

Midlands Region

2024 Comprehensive Local Needs Assessment

Perkins V

#FutureReadyCTE



Office of Career and Technical Education

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

Table of Contents

Vision and Mission Statement	pg. 2
Comprehensive Local Needs Assessment Overview	pg. 3
Template	pg. 5
Team Planning	pg. 6
STEP 1: Analysis of Labor Market Information	pg. 10
STEP 2: Analysis of Student Performance	pg. 21
STEP 3: Analysis of Programs	pg. 30
Consortium Coordination Strategy	pg. 54
Appendix A: Data & Statistics Resources	pg. 56
Appendix B: Root Cause Tool Kit	pg. 57

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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

Overview 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 composed 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 r needs assessment questions

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

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

Part 1: Size, Scope and Quality

Part 2: Progress toward Implementing Programs of Study

Part 3: Recruitment, Retention and Training of CTE Educators

Part 4: Progress toward Improving Access and Equity

Stakeholder Team

Perkins Law – Sec. 134 (d) - Required CLNA Stakeholder Consultation

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

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

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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: <u>Midlands CLNA</u>	
Date: <u>June 1, 2024</u>	
Needs Assessment Lead Co-Coordinators	Title, Organization, and Email address
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 lcall@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 Micheal Spencer Jenniferr Cain Jeremy Dinkins David Prigge Maggee Ellis Cleve Pilot Joni Coleman Heather Holliday Matthew Thompson Bryce Amick Alexis Mathias Louis Cathcart Rocky Cooper Keesha Carter Pam Helzer	Lexington One Lexington Four Richland Two Richland One Lex/Rich Five Lexington Three Fairfield County Lexington Two Erskine Charter Schools Palmetto Unified (SCDC) American Leadership Academy Gray Collegiate Charter School Midlands STEM Odyssey Online SC Connections SC Virtual	Secondary Facilitation, Compiled data, narrative, and information to complete CLNA.
Teacher(s) - Secondary		Patrick Martin Kezia Valabharuram Robert Hill	STEM Instructor Lexington School District One Bio-Medical (PLTW) Teacher Richland One Cybersecurity Instructor Richland Two	Participate in processes and procedures in creation of CLNA. Reviewed final product prior to submission.
Faculty - Postsecondary		Bonnie Alger	Director of Academic Operations and Technology	Completion of Step 3
Secondary Administration		Bryce Myers Micheal Spencer Jenniferr Cain Jeremy Dinkins David Prigge Maggee Ellis Cleve Pilot Joni Coleman Heather Holliday Matthew Thompson Bryce Amick Alexis Mathias Louis Cathcart Rocky Cooper Keesha Carter Pam Helzer	Lexington One Lexington Four Richland Two Richland One Lex/Rich Five Lexington Three Fairfield County Lexington Two Erskine Charter Schools Palmetto Unified (SCDC) American Leadership Academy Gray Collegiate Charter School Midlands STEM Odyssey Online SC Connections SC Virtual	Secondary Facilitation, Compiled data, narrative, and information to complete CLNA.

Postsecondary Administration	Alice Appleby	MTC - Director, Resource Development	Completion of Step 1
	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)	Suzi 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
	Leah Scott, Special Populations Consultant	Richland School District One	
	Emmylou Todd	Lexington District Two	
	Matthew Thompson, CTE Director	Palmetto Unified (Dept. of Corrections)	
Career Guidance and Academic Counselor(s)	Samantha Seabolt, Counselor	Lexington Technology Center	Review of counseling materials and data. Advisory member
	Dana Lackey, Counselor	Lexington Four	
	Kristin Shealy, Counselor	Lexington Three	
	Amanda Glasgow, Counselor	Fairfield School District	
Student(s)	Logan Sightler	<u>Swansea HS</u> - Student Body President, Treasurer HOSA	Survey participants and feedback on CTE experiences
	Alexis Hernandez-Reyes	<u>Fairfield Central Career & Technology Center</u> - Valedictorian, FCCTC Advisory Member	
	Abigail Sane	<u>Lexington Technology Center</u> , DECA Officer, Ambassador	
	Tyler Clark	<u>Heyward Career & Technology</u> , SC WBL Student of the Year, Diesel Technology Program, City of Columbia - Fleet Services Intern.	
Community	Angelle LaBorde	Lexington County Chamber President and Rotary Member	Advisory member, program feedback, and community data
	Carl Blackstone	Greater Columbia Chamber of Commerce	

Business & Industry	<p>Angela Klosterman</p> <p>Hugh Macpherson</p> <p>Katherine Call</p>	<p>Vice President, Premier Relationship Banker, First Citizens Investor Services</p> <p>Account Manager, Snap-on Tools</p> <p>Community Development Director, City of West Columbia</p>	<p>Advisory members and program feedback</p>
Workforce Development	<p>Garrett Dragano</p> <p>Kate Bugby</p> <p>Ann Broadwater</p> <p>Dr. Kaye Shaw</p>	<p>Director, Lexington County Department of Economic Development</p> <p>Richland County Economic Development</p> <p>Director, Fairfield County Economic Development</p> <p>Regional Workforce Advisory South Carolina Department of Employment and Workforce (SC DEW)</p>	<p>Advisory members, program feedback, and community data</p>
Parent(s)	<p>Dru Pittman</p> <p>Cynthia Dannels</p> <p>Samantha Turner</p> <p>Shaw Boyd</p> <p>Joyce Miller</p>	<p>Lexington Two</p> <p>Lexington One</p> <p>Richland Two</p> <p>Fairfield County</p> <p>Fairfield County</p>	<p>Advisory members, program feedback, and community data</p>
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	<p>Daniel Lyons</p> <p>Carol Hayman</p> <p>Kimberly Carmichael</p> <p>Dr. Jennifer Coleman</p> <p>Dr. Carol Miner</p>	<p>South Carolina Department of Employment and Workforce (SC DEW) Labor Market. Info.</p> <p>MEBA Data Specialist</p> <p>Executive Director Accountability Richland Two</p> <p>Executive Director Accountability, Assessment, Research & Evaluation</p>	<p>Advisory members, program feedback, and community data</p>

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	
<p>What does the law say?</p> <p>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.</p>	<p>What does the law mean?</p> <p>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.</p>

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 (except Palmetto Unified) have Health Science programs with strong numbers ● CNA, PCT and BLS certifications ● Partnerships with area medical facilities ● Numerous business partners ● Several districts are diversifying to offer imaging, medical assisting, and dental hygienist 	<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 ● SCADA apprenticeship and tool programs readily available 	<ul style="list-style-type: none"> ● Costly to implement and maintain ● Continued industry training on new technologies for teachers ● Districts need to start diversifying to support the upcoming transition to electrification in motor vehicles and heavy equipment
Business (Finance, Marketing, Management, etc.)	<ul style="list-style-type: none"> ● All districts (except Palmetto Unified) 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 districts (except Palmetto Unified) 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

Post-Secondary

STEP 1: Analysis of Labor Market Information

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. Listed by School of Study, the 38 MTC associate degree programs align well with labor market demand in the Midlands. Review of five-year employment projections (2024-2028) for job openings rate and volume show a close alignment. Gaps indicate the status of the supply of graduates in the region to fill the projected job openings. Nine *New* Associate Degrees are added to the 2024 Midlands CLNA report, each growing out of existing academic certificates or diplomas to a full associate degree providing accomplished graduates in these fields. Metrics for indicators appear in the Notes section following the table.

MTC Schools of Study	MTC Associate Degree Programs	Strengths		Gaps
		Job Openings Rate	Job Opening Volume	Labor Supply
Adv. Mfg. & Skilled Trades	Automotive Technology	Moderate	Medium	Shortage
Adv. Mfg. & Skilled Trades	Building Construction Technology	Moderate	High	Shortage
Adv. Mfg. & Skilled Trades	Commercial Graphic Communications	Moderate	Low	Shortage
Adv. Mfg. & Skilled Trades	Heating, Ventilation, and AC Technology	Moderate	Medium	Shortage
Adv. Mfg. & Skilled Trades	Industrial Electrical/Electronics (<i>New</i>)	Moderate	Medium	Shortage
Adv. Mfg. & Skilled Trades	Machine Tool Technology	Moderate	Medium	Shortage
Adv. Mfg. & Skilled Trades	Mechatronics	Moderate	Medium	Shortage
Adv. Mfg. & Skilled Trades	Welding Technology	Moderate	Medium	Shortage
Business	Accounting	Moderate	Medium	Shortage
Business	Administrative Office Technology	Strong	High	Adequate
Business	Management	Moderate	High	Adequate
Business	Marketing	Moderate	High	Adequate
Interdisciplinary Studies	Associate in Arts/Associate in Science	Moderate	High	Adequate
Educ. & Public Service	Criminal Justice Technology	Stable	Medium	Shortage
Educ. & Public Service	Early Care and Education	Strong	Medium	Shortage
Educ. & Public Service	Middle School Educator – Transfer (<i>New</i>)	Stable	Medium	Shortage
Educ. & Public Service	Human Services	Strong	Medium	Shortage
Educ. & Public Service	Paralegal	Moderate	Medium	Shortage
Health Care	Dental Assisting (<i>New</i>)	Strong	Low	Shortage
Health Care	Dental Hygiene	Stable	Low	Shortage
Health Care	EMT Paramedic	Moderate	Medium	Shortage

Health Care	Medical Assisting (<i>New</i>)	Strong	High	Shortage
Health Care	Medical Laboratory Technology	Stable	Low	Shortage
Health Care	Nuclear Medicine (<i>New</i>)	Stable	Low	Adequate
Health Care	Nursing Assisting – Gen Tech (<i>New</i>)	Strong	Medium	Shortage
Health Care	Nursing	Stable	Medium	Shortage
Health Care	Physical Therapist Assistant	Strong	Low	Adequate
Health Care	Radiologic Technology	Stable	Low	Adequate
Health Care	Respiratory Care	Stable	Low	Shortage
Health Care	Surgical Technology (<i>New</i>)	Stable	Low	Shortage
STEM - IST	Computer Technology	Stable	Medium	Shortage
STEM - IST	Computer Tech. App. Developer (<i>New</i>)	Stable	Medium	Shortage
STEM - IST	Computer Tech. Web Developer (<i>New</i>)	Stable	Medium	Shortage
STEM - EGR	Network Systems Management	Stable	Medium	Shortage
STEM - EGR	Architectural Engineering Technology	Stable	Medium	Shortage
STEM - EGR	Civil Engineering Technology	Moderate	Medium	Shortage
STEM - EGR	Electronics Engineering Technology	Moderate	Medium	Shortage
STEM - EGR	Mechanical Engineering Technology	Moderate	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](https://nces.ed.gov/ipeds/data/cip2000/)). **Job Openings Rate** is the percentage of the projected job openings between 2024-2028 divided by the baseline (i.e., 2024 jobs). **Stable**- 24%-34%, **Moderate**- 35%-44%, or **Strong**- 45%-54%. **Job Opening Volume** is the sum of projected job openings between 2024-2028. **Low** - Less than 500, **Medium**- 500 to 5,000 or **High** – 5,001 or More. **Labor Supply** is the projected number of associate degree graduates in the region between 2024-2028 to help meet the demand, classified as: **Adequate** - graduates will meet projected demand or **Shortage (Gap)** - graduates will be less than projected demand. SOURCE: South Carolina Department of Employment and Workforce, SC WORKS; Lightcast Labor Market Analytics at www.Lightcast.io, Q1 204 Data Set.

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 (Process Reasoning in Local Education Systems)	Evidence from Sources
<p><u>Health Care Assistant Specialist:</u> Nursing Assistants, Medical Assistants, Medical Coding, Physical Therapist Assistants, Physician Assistants, Occupational Therapy Assistants, and Surgical Assistants</p>	<p>In the Midlands, our data and advisory conversations support adding programs that align with regional employment health care demands who work in support of other industry employees.</p> <p>The LMI Database shows that for all types of medical assistants that there is a deficit of 331 positions that are currently unfilled: 136 Medical Assistants, 125 Nursing Assistants, 28 Physical Therapists Assistants, 17 Physician Assistants, and 3 Surgical Assistants.</p>	<p>According to data gathered by SCDEW, the supply gap by occupation is the annual projected opening requiring higher education minus 2022 graduates (does not cover positions that do not require a postsecondary education). It shows that annually the Midlands area is short 125 Nursing Assistants, 136 Medical Assistants, 28 Physical Therapists, and 17 Physicians Assistants via the higher education supply gap. Furthermore, data gathered from real time job postings from labor analytic software provider JobsEQ shows strong demand for the cluster in the tri-county Midlands area (Richland, Lexington and Fairfield) in the trailing 12 months with 2,400 job postings.</p>
<p><u>Dentistry/Dental Assistant</u></p>	<p>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.</p> <p>Several Midlands districts are actively working to offer dental type programs to their students. Funding is an issue as the course is costly to implement and maintain.</p> <p>The LMI Database shows 120 jobs, 61 graduates to fill the positions, with a deficit of 59 individuals needed to fill the other positions.</p>	<p>According to JobsEQ, there are currently 46 advertised job openings in the Midlands region. Dental Hyge. LMI Data: There is an annual higher education supply gap of 59 in the Midlands regions in Dental Hygienists, Dental Laboratory Technicians, and Dental Assistants. Data gathered from real time job postings from labor analytic software provider JobsEQ shows demand for the cluster in the tri-county Midlands area (Richland, Lexington and Fairfield) in the trailing 12 months with 181 job postings. In the week ending 3/27/2024, there were 30 job postings for dental assistants.</p> <p>According to Indeed.com there are 145 dental jobs available in the Columbia area and 56 available in the Lexington area. (data varies slightly based on Indeed, Zip Recruiter and Linked In)</p>

<p><u>Additional Construction Programs:</u> Heavy Equipment Operations, Plumbing, HVAC, and Cost Estimation</p>	<p>Recently, a group of CTE Directors and Career Specialists from the Midlands were invited to tour Blanchard Machinery. During this visit, it was impressed upon us the need for Heavy Equipment Operators. Managers from Blanchard, Linder, and other operators are actively participating and speaking to students about careers in their industry because of their dire need for individuals with a skill set to both repair and operate heavy equipment.</p>	<p>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.</p> <p>SCDEW data shows that annually the Midlands area is short 65 HVAC Technicians, 15 Cost Estimators, and 36 Civil Engineers via the higher education supply gap.</p> <p>Data gathered from real time job postings from labor analytic software provider JobsEQ shows robust demand for Heavy and Tractor-Trailer Truck Drivers in the tri-county Midlands area (Richland, Lexington and Fairfield) in the trailing 12 months with more than 1,100 job postings. There were 154 job postings for plumbers, pipefitters and steamfitters and 431 job postings for heating, air conditioning, and refrigeration mechanics and installers. Throughout the construction industry there were 1,700 job postings in the trailing 12 months.</p> <p>Midlands CLNA survey 2023- Identifies Building Construction and Technologies a major need for businesses in the Midlands. (to include estimators and utility locators)</p>
<p><u>Diesel Mechanics</u></p>	<p>Richland School District One has a Diesel Mechanics program that is supported by industry, while other districts do not.</p> <p>The US Department of Labor and Statistics shows that there is a consistent need in Diesel Mechanics, and the industry is not rapidly increasing, there is a need to maintain with a slight 1% growth across multiple industries, including construction, transportation, mining, manufacturing, and others.</p>	<p>Both Linder Construction and Blanchard Machinery, as well as CR Jackson and Blythe Construction, 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.</p>

<p><u>Business and Information Technology/ Informatics</u></p>	<p>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 knowledge of computer science and information technology. The certifications for this area include but are not limited to Cisco and ISC3.</p>	<p>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.</p> <p>SCDEW data shows that annually the Midlands area is short 8 Data Scientists, and 124 Management Analysts.</p> <p>Midlands CLNA survey 2023- administrative jobs are becoming obsolete but computer literacy is needed in every sector.</p>
<p><u>Computer Science and Information Technology</u> Artificial Intelligence, Cyber Security, Networking, Programming and Development</p>	<p>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.</p> <p>With the AI movement increasing daily, we must continue to train the next generation of AI professionals.</p> <p>Some districts are actively working on AI courses and partnership opportunities for their students.</p>	<p>SCDEW data shows that annually the Midlands area is short 362 educated workers in the Information Technology career cluster via the higher education supply gap. The top 5 occupation shortages are in Computer Systems Analyst at 90, Software Engineers at 75, Computer Network Support Specialists at 56, Software Quality Assurance Analysts and Testers at 48, and Web Developers at 46.</p> <p>Data gathered from real time job postings from labor analytic software provider JobsEQ shows over 7,000 job postings in the tri-county Midlands area (Richland, Lexington and Fairfield) in the trailing 12 months in Computer and Mathematical Occupations. Diving into the data, there were more than 1,000 job openings for software developers and more than 900 for network and computer systems administrators.</p> <p>Midlands CLNA survey 2023-ASI is becoming more prevalent and knowledge in new hires is on the rise</p>
<p><u>Education</u></p>	<p>In those surveyed in the MEBA 2023 CLNA Business Report, education was a focus as more and more young people choose careers other than education.</p> <p>According to the 2023 Midlands Workforce Development Profile, there are more education jobs in the Midlands than all except 3 industries.</p>	<p>According to the Midlands CLNA survey 2023, the most common response among employers was in regard to the teacher shortage and need for quality people in education. Quality education creates quality employees.</p> <p>South Carolina Annual CERRA Supply and Demand Report</p>

		<p>Vacancies refer to teaching and service positions that remain unfilled as the school year begins.</p> <p>Districts reported 1,613 vacant positions at the beginning of the 2023-24 school year, compared to 1,474 the previous year. This is a 9% increase.</p> <p>Some of the reported vacancies may have been filled since September/October when districts submitted their Supply & Demand Survey. During this time, additional teacher departures may have occurred resulting in additional vacancies.</p>
<p><u>Commercial Driver's License</u></p>	<p>Richland School District One currently has a Commercial Driver's License program. Fairfield County School District is investigating the possibility of offering CDL training as well. High school students are eligible to take the Commercial Learner's Permit until they are able to qualify for their CDL. Palmetto Unified School District (SCDC) is providing students access and training on CDL simulators to aid in further education and employment opportunities upon release from incarceration.</p> <p>Other districts are working to open CDL courses over the next few years.</p>	<p>Companies in the Midlands who are looking to hire CDL certified drivers are Coca-Cola, UPS, FedEx, CMC Steel, Amazon, Southeastern Freight and TMC Transportation. (and many others)</p> <p>According to JobsEQ there are currently 185 active job postings in the Midlands that require a CDL, McEntire Produce, and WP Rawl and Sons Farms. (and others)</p>

Post-Secondary

STEP 1: Analysis of Labor Market Information

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

New certificates and degree concentrations within the following Midlands Technical College academic pathways/degree programs are in various stages of approval to help meet growing labor demand. The program, status, start date, and related labor market analysis appear in the table below.

Diversified Industries	MTC Program	Evidence from South Carolina Education System Providers	Evidence from South Carolina Labor Market Data
STEM	Certificate in Computer Technology - Artificial Intelligence (AI) and Machine Learning	Starting Fall 2024, the Certificate in Artificial Intelligence (AI) and Machine Learning (CCT.AIM) will be offered by the School of STEM - Information System Technology Department with SACSCOC approval. Machine learning (ML) is a branch of AI and computer science that uses statistical learning algorithms to build systems that automatically learn and improve from experiences without explicit programming. Coursework in this area is currently only offered at SC 4-yr colleges and remote universities.	MTC receives multiple requests from regional businesses for educating entry-level employees in use of ML techniques. Early introduction helps expand job opportunities for students. Lightcast labor analytics software reports 638 unique job postings linked to this career pathway for the 11/23 – 1/24 period, seeking skills such as machine learning, business process automation, agile methodology, decision analytics, behavior-driven development, data science and more. Projected job openings are 2,245 by 2028 for data scientists, software developers, management analysts and related occupations.
Business	AAS – Associate in Applied Science Degree in Business Administration – multiple concentrations	Starting Fall 2024, the School of Business will admit students to the Marketing or Management Associate in Applied Science Degree (AAS) in Business Administration programs with concentration options for Entrepreneurship, Sales and Retail, or General (customized), pending final approval by SCTCS.	Lightcast labor analytics software reports 3,697 unique job postings linked to this career pathway for the 11/23 – 1/24 period. Top skills sought include interpersonal communication, sales, management, leadership, operations, writing, problem solving, marketing, planning, project management, selling techniques, self-motivation, merchandising, research, and others. Projected job openings are 30,945 by 2028 for these occupations.
Health Care	AAS – Surgical Technology	Starting Fall 2024, the School of Health Care will admit students to the Surgical Technology Associate in Applied Science Degree (AAS) pending final approval by SCTCS. Formerly, students could only obtain a diploma in the pathway. The AAS degree will help prepare students for leadership positions in this critical field of health care.	Lightcast labor analytics software reports 298 unique job postings associated with this career pathway for the 11/23 – 1/24 period, seeking both technical and leadership skills such as management, customer service, communication, surgery, medical records, technology, nursing, front office, accounting software and more. Projected job openings are 377 by 2028 for these occupations.
Education and Public Service	Behavioral Interventionist Certificate	Started in Fall 2023, the School of Education and Public Service began enrolling students in the new 18 credit hour Behavioral Interventionist (CPS.BHI) Certificate that prepares individuals to work as Support Specialists, particularly in the field of substance abuse treatment and recovery. The certificate enriches the skill set of students majoring in Human Services.	Lightcast labor analytics software projects a much faster than average (9% or higher) growth rate for these occupations and reports 86 unique job postings specifically for Substance Abuse, Behavioral Disorder, and Mental Health Counselors for the 11/23 – 1/24 period. Projected job openings are 86 by 2028 and 3,419 openings for all Human Services professionals in the region.

SOURCE: Lightcast Labor Market Analytics at www.Lightcast.io, Q1 204 Data Set; Midlands Education & Business Alliance (MEBA); Occupational Information Network (O*NET); U.S. Department of Labor/Employment and Training Administration (USDOL/ETA); U.S. Bureau of Labor Statistics; and MTC Director of Curriculum Office.

STEP 1: Analysis of Labor Market Information

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 Business – Customer Service Certificate	Customer Service Certificate program closure pending as of 3/12/24 – no new admissions. Developed to prepare students for employment and advancement in the field of business, the Customer Service Certificate courses could be applied toward an Associate of Applied Science (AAS) in General Technology degree. The School of Business has reorganized to incorporate several former business certificates as concentrations under the Management or Marketing AAS degrees to provide the students with a comprehensive guided pathway for the skills needed to succeed in business. Concentrations include Entrepreneurship, Sales and Retail and General (customized), each pending approval for Fall 2024.	The Bureau of Labor Statistics 2022-2032 employment projections reports a decline (-2% or lower) growth rate for Customer Service Representative (SOC 43-4051) which don't require postsecondary education and pay only \$18.16 hourly. In sharp contrast, the median hourly earnings for occupations in General Sales, Distribution and Marketing Operations is \$24.64 in the Midlands region.
School of Business – Public Administration Certificate	Public Administration Certificate closure pending as of 3/12/24 – no new admissions after July 2024. Developed to prepare students for employment and advancement in the Public Administration field, particularly in remote areas where government jobs employ several workers, the Public Administration Certificate courses could be applied toward an Associate of Applied Science (AAS) in General Technology degree. The School of Business has reorganized to incorporate several former management certificates as concentrations under the Management AAS degree to provide the students with a comprehensive guided pathway for the skills needed to succeed in business management, each pending approval for Fall 2024.	The Bureau of Labor Statistics 2022-2032 employment projections reports a decline (-2% or lower) growth rate for Office and Administrative Support Workers (SOC 43-9199) which don't require postsecondary education and pay only \$18.59 hourly. In sharp contrast, the median hourly earnings for occupations in General Business Administration and Management is \$27.38 in the Midlands region.
<p>Source: Lightcast Labor Market Analytics at www.Lightcast.io, Q1 204 Data Set; Midlands Education & Business Alliance (MEBA); Occupational Information Network (O*NET); U.S. Department of Labor/Employment and Training Administration (USDOL/ETA); U.S. Bureau of Labor Statistics; and MTC Director of Curriculum Office.</p>		

STEP 1: Analysis of Labor Market Information

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

Secondary

Program/Pathway	Reason for offering these Programs/Pathways	South Carolina Labor Market Data or Local Labor Data Source
<p>Business Information Management Pathway (Image Editing & Digital Publication Design)</p>	<p>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.</p>	<p>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.</p>
<p>Family and Consumer Sciences</p> <ul style="list-style-type: none"> ● Family and Consumer Science could use rebranding ● FACS is a broad category that includes a lot of skills that are beneficial to everyday life and in the workplace 	<p>There is data to support Early Childhood Education, which coincides with Teaching and Child Development. These are needed areas.</p> <p>Food and Nutrition is moving more towards the Health Science Pathway, Nutrition and Wellness and Sport Nutrition.</p> <p>Our Midlands CTE CLNA Group believes that Family and Consumer Sciences would benefit by rebranding.</p>	<p>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. In conversations with local employers, soft and lifestyle skills are a large need. Family and Consumer Sciences, when focused on these skills, may still provide some value.</p>

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 Concentration

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

5S1 – Program Quality – Attained Recognized Postsecondary Credential

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

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

2P1 – Earned Recognized Postsecondary Credential

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

3P1 – Nontraditional Participation

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

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

STEP 2: Analysis of Student Performance

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

The local needs assessment shall include...

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

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

Secondary

Strengths	How are these strengths being sustained in the region?	Local Example
1S1 – Four-year Graduation Cohort Rate	Students who discover their passion and purpose tend to excel at higher rates compared to their peers. Career and Technical Education (CTE) continues to play a crucial role in achieving this goal. By providing programs aligned with students' interests and industry needs, it is beneficial to employers. CTE creates opportunities for students to excel in their chosen career pathway.	The state performance goal is 91.5%. The average Midlands Area CTE graduation rate is 96%. The median graduation rate for Midlands districts is 98.4%.
3S1 – Post-Program Placement	In the Midlands area, businesses and industries are increasingly seeking qualified students to engage in apprenticeships, specialized programs such as the Michelin Scholars Program, and other postsecondary training opportunities. A growing trend involves businesses hiring high school graduates and sponsoring their college or further training. Midlands Technical College collaborates with local districts to offer opportunities both during high school and after graduation.	The state performance goal is 93.7%. On average, 98.1% of CTE students in the Midlands Area attended college, joined the military, or obtained employment.

<p>4S1 – Program Quality – Nontraditional Program Enrollment</p>	<p>The Midlands' CTE Performance Data highlights ongoing efforts to consistently meet the state goal across districts. To address this goal, we have implemented the following opportunities: increased collaboration of nontraditional programs with lunch and learns, nontraditional career fairs, and nontraditional career mentors. Additional initiatives include hiring non-traditional instructors and deliberately featuring non-traditional students in our media representations.</p>	<p>The state performance goal is 12.2%. On average, 20.24% of CTE students in the Midlands.</p>
<p>5S1 – Program Quality – Attained Recognized Postsecondary Credential</p>	<p>The quality of programs continues to increase due to the state requirements for students to be college and career-ready upon graduation. Students are now pursuing industry-based certifications that are aligned with industry standards and their chosen completer pathways.</p>	<p>The state performance goal is 35.7%. On average, 76.95% of CTE students in the Midlands Area obtained a credential. The data shows an upward growth trend of over 11% in two years.</p>
<p>2S1 – Academic Proficiency in Reading/Language Arts</p>	<p>According to the definition below, students are assessed by the English End of Course Test. The instructional focus for all Midland area school districts is to continue improving Reading/Language Arts proficiency.</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 reading/language arts as described in section 1111(b)(2) of such Act.</p>	<p>The state performance goal is 67.8%. The average Midlands Area CTE ELA rate is 81.5%. CTE program state standards address reading and writing competencies. CTE teachers in the Midland area have access to instructional coaching to assist with the integration of Reading/Language Arts.</p>
<p>2S2 – Academic Proficiency in Mathematics</p>	<p>According to the definition below, students are measured by the End of Course Algebra exam.</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 73.5%. The average Midlands Area CTE rate is 79.2%. CTE program state standards address mathematical competencies. CTE teachers in the Midland area have access to instructional coaching to assist with the integration of mathematics.</p>
<p>2S3 – Academic Proficiency in Science</p>	<p>According to the definition below, students are measured by the End of Course Biology exam.</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 71.7%. The average Midlands Area CTE rate is 49%. CTE program state standards address science competencies.</p> <p>CTE teachers in the Midland area have access to instructional coaching to assist with the integration of Science. There is an increased shortage of certified Biology teachers across the Midland areas. In many classrooms there is a continuous trend of long-term substitutes who are not certified in the content area.</p>

Use the Analysis tools provided in Appendix B to determine root cause.

Gap	Root Cause
<p>The state performance goal for Science is 71.7%. The average Midlands Area CTE rate is 42.8%. CTE program state standards address science competencies.</p>	<p>There is an increased shortage of certified Biology teachers across the Midland areas. In many classrooms there is a continuous trend of long-term substitutes who are not certified in the content area.</p>
<p>Non-Traditional Programs, especially males in female programs</p>	<p>There are a lack of options for non-traditional males in female pathways. These include Administrative Services, Banking Services, Cosmetology, Early Childhood Education, Esthetics, Food Science, Nail Technology, and Practical Nursing. Most of our schools do not offer these pathways because other similar pathways are more rigorous and prepare our students for the workforce more adequately.</p>
<p>How is the new state math curriculum going to affect our Perkins' Indicators in Mathematics?</p>	<p>The state is modifying its math curriculum to address learning loss during the COVID years. Since Mathematics is a Perkins' Indicator, we as Career and Technical Directors are curious to see how the modified curriculum impacts the Mathematics Indicator.</p>
<p>Is there a way for the South Carolina Employability Credential to count as a graduation credential separately from and not against our graduation rates for Perkins Performance Indicators 1S1?</p>	<p>One of our notices is that there is a correlation in our Special Populations numbers under graduation rate compared to our overall graduation rate for CTE Completers. It is our belief that ALL students need to be prepared for a career beyond high school. We do not think that there should be a penalty because we help prepare students who we know are not going to graduate when they enter high school. Our solution is to allow the Employability Credential to be counted separately toward career preparation.</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?**

Midlands Technical College Post-Secondary Data

STEP 2: ANALYSIS OF STUDENT PERFORMANCE

Midlands Technical College Post-Secondary Data

Historical Data

1P1-Overall Post Program Placement

2020-2021 (FY2022)						2021-2022 (FY 2023)					
Num	Den	Rate	SDLP	90% SDLP	90% Met	Num	Den	Rate	SDLP	90% SDLP	90% Met
1,157	1,227	94.30%	79.0%	71.10%	YES	1,093	1,192	97.59%	83.50%	75.15%	YES

3P1-Overall Non-Traditional Enrollment

2020-2021 (FY2022)						2021-2022 (FY 2023)					
Num	Den	Rate	SDLP	90% SDLP	90% Met	Num	Den	Rate	SDLP	90% SDLP	90% Met
273	2,293	11.91%	8.0%	7.2%	YES	280	2,157	12.98%	9.0%	8.10%	YES

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

Cluster Data

1P1 Placement by Cluster

2020-2021 (FY 2022 APR)						
	Numerator	Denominator	Performance	SDLP	90% SDLP	Met 90%?
ARCH	33	34	97.06%	79.00%	71.10%	Yes
ARTS	12	12	100.00%	79.00%	71.10%	Yes
BUS	69	69	100.00%	79.00%	71.10%	Yes
EDU	80	82	97.56%	79.00%	71.10%	Yes
FIN	25	27	92.59%	79.00%	71.10%	Yes
HEA	585	627	93.30%	79.00%	71.10%	Yes
HUS	36	39	92.31%	79.00%	71.10%	Yes
IT	42	49	85.71%	79.00%	71.10%	Yes
LAW	69	73	94.52%	79.00%	71.10%	Yes
MFG	158	166	95.18%	79.00%	71.10%	Yes
MKT	24	24	100.00%	79.00%	71.10%	Yes
STEM	24	25	96.00%	79.00%	71.10%	Yes
Total	1157	1227	94.30%	79.00%	71.10%	Yes

2021-2022 (FY 2023 APR)						
	Numerator	Denominator	Performance	SDLP	90% SDLP	Met 90%?
ARCH	32	32	100.00%	83.5%	75.15%	Yes
ARTS	9	9	100.00%	83.5%	75.15%	Yes
BUS	57	58	98.28%	83.5%	75.15%	Yes
EDU	67	68	98.53%	83.5%	75.15%	Yes
FIN	30	30	100.00%	83.5%	75.15%	Yes
HEA	520	532	97.74%	83.5%	75.15%	Yes
HUS	43	43	100.00%	83.5%	75.15%	Yes
IT	40	42	95.24%	83.5%	75.15%	Yes
LAW	83	86	96.51%	83.5%	75.15%	Yes
MFG	152	160	95.00%	83.5%	75.15%	Yes
MKT	15	15	100.00%	83.5%	75.15%	Yes
STEM	45	45	100.00%	83.5%	75.15%	Yes
Total	1093	1120	97.59%	83.5%	75.15%	Yes

Cluster Data

3P1 Placement by Cluster

2021-2022 Academic Year (FY 2022 APR)						
	Numerator	Denominator	Performance	SDLP	90% SDLP	Met 90%
ARCH	13	93	13.98%	8.00%	7.20%	Yes
BUS	5	77	6.49%	8.00%	7.20%	No
EDU	10	145	6.90%	8.00%	7.20%	No
HEA	61	645	9.46%	8.00%	7.20%	Yes
HUS	19	170	11.18%	8.00%	7.20%	Yes
IT	90	354	25.42%	8.00%	7.20%	Yes
LAW	12	147	8.16%	8.00%	7.20%	Yes
MFG	19	352	5.40%	8.00%	7.20%	No
STEM	44	310	14.19%	8.00%	7.20%	Yes
Total	273	2293	11.91%	8.00%	7.20%	Yes

2022-2023 Academic Year (FY 2023 APR)						
	Numerator	Denominator	Performance	SDLP	90% SDLP	Met 90%
ARCH	14	91	15.38%	9.00%	8.10%	Yes
BUS	2	63	3.17%	9.00%	8.10%	No
EDU	3	116	2.59%	9.00%	8.10%	No
HEA	47	551	8.53%	9.00%	8.10%	Yes
HUS	26	162	16.05%	9.00%	8.10%	Yes
IT	96	327	29.36%	9.00%	8.10%	Yes
LAW	16	146	10.96%	9.00%	8.10%	Yes
MFG	22	374	5.88%	9.00%	8.10%	No
STEM	54	327	16.51%	9.00%	8.10%	Yes
Total	280	2157	12.98%	9.00%	8.10%	Yes

Postsecondary Evaluation of Performance for Special Populations (MTC)

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

Special Population	Year=2021		Year=2022		Year=2023	
	No. of Courses	Success Rate	No. of Courses	Success Rate	No. of Courses	Success Rate
Individual with Disabilities	248	88%	854	87%	816	89%
Economically Disadvantaged	20148	84%	48561	83%	49628	86%
Single Parent, Including Single Pregnant Women	563	88%	2326	86%	2084	86%
Nontraditional Enrollees	483	91%	1865	88%	1935	89%
English Learners	95	87%	323	91%	360	90%
Youth in, or Age Out of Foster Care	2	100%	32	53%	31	55%
Out of Workforce Individuals	12	83%	45	93%	24	87%
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=2021		Year=2022		Year=2023	
	No. of Courses	Success Rate	No. of Courses	Success Rate	No. of Courses	Success Rate
Individual with Disabilities	284	89%	942	89%	861	90%
Economically Disadvantaged	2509	91%	9321	90%	8600	89%
Single Parent, Including Single Pregnant Women	594	89%	2247	91%	1957	88%
Nontraditional Enrollees	516	91%	1849	92%	1906	91%
English Learners	99	89%	335	92%	355	91%
Youth in, or Age Out of Foster Care	7	86%	30	70%	34	62%
Out of Workforce Individuals	15	87%	48	96%	26	92%
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 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 2022-2023 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 2020	Fall 2021	Retention	Fall 2021	Fall 2022	Retention	Fall 2022	Fall 2023	Retention
	CNT	CNT	Rate	CNT	CNT	Rate	CNT	CNT	Rate
Individual with Disabilities	79	61	77%	112	101	90%	176	102	58%
Economically Disadvantaged	531	399	75%	848	764	91%	1953	849	43%
Single Parent, Including Single Pregnant Women	162	117	73%	237	208	90%	546	206	38%
Nontraditional Enrollees	96	69	72%	175	155	89%	402	168	42%
English Learners	12	11	92%	35	30	86%	58	35	60%
Youth in, or Age Out of Foster Care	0	0	-	1	1	100%	9	1	11%
Out of Workforce Individuals	3	2	67%	6	6	100%	12	1	8%
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 2020	Fall 2021	Retention	Fall 2021	Fall 2022	Retention	Fall 2022	Fall 2023	Retention
	CNT	CNT	Rate	CNT	CNT	Rate	CNT	CNT	Rate
Individual with Disabilities	90	70	78%	124	113	91%	182	107	59%
Economically Disadvantaged	556	430	77%	883	806	91%	1666	872	52%
Single Parent, Including Single Pregnant Women	166	122	73%	239	211	88%	446	204	46%
Nontraditional Enrollees	99	74	75%	183	163	89%	336	171	51%
English Learners	12	11	92%	37	32	86%	56	34	61%
Youth in, or Age Out of Foster Care	0	0	-	2	2	100%	5	1	20%
Out of Workforce Individuals	3	2	67%	7	6	86%	9	1	11%
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 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 quantifiable evidence, to include sufficient capacity to accommodate student enrollment, to include appropriate workstations, floor space, etc. In addition, an appropriate level of instructional supplies and materials, such as computers, software, and tools, should be available to accomplish course objectives. The staffing must be adequate to serve a reasonable student – teacher ratio that accounts for quality instruction and a safe learning environment.

Scope: a Perkins-funded CTE program may include providing students' opportunities for dual credit, articulation credits, online CTE courses, or national certification opportunities. Perkins-funded programs must be aligned with business and industry as validated by a local business advisory committee. Eligible programs must have a developed curriculum aligned with state and/or industry standards. As mentioned above, programs must include a minimum of two sequenced courses.

Furthermore, at least one state recognized Program of Study containing a coherent sequence of courses must be offered in alignment with the secondary and postsecondary partners to demonstrate student progression. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.

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

Secondary

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

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.	<p>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.</p> <p>In larger districts, it would be possible to expand offerings if staffing and classroom labs and space were available.</p>
Relate to real-world work environments (Scope)	Students have numerous opportunities to complete Work-Based Learning, Clinical hours in Health Science, job-shadowing, internship and externships, 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 and that our equipment is up-to-date with industry standards.	<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 at the student's home school or school district. 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.

<p>Are of high quality</p>	<p>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>	<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>
<p>Should be offered in the region</p>	<p>As a region, our districts work to ensure that all pathways are intentional and precise so that the pathways are clear to counselors, community members, students, and other stakeholders.</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. In addition, we are working to pair our pathways with appropriate certifications as well as work-based learning opportunities.</p> <p>Examples of those seamless pathways include the Michelin Technical Scholars program and the Michelin School to Work program. Both of these programs take students graduating from our local high schools and bring them directly into Michelin with either continued post-secondary education and part time employment or full-time employment with additional training and education opportunities moving forward.</p> <p>Another example is the South Carolina Automotive Dealers Association (SCADA) Apprenticeship and Tool program and scholarship program. SCADA works with high school students to assist with funding for post-secondary expenses as well as structured apprenticeship employment in local dealerships.</p> <p>These programs are easily replicable and should serve as a model for other businesses and industries wanting to build their talent pipeline.</p>	<ul style="list-style-type: none"> ● Additional Dual Enrollment Opportunities in CTE ● Continued growth in Computer Science, Information Technology, CyberSecurity, and Artificial Intelligence. ● The Midlands Area also needs to consider expansion of our Automotive and Transportation programs to consider advances in Electric Vehicles, Logistics, and other partnerships, like Scout Motors, as they establish business in our area. ● Increased training in leadership and soft skills ● As a group, we also prefer to see a seamless transition from secondary to post secondary to business and industry. ● Additional K-Career Opportunities with Midlands businesses. (Can the Michelin Scholars Program be used as a model for other businesses to follow?)

Post-Secondary Analysis of Programs

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. Programs are listed by school of study. 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 2023 semester. It also lists CERS Student Enrollment by program, the number of sections offered, and number of faculty for the Spring 2023 semester. The final column identifies if this program maintains a waiting list. All the CTE programs contain at least two sequential courses. Certificate programs have at least 8 credit hours and can often be completed within one year. Diploma programs have between 40-52 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 23 Students	# Sections	# Faculty	Waiting List
Automotive	AAS	60	16	72	10	3	No
Building Construction	AAS	44	16	84	19	4	No
Commercial Graphics Communications	AAS	42	19	44	8	2	No
Heating, Ventilation and Air Conditioning (HVAC/R) Technologies	AAS	55	16	38	7	3	No
Industrial Electricity	Diploma	39	10	25	9	2	No
Machine Tool	AAS	57	16	19	6	2	No
Mechatronics	AAS	44	16	57	10	3	No
Welding Technology	AAS	46	16	94	19	6	No
School of Business							
Programs	Credential	CTE Credits	Gen. Ed. Credits	Spring 23 Students	# Sections	# Faculty	Waiting List
Accounting	AAS	48	16	151	23	9	No
Administrative Office Technology	AAS	42	19	41	11	4	No
Management (Includes Entrepreneurship)	AAS	45	17	100	11	5	No
Marketing	AAS	45	17	78	15	7	No
School of Education & Public Service							
Programs	Credential	CTE Credits	Gen. Ed. Credits	Spring 23 Students	# Sections	# Faculty	Waiting List
Criminal Justice	AAS	24	38	355	21	12	No
Early Care and Education	AAS	45	16	116	15	8	No
Human Services	AAS	35	29	136	14	4	No
Paralegal Studies	AAS	39	22	99	21	16	No

School of Health Care							
Programs	Credential	CTE Credits	Gen. Ed. Credits	Spring 23 Students	# Sections	# Faculty	Waiting List
Associate Degree in Nursing (RN)	AAS	45	25		59	19	Yes
Certified Nursing Assistant	Certificate	16	6	1	30	17	No
Community Pharmacy Technician	Certificate	22	0	3	5	2	No
Dental Hygiene	AAS	51	27	35	16	5	Yes
Expanded Duty Dental Assisting	Diploma	36	12	15	14	9	Yes
Medical Assisting	Certificate	27	0	17	6	4	No
Medical Lab Technology	AAS	50	25	23	6	2	Yes
Medical Office Administrative Assistant	Certificate	34	6	1	9	5	No
Nuclear Medicine Technology	Certificate	39	0	4	6	6	Yes
Pre-Health (Allied Health)	AAS	43	17	20	34	17	No
Physical Therapy Assistant	AAS	45	24	17	12	7	Yes
Practical Nursing (LPN)	Diploma	22	24	13	38	27	Yes
Radiologic Technology	AAS	53	21	25	8	7	Yes
Respiratory Care	AAS	52	21	24	13	13	Yes
Surgical Technology	Diploma	35	14	2	8	7	Yes
School of Science, Information Technology, Engineering Technology & Math (STEM)							
Programs	Credential	CTE Credits	Gen. Ed. Credits	Spring 23 Students	# Sections	# Faculty	Waiting List
Architectural Engineering Technology	AAS	48	17	43	10	3	No
Civil Engineering Technology	AAS	44	20	58	5	4	No
Electronics Engineering Technology	AAS	43	20	40	9	4	No
Mechanical Engineering Technology	AAS	39	24	20	12	4	No
Computer Technology (Includes Applications Developer & Web Developer)	AAS	46	16	149	29	10	No
Network Systems Management (Includes Cybersecurity Certificate)	AAS	45	16	104	27	8	No

Scope and Quality:

Some 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 currently. MTC developed three dual enrollment 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. 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 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). 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 (Scope)	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 practice on machines and tools recommended by their industry partners.	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.
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 continue to 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.

Question	Answer	Areas for Improvement
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.	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?	What does the law mean?
The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:

Perkins V Sec. 2(41)

Program of Study:

The term ‘program of study’ means a coordinated, 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 below. Add rows as needed.

STEP 3: Analysis of Programs

Part 2: Progress toward Implementing Programs of Study

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

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

Post-Secondary

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. Examples of these frameworks are the Michelin Scholars program and Midlands Youth Apprenticeships.

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 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.

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 field. The 2024-2025 cohort of MYA is expected to have six students participating.

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

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.

Secondary

Implementation Process	Strengths	Needs/Gaps
<p><u>Communication Process</u> Course Catalogs, Curriculum Frameworks, Counselors, Administrators, Instructors, Career Specialists, etc.</p>	<p>Veteran educators inside of Career and Technical Education understand and can communicate terminology well.</p>	<p>Educators and community members who do not have a Career and Technical Education background or are new to the system 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.</p> <p>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 programs like Business, Marketing, IT, Family and Consumer Sciences, and others that aren't clearly in sequence like Welding 1, 2, 3, and 4.</p>
<p><u>Program of Study Design Process</u></p>	<ul style="list-style-type: none"> ● Intentional scheduling ● Intentional course offerings and sequencing to lead to program completion ● Curriculum Frameworks and Course Catalogs to reflect Program of Study 	<p>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.</p>
<p><u>Program of Study Recognition</u></p>	<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 ● MEBA High School to Hire ● Social Media ● CTE A/B Honor Roll 	<p>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.</p>
<p><u>Courses</u></p>	<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 higher 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>

<p><u>Credentialing</u></p>	<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 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.</p>
<p><u>Special Populations Processes</u></p>	<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) ● 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.) ● Incarcerated students have access to CTE programs through Palmetto Unified School District. 	<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.)
<p><u>Higher Education Partnership Processes</u></p>	<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.

Implementation Process	Strengths	Needs/Gaps
Special Populations - Certification worthwhile Find a place for ALL Students	CTE Liaison for Special Populations MLL Instructor for CTE	Introductory Level Exposure to CTE Programs (Unified CTE Programs-Intro to Career Clusters) Education of School Counselors
CTE Special Education Pathways Consultants position with SC DOE	Grant funded for multiple positions to work with special education populations and educators	There is a need to coordinate WBL placements and partnership opportunities for special populations students. This grant will allow more opportunities for partnership development.

Evaluation of Middle Grades CTE and Career Exploration Programs

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

Complete the table below. Add rows as needed.

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

Describe CTE programs and career exploration programs offered in middle grades.

Secondary

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 and career fairs 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.	Use Introduction to Careers in the middle schools to educate students about CTE opportunities. Several districts offer it to all middle school students. Others do not.
MEBA Industry Showcase	MEBA career exploration events allow middle 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."	The Showcase hosted by MEBA will continue to be offered. The dates are set for next year. The site has been determined. MEBA is encouraging schools to bring more students to participate in the showcase.

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>Coursework at the Middle School Level includes STEM, Computer Science, Introduction to Career Clusters, Family and Consumer Sciences, Agriculture, Financial Literacy, and one Gateway to Health Science. In addition, we offer high school credit in the middle schools that includes Fundamentals of Computing and Agricultural Science Technology.</p>	<p>The Introduction to Career Clusters is an important class to expose students to the various opportunities across all CTE program areas.</p>	<p>The Midlands Region believes we need to continue to build our feeder courses and systems so that students have a better understanding of potential career opportunities. This gives them an advantage to enroll in applicable courses throughout their high school careers.</p>

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

Secondary

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 (some districts also have elementary 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 CTSOs ● 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 ● Summer Camps ● SC DEW Career Coach ● Learning Blade ● Transfrvr ● Healthcare Mobile Labs (Greenwood Genetics Lab) ● Early Bird Education Bus ● Career Center Tours 	<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 ● Intro to Career Clusters ● UPPER Elementary field studies tied to careers as they visit industries (IE: Zoo- tie to careers at the zoo and any other sites)
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.

Midlands 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 and MEBA events.

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.

MEBA events allow industry and community partners to showcase their organization and industry through booth exhibits, presentations, and interactive activities with students (videos, equipment and tool inspection, interactive games, demonstrations, conversations – anything providing students with career awareness and exposure to the industry.) The goal of these events is for middle school students from across the Midlands to gain a better understanding of career pathways and career expectations. Additionally, industry and community partners can promote their brand and career opportunities to the next pipeline of customers and workers in the Midlands and South Carolina.

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

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

<i>CTE programs offered in grades 6-8</i>	<i>Career exploration programs for grades 6-8</i>	<i>Implementation plans for future CTE programs and career exploration programs</i>
<i>Tours for local middle schools to expose 6-8th grade students to CTE programs and jobs</i>	<i>The MTC Admissions department coordinates campus tours for local middle schools. Students get to see a variety of careers in the CTE fields.</i>	<i>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.”</i>
<i>MEBA Industry Showcase for 8th Graders</i>	<i>In November 2023, 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.”</i>	NA

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

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

The local needs assessment shall include...

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

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

What does the law say?

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

What does the law mean?

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

Complete the table below. Add rows as needed.

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

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

How do schools and colleges plan to incorporate strategies to facilitate the success of Special Population students in CTE through collaboration among CTE, Special Populations administrators, and School Counselors?

Post-Secondary

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 training 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.

Secondary

Process	Strengths	Needs/Gaps
<p>Recruitment: 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.</p>	<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 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. 	<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 because they have their own board. 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>Retention: 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>Education Leaders Experience (ELE) School and college administrators visit business and industry on a monthly basis to keep abreast of workforce trends and partnership opportunities. This is offered through USC's College of Education and Colonial Life.</p>	<p>Exposes high level administrators to the needed skills and talents of their region.</p>	<p>Ability to expand for additional educators to participate.</p>

STEP 3: Analysis of Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—*
- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
 - (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and*
 - (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

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

What does the law say?

The needs assessment shall include a description of:

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

What does the law mean?

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

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?

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 arranged 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.

<p>Individuals Preparing for Non-Traditional Fields:</p>	<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.
<p>Single Parents/Pregnant Women:</p>	<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>
<p>English Language Learners:</p>	<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.

<p>Homeless Individuals:</p>	<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
<p>Armed Forces and Active Duty:</p>	<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.

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?

Post-Secondary

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 recently developed an Open Educational Resources Faculty Learning Community (OER-FLC), a collaborative effort involving college leadership, instructional designers, librarians and faculty members. The goal of the community is to guide the development, adoption, and review of OER materials at MTC. OER has been shown to increase student learning while breaking down barriers of affordability and accessibility. The community supports the utilization of OER to improve student success through widespread access and affordability, ensuring that each student can attain their fullest potential. Between 2022-2023 seven courses underwent comprehensive redesigns, integrating Open Educational Resources (OER), Universal Design for Learning (UDL), and exemplary course design principles. These efforts resulted in an annual savings of over \$800,000 for students in textbook costs.

Preliminary data show that most courses have demonstrated an improvement in success rates, with notable increases observed in AHS 102 (14%). Additionally, withdrawal rates experienced a decline, with significant reductions noted in AHS 102 (9%).

Looking at your Special Populations enrollment data, evaluate enrollment specific to clusters.

Explain the strengths and gaps among clusters. Include strategies for improvement.

Include an evaluation of collaboration and communication among CTE, Special Populations administrators, and School Counselors related to student placement in CTE programs.

Strengths	Gaps	Strategies for Improvement
MTC Counseling and Career Services offers accommodations for students who need these special services. Information about these services is provided in each course syllabus.	Some students do not sign up for these services.	A review of available services is included in all newly redesigned student success courses.
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 CAREERS program provides support for single parents and those preparing for non-traditional fields. It also provides support to economically disadvantaged special populations of students.	Some students are not aware of these support services.	A review of available services is included in all newly redesigned student success 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. A cross functional team was formed to investigate ways the college can respond to student basic needs such as housing and food insecurity.
The OER-FLC supports the development of courses using OER which provide access to course materials on day one with zero textbook costs for students.	Limited resources for development.	Leadership is developing plans to support further development that can scale.

Perkins V

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

Consortium Coordination Strategy

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

What went well in your CLNA process?

- Structured meetings and excellent attendance by partners
- Collaborative engagement included representatives from SC DEW, public, charter, post secondary, secondary, business, economic development, and community non-profits.
- Group started the process early in order to have time to gather research to fully address the local labor market and education needs of the community
- Consistent participation, meetings were well attended and productive
- Technical assistance received from the SC Department of Education CTE Liaison was beneficial and readily applicable in the process
- Excellent planning and coordination on the part of MEBA staff scheduling and hosting regular meetings
- Interest and participation by area public charter schools greatly enhanced the CLNA report

What could have been done differently to achieve better results?

- The team performed very well in light of their normal daily work scope and responsibilities
- CLNA Template consistency would be helpful year to year. We strongly encourage a standardized outline for the executive summary to ensure we address all issues necessary when communicating our findings to a wide audience of stakeholders.

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

- Not applicable. All stakeholders participated that were required to participate in the process.
- Stakeholder engagement was significant.

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

- Dual enrollment programs are expanding on a district by district basis. How can we use the CLNA process to help focus on and streamline the Pre-K to college graduation to Career pathway? Is assisting and standardizing the dual enrollment process among and between education providers something CLNA could address? Consider the Guided Pathways model for secondary coursework standardization for all CTE programs.
- Work-Based Learning Opportunities and Business Partnerships - Apprenticeships are very difficult to obtain at the high school level. Is there a way to simplify and improve the process for apprenticeships to allow them to be more obtainable. In addition, we have partnerships like the Michelin Scholars Program that could be duplicated with other businesses across our community.
- Multi-district partnerships for online learning experiences could help us all reach the needed enrollment levels to cover the cost of offering the courses. Multi-district programs exist on a small scale that could be expanded to serve more students with coordination in this area.

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

The Midlands team will continue to build, recruit, and retain business and industry partnerships established. Partners include MEBA, Apprenticeship Carolina, SCDEW, Commerce, Midlands Technical College, and local chambers of commerce and economic developers.

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

The Midlands team will continue to meet as needed to discuss best practices, 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 to work in the Midlands to help all CTE students.

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

Continue collaboration, communication, sharing of ideas, and networking on a regular basis.

Consortium Review of Comprehensive Local Needs Assessment

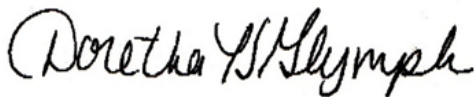
I have reviewed this comprehensive local needs assessment document and confirm, to the best of my knowledge, that it is complete and meets requirements set forth in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).



June 3, 2024

Secondary Partner:

Date



June 3, 2024

Postsecondary Partner:

Date



June 3, 2024

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](#)

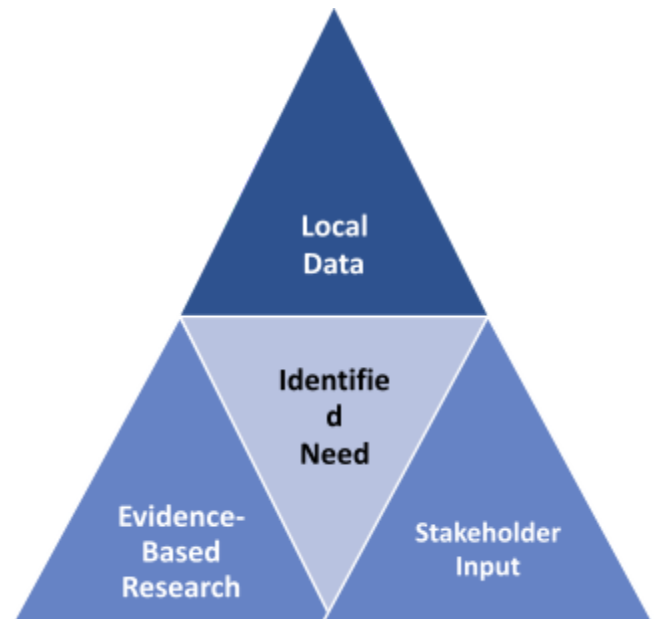
The primary source for data on colleges, universities, & technical & vocational post-secondary institutions in the United States. Find & compare institutions side-by-side. Data Center allows you to compare institutional data, create reports, download data files & more. Visit the Tables Library to view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

Root Cause Tool Kit

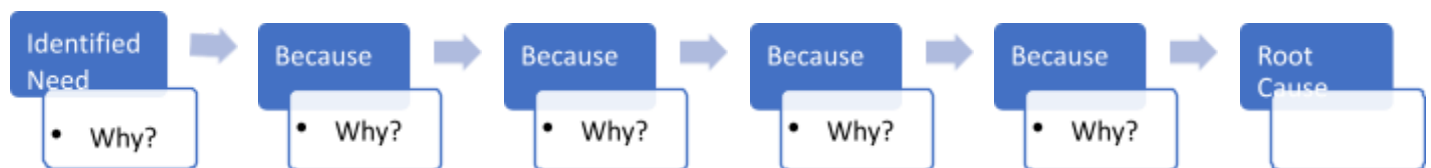
Analyze the data

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.



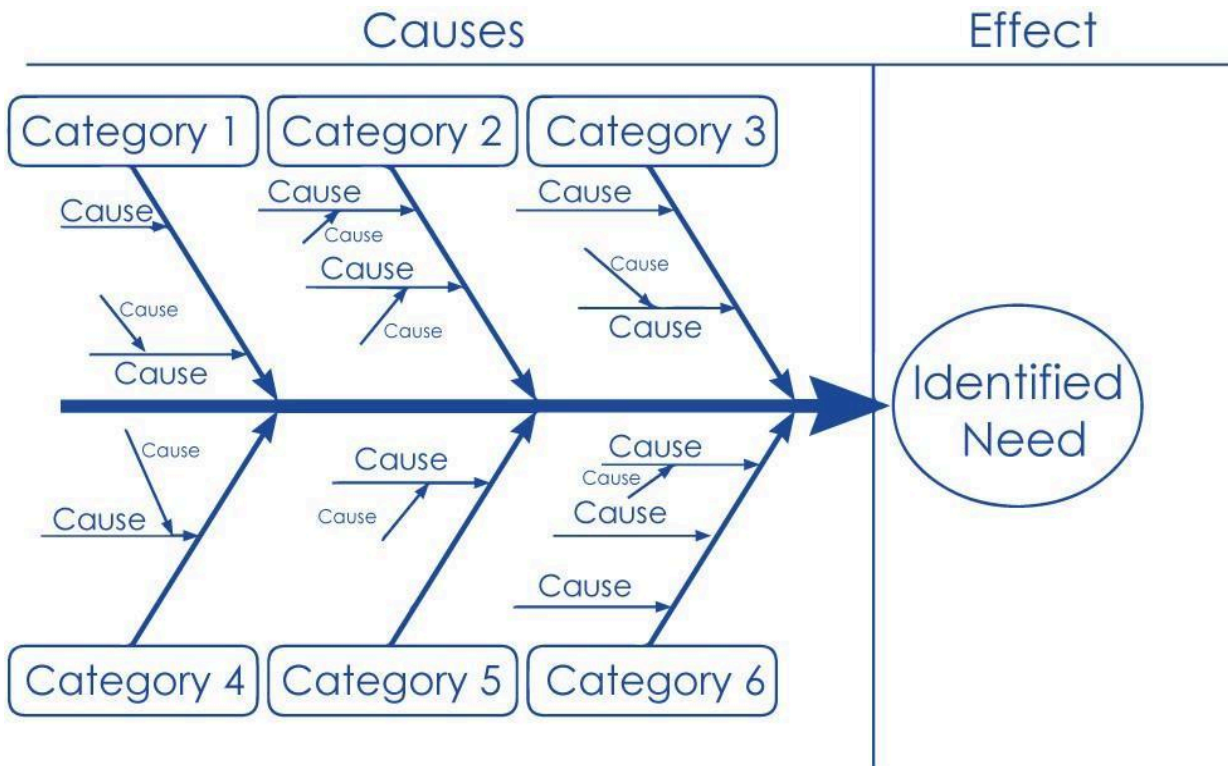
Asking ‘Why?’ Five Times to Determine a Root Cause:



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.



APPENDIX C: PROJECT LEAD THE WAY COURSES AND EQUIVALENCIES

Post-Secondary

High School Course Assessment	MTC Course Equivalencies
Engineering Courses	
Introduction to Engineering and Design	EGR 001 (elective)
Principles of Engineering	EGR 270 (Introduction to Engineering) if in Engineering Transfer program or EGR 101/103 (Intro to Engineering Technology & Preparation for Engineering Technology) if in regular AAS Engineering program.
Aerospace Engineering	EGR 001 (elective)
Civil Engineering and Architecture	AET 123 (Architectural Drafting)
Computer Science Engineering Courses	
Computer Integrated Manufacturing	EGR 175 (Manufacturing Processes)
Digital Electronics	EET 210 (Digital Integrated Circuits)
Environmental Sustainability	EGR 001 (elective)
Computer Science – IST Courses	
Computer Science Essentials	CPT 104 (Introduction to Information Technology)
Computer Science Principles	CPT 104 (Introduction to Information Technology)
Computer Science A (Apps)	CPT 236 (Introduction to Java Programming)
Cybersecurity	IST 115 (Human Aspects in Cybersecurity)
Biomedical Science	
Principles of Biomedical Science	AHS 001 (elective)
Human Body Systems	AHS 001 (elective)
Medical Interventions	AHS 001 (elective)
Biomedical Innovation	AHS 001 (elective)

APPENDIX D: LICENSURE ACHIEVEMENT RATES

Post-Secondary

Exam	2018 - 2019 Examinees Passing Rate	2019 - 2020 Examinees Passing Rate	2020 - 2021 Examinees Passing Rate	2021 - 2022 Examinees Passing Rate	2022 - 2023 Examinees Passing Rate
National Council Licensure Exam - Practical Nurse	100.00%	100.00%	100.00%	100.00%	96.43%
National Council Licensure Exam - Registered Nurse	85.45%	87.98%	79.89%	81.15%	82.11%
National Board For Dental Hygiene Exam	90.00%	-	95.00%	100.00%	96.97%
Central Regional Dental Testing Services Exam	75.00%	81.82%	100.00%	100.00%	83.33%
The Commission on Dental Competency Assessments (CDCA)	-	80.00%	92.31%	100.00%	92.31%
Registered Health Information Technician	90.00%	100.00%	-	-	-
Medical Laboratory Technician, ASCP	100.00%	100.00%	100.00%	100.00%	100.00%
American Association of Medical Assistant Certification Exam (AAMA)	87.50%	92.86%	91.67%	76.92%	88.89%
Nuclear Medicine Technology, ARRT	100.00%	100.00%	100.00%	100.00%	100.00%
Nuclear Medicine Technology Certification Board Exam (NMTCB)	100.00%	100.00%	100.00%	100.00%	100.00%
National Physical Therapist Assistant Licensing Exam	94.12%	100.00%	100.00%	87.50%	92.86%
Radiography Exam, ARRT	100.00%	100.00%	100.00%	94.44%	100.00%
Respiratory Therapist Multiple Choice Exam (Certified Respiratory Therapist Level - CRT)	100.00%	100.00%	92.86%	100.00%	100.00%
Respiratory Therapist Multiple Choice Exam (Registered Respiratory Therapist Level - RRT)	100.00%	100.00%	92.86%	90.91%	100.00%
Respiratory Therapist Clinical Simulation Exam	100.00%	100.00%	92.31%	91.67%	83.33%
Surgical Technologist National Certifying Exam	92.86%	100.00%	94.44%	100.00%	100.00%
College Total	90.06%	91.92%	88.06%	89.27%	91.04%

APPENDIX E: CAREER PROGRAM ACCREDITATION AGENCY

Post-Secondary

Program	Accrediting Body
Accounting (ACC) Management (MGT) Marketing (MKT)	Accreditation Council for Business Schools and Programs (ACBSP)
Architectural Engineering Technology (AET) Civil Engineering Technology (CET) Electronics Engineering Technology (EET)	Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC of ABET)
Automotive Technology (AUT)	National Automotive Technicians Education Foundation (NATEF)
Dental Hygiene & Expanded Duty Dental Assisting	Commission on Dental Accreditation (CODA) of the American Dental Association
Early Childhood Development (ECD)	National Association for the Education of Young Children (NAEYC)
Human Services Program (HUS)	Council on Standard for Human Services Education (CSHSE)
Medical Assisting (MED)	Commission on Accreditation of Allied Health Program (CAAHEP)
Medical Laboratory Technology (MLT)	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Machine Tool Technology (MTT)	National Institute for Metalworking Skills (NIMS)
Nuclear Medicine Technology (NMT)	Joint Review on Educational Programs in Nuclear Medicine Technology (JRCNMT)
Nursing - ADN/ PN/ Transition LPN	Accreditation Commission for Education in Nursing (ACEN)
Nursing Assisting	SC Department of Health and Human Services (SC DHHS)
Paralegal Studies (LEG)	American Bar Association (ABA)
Pharmacy Technician (PHM)	American Society of Health-System Pharmacists (ASHP) and Accreditation Council for Pharmacy Education (ACPE)
Physical Therapist Assistant (PTA)	Commission on Accreditation in Physical Therapy Education (CAPTE)
Radiologic Technology (RAD)	Joint Review Committee on Education of Radiologic Technologists (JRCERT)
Respiratory Care (RES)	Commission on Accreditation for Respiratory Care (CoARC)
Surgical Technology (SUR)	Accreditation Review Committee on Education in Surgical Technology and Surgical Assisting (ARC/STSA) (CAAHEP)

Appendix F

Midlands Area Comprehensive Local Needs Assessment Group Recommendations

NOTES:

- CTE Salary Formula adjustment at the state level to include recognition of years of work experience beyond teaching.
- Duplicated CTE and Core classes that could provide credit for students. For instance, Health Science 3 is Anatomy and Physiology. Digital Art and Design should count as an art class and CTE class.
- Enhanced promotion and marketing for CTE across the Midlands, districts, and state. A focus on recruitment, retention, and education.
- Include CTE and Work-Based Learning as a part of the counselor training programs in state colleges and universities.
- New CTE Administration needs mentorship and coaching. Most new CTE Administration is lacking background knowledge of CTE.
- Our group is concerned about the impact of the half-credit Personal Finance class on FTE in our districts. We are placing the burden on high schools and teachers that traditionally taught Economics and Government while the full credit Advanced Personal Finance is beginning to lose demand.
- Computer Programming - prerequisites required to complete pathways and experience upper level course work
- Entrepreneurship Discussion - increase opportunities for students to learn about how to run a small business.
- Family and Consumer Science needs to be rebranded to promote Life Skills and other necessary skills to be successful in the workplace and community in which they live.