunities to learn from industry experts as well as peer experts. ● SCDE provides various other trainings and certification courses to enhance learning and instruction methodology. ● SCDE provides other information through newsletters, memos, and google drive. 	<ul style="list-style-type: none"> ● Time can be difficult to manage when you are teaching all day while trying to learn how to teach in the evenings plus raise a family. Classes add an additional layer of potential stress to a new teacher. Most of the time, new teachers also have first year teacher trainings required by the district or center. ● Some schools are fortunate to have additional instructional staff that can provide CTE teachers with possible teaching methodology. However, many times the CTE Educator may be the only person teaching the specific program and can feel isolated and alone when it comes to content specific questions.
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POSTSECONDARY

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?

Process	Strengths	Needs/Gaps
MTC coordinates with the state and institutions of higher education to support recruitment and diversity among faculty by leveraging use of the state's E-Recruitment System to advertise faculty positions.	The application process is open for anyone to view from within and outside the region.	NA
CTE program directors work with industry partners to recruit qualified CTE educators. MTC collaborates with the Midlands Education Business Alliance (MEBA) to help sponsor graduate courses, field studies, seminars and other training opportunities and resources.	Personal recommendations from industry partners have resulted in excellent CTE instructors. MEBA also provides faculty and staff with site visits to industry settings and visits to other higher education institutions to evaluate programs and services.	NA
Many CTE programs are involved in local or national professional organizations.	These professional organizations provide an avenue to recruit potential CTE instructors, and allow existing CTE instructors to network with their peers.	NA
CTE educators receive a competitive salary package based on their education and years of work experience.	Salaries are competitive with some industries.	Some MTC salaries are not competitive with industries paying higher wages. Examples include accounting, paralegal, and some trades.
All CTE educators receive training from their program director and department chair. Full-time CTE instructors participate in a New Faculty Learning Community their first semester at MTC.	All full-time instructors have access to excellent training about best practices and pedagogy within the classroom.	Adjunct instructors often cannot attend trainings due to their work schedules.
Through the MTC Foundation and the college's annual operating budget, funds are provided for both professional and curriculum development.	Faculty attend conferences and opportunities to enhance their skills in the discipline and in teaching adult learners.	Additional funding would allow for more participation in professional development opportunities.

STEP 3: Analysis of Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

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

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

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

What does the law say?

The needs assessment shall include a description of:

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

What does the law mean?

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

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 as related to student placement in CTE programs.

SECONDARY

Strengths	Gaps	Strategies for Improvement
<p>Individuals with disabilities:</p> <p>Perkins funding is used to provide personnel to perform the essential functions needed for special populations. Example) There is a designated teacher that serves as a liaison to all home schools for students with IEPs. As a secondary responsibility, she also helps with 504's and ESOL students when needed. This position also has an instructional assistant to help with student academic needs.</p>	<ul style="list-style-type: none"> • Safety and supervision is a key consideration for students in CTE. • Our instructors enter this profession with little or no training in how to teach students with disabilities. In the real world, certain jobs require very specific skills and disabilities. In the classroom, we cannot discriminate. 	<ul style="list-style-type: none"> • Data monitoring of programs, populations, and trends. • Consistent communication to parents, counselors, fellow teachers, administration, and community members regarding the value of CTE. • Continuing to collaborate with the Office of Special Education to ensure opportunities for Special Needs students in CTE.
<p>Individuals for Economically Disadvantaged Families:</p> <p>One strength that exists for Economically Disadvantaged Students is the availability of school resources, <i>specifically funding for core activities.</i> For example, cosmetology kits, hammers and belts, certification tests, and other necessary day to day supplies.</p>	<p>Two glaring gaps that are realized each day for Economically Disadvantaged Students are transportation issues and extra-curricular or co-curricular activities. For example, Cosmetology students are required to obtain 1000 hours for certification. This requires hours after school or at other times. Students who don't have transportation have a difficult time making the extra times and therefore it is difficult to complete their hours. In addition, many students from economically disadvantaged backgrounds do not attempt to compete in CTSO events, attend field trips, or participate in other beneficial activities because of the costs associated with the activity. It is also challenging to identify students to have a desire to participate but not the resources</p>	<ul style="list-style-type: none"> • Scholarships are made to compete in CTSO events through community and flexible funding. • Specialty transportation accommodations are arrange and for specific students. • Any needed equipment is paid for and students can earn it and keep it by completing the program or by working in class to pay for the equipment. For instance, if they complete an oil change or tire rotation for \$25 in Automotive Technology, that money goes to them for that equipment.

Individuals Preparing for Non-Traditional Fields:	<ul style="list-style-type: none"> • Locker room space • Equipment sizing • Recruitment and Retention 	<ul style="list-style-type: none"> • In some older facilities, there is not locker room space specifically for non-traditional students. The accommodation is to create the needed space in other areas of the building, or when the opportunity arises to build, add the necessary space in the current facility. • Equipment sizing is an issue not just in school but industry wide. It is tough to find and purchase petite items or specialty items for specific students, especially when you are encouraged to purchase in bulk and with one requisition. As an example, welding gloves are not typically made in smalls or extra smalls. • Recruitment and retention of non-traditional students is a focus of all schools in the Midlands. It is still difficult. We include non-traditional students in our media, communicate to counselors, and offer specific non-traditional programs through our career specialists.
Single Parents/Pregnant Women:	<p>For most CTE programs, there is a hands-on portion of the program. The portion often involves safety and health issues that may create difficulties for pregnant students.</p>	<p>Students are encouraged to continue with school as long as possible. When it becomes necessary, students are given the option of completing assignments from a homebound environment. Multiple attempts are made to adjust instruction to the needs of the individual student.</p>
English Language Learners:	<ul style="list-style-type: none"> • Instruction must take place in the English language and for some that poses a barrier. • Materials are also in English. • Many students get their credentials and go to work and do not graduate. • Students are often very transient. 	<ul style="list-style-type: none"> • English Language Learners are given the same opportunity to take our programs as other students. Many times a student who can interpret is partnered with them, and they also have support classes for this population as well. • Attempts have been made to train and educate students before they have the ability to drop out of school. • Many schools coordinate with home schools and the ELL coordinator to communicate the value of the education to parents. They also help students with learning the CTE content.
Homeless Individuals:	<ul style="list-style-type: none"> • Access to extra or co-curricular activities • Transportation is a large barrier. • Social and emotional well-being is a concern. 	<ul style="list-style-type: none"> • McKinney-Vento allows districts to serve students that travel considerable distances to come to school for various programs. • There are also instances where students from homeless shelters or women's and children's shelters attend our schools. There are also children that have to be transported to programs like the Boys and Girls Clubs as well. These students lose out because of the necessity of transportation

Armed Forces and Active Duty:	<ul style="list-style-type: none"> • Children are often very transient because of parent's jobs. • Social, mental, and emotional needs due to deployment. • Students often enter at various times during the year which makes it difficult. 	<ul style="list-style-type: none"> • It is important for CTE programs to have access to counseling services to meet students' social, mental, and emotional needs. These needs can vary from loss of friends, parents being deployed, constant moving, and many other reasons. • When receiving students at various times of the year, it creates difficulty to start, finish, or complete CTE programs. It is also difficult for teachers to adapt instruction to fit the needs of the student.
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POSTSECONDARY

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

MTC provides many services to students to ensure access and equity. These services include Counseling and Career Services, the MTC Foundation, and the CAREERS program. MTC also dispatches Admissions staff members strategically in certain K-12 school districts to help facilitate the MTC enrollment process (application submission, placement testing, career exploration, etc.) in order to ensure access and equity for all students.

MTC's extensive implementation of Apprenticeships also helps ensure access and equity. Many students, especially those in special populations, cannot afford to take time off of work to pursue educational opportunities. Apprenticeships allow students to go to school while continuing to earn a paycheck from an employer. Many employers also cover the tuition for students in their apprenticeship programs. MTC also recently implemented a tuition deferment program for students who will be reimbursed by their employer for tuition but cannot cover those costs for a whole semester until they are reimbursed. Under the tuition reimbursement program, eligible students are not charged for their courses until the end of the semester, allowing them to obtain their tuition reimbursement from their employer prior to paying MTC for their tuition.

**** 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 as related to student placement in CTE programs.

Strengths	Gaps	Strategies for Improvement
MTC Counseling and Career Services offers accommodations for students who need these special services.	Some students do not sign up for these services.	Information about these services is provided in each course syllabus. This resource will also be shared during the initial student success course provided during a student's first semester.
The MTC Foundation provides "gap" scholarships for students who need funding to cover basic tuition and books.	Limited funding	The MTC Foundation is continually working to increase funding for this scholarship.
The MTC Perkins funded CAREERS Program provides book or childcare to financial assistance to eligible economically	Some students are not aware of these support services.	This and other college/community resources will be shared during the student success course in the student's first semester, via classroom presentations and mass email to all enrolled students.

Strengths	Gaps	Strategies for Improvement
disadvantaged special populations students enrolled in academic CTE Programs and courses.		
The MTC Foundation provides funding for students who have found themselves in a hardship situation.	Limited funding	The MTC Foundation is working to increase funding to assist students in crisis.
The MTC Sunshine Closet provides food for students with food insecurities. Funds for this initiative are raised by student clubs and organizations and are supplemented by the MTC Foundation. No Perkins Funds are used for this initiative.	NA	Student clubs and organization assist with keeping this closet supplied.

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?

The best part about the CLNA process is the opportunity to gather with other local CTE Directors and stakeholders on the secondary and postsecondary level to discuss best practices, successes, and opportunities. It was also beneficial to collectively study Midlands area business data and compare individual statistics and discuss the processes for those who have been more successful in exemplar areas.

What could have been done differently to achieve better results?

As a Midlands Region, we had significant turnover in leadership from our last cycle, so there was a learning curve for our new leaders. Like was mentioned in our last CLNA, time could be provided at state leadership meetings to work on our documents with the guidance of SCDE professionals. In the future, our region would appreciate more guidance and direction regarding Special Populations and other new data requirements. We found those areas challenging to address.

What individuals or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?

In this year's process, all stakeholders were able to participate from the beginning. This year, we were still impacted by Covid, even though it was on a smaller scale. In some instances, leaders had to miss meetings to care for other concerns on campus.

In the future, it would be beneficial to be provided a list of the constituents in each region who should participate in the CLNA process. We feel we have several charter school systems besides the Erskine Charter Institute who may benefit from attending these meetings.

What other initiatives can be leveraged and aligned across sectors to make this work successful?

We discussed CTE Dual Enrollment in one of our sessions and included representatives from Midlands Technical College. It was a productive conversation and there have been strides made for additional CTE Dual Enrollment opportunities.

We also discussed sharing resources and area businesses contacts and connections. In addition to the partnerships, we were able to dream and discuss combining resources with Midlands Tech and offering programs of need across district boundaries and through Midlands Tech for credit.

How will you build connections to and through those other initiatives?

We will strive to continue to build, recruit, and retain business and industry partnerships. Through MEBA, Apprenticeship Carolina, Midlands Technical College, Department of Commerce, and business and industry partnerships, we will build our Midlands area apprenticeship program.

On what established schedule will you continue to meet and work together?

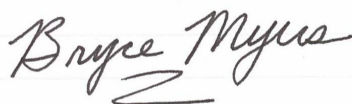
The Midlands Consortium will continue to meet monthly (dates and times will be predetermined) to discuss best practices, continue to align programs with post-secondary opportunities as well as workforce opportunities as they are appropriate for each district. Email communication and collaborative work documents will continue to be shared as we continue the work in the Midlands to help all CTE students.

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

We set times to revisit the CLNA to review the process and gather feedback and see what goals and next steps need to be taken. We plan to continue to have open dialogue with business and industry leaders through various events.

Consortium Review of Comprehensive Local Needs Assessment

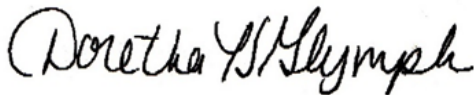
I have reviewed this comprehensive local needs assessment document and confirm, to the best of my knowledge, that it is complete and meets requirements set forth in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).



6.1.2022

Secondary Partner:

Date



6.1.2022

Postsecondary Partner:

Date



6.1.2022

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.



