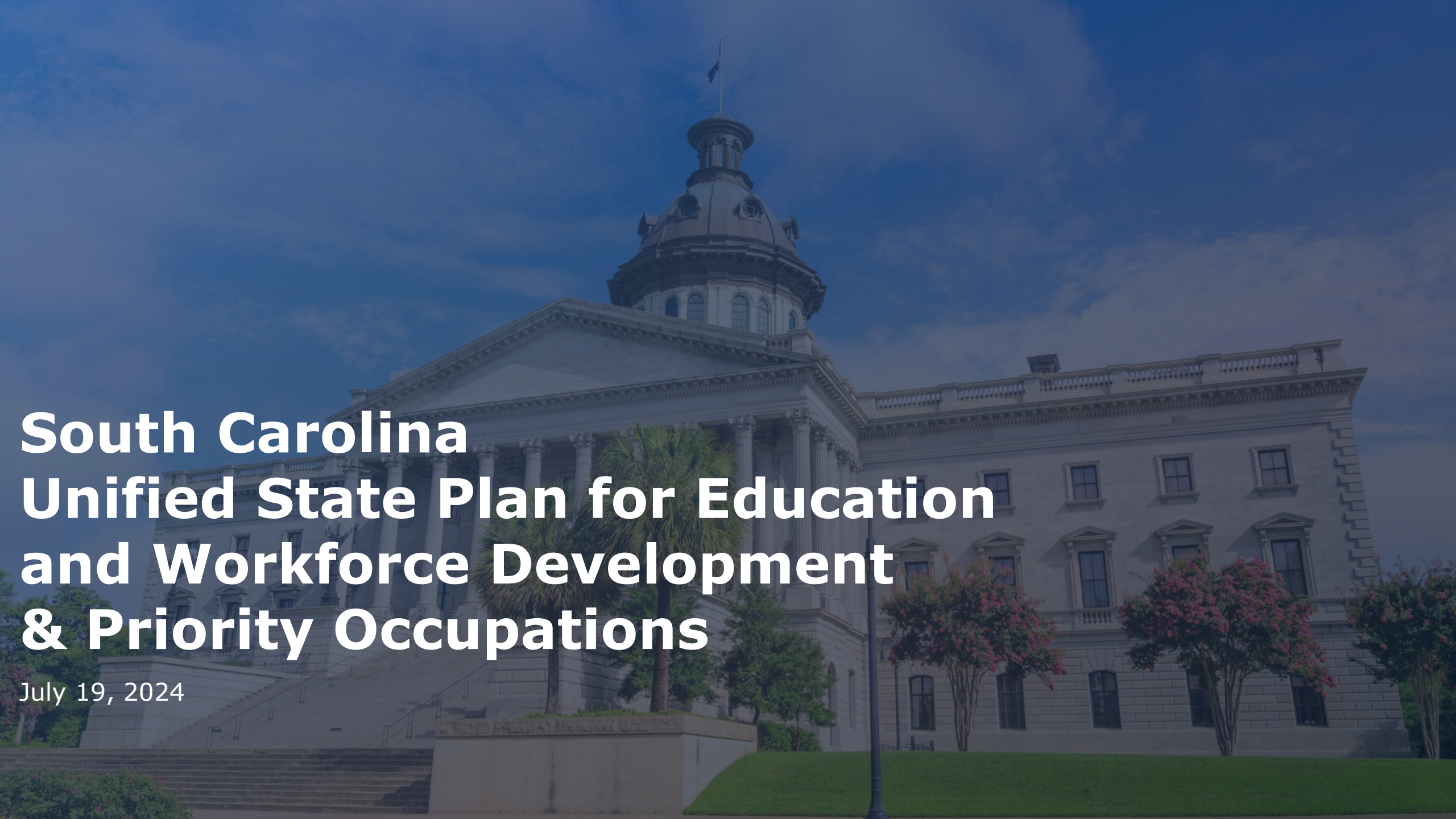


South Carolina Unified State Plan for Education and Workforce Development & Priority Occupations

July 19, 2024

Coordinating Council for Workforce Development

- May 2023, Statewide Education and Workforce Development Act expanded responsibilities and membership
- June 2024, CCWD approves Unified State Plan for Education and Workforce Development

SOUTH CAROLINA'S

STRATEGIC PLAN FOR EDUCATION AND WORKFORCE DEVELOPMENT

USP Project Milestones

Listen to Issues, Create Framework, & Obtain Feedback

July 2023

- Determine structure for USP
- Determine vision and mission
- Determine priorities, topics, and goals

August and September 2023

- Small groups refine goals and draft strategies; finalize draft strategies; begin drafting tactics
- Obtain feedback on goals and strategies

October and November 2023

- Continue obtaining feedback
- Small groups finalize tactics for each strategy
- Present feedback and edits to CCWD Exec

December 2023

- Present feedback and edits to CCWD Staff
- CCWD review USP (Dec. 14)

Determine Metrics & Obtain Feedback

January and February 2024

- Discuss potential metrics with CCWD staff
- Discuss potential metrics with industry associations
- Review and discuss metrics in Executive Committee Meeting (Feb. 15)
- Group calls for more in-depth discussion on metrics and to narrow list with CCWD staff and industry associations

March through May 2024

- Finalize metrics with CCWD member agencies and industry associations
- Discuss metrics with Governor's Office

June 2024

- Executive Committee, if ready, votes on USP and metrics in full council meeting (June 17)

Adopt, Implement, Review & Revise Annually

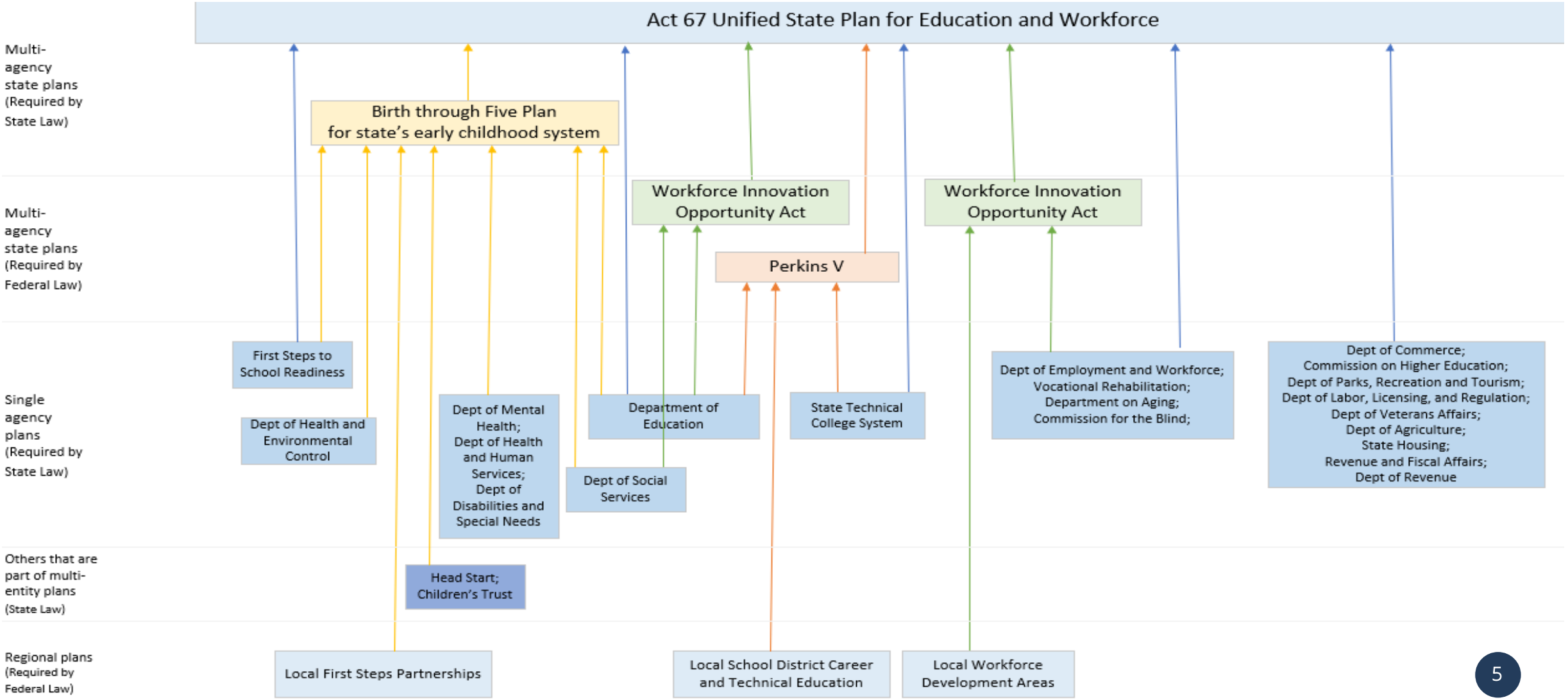
June 2024 through June 2025

- Implement USP (once adopted)
  - As appropriate, CCWD member entities align their individual strategic plans with USP (state agencies as part of their Accountability Report submission)
- Begin work to determine baseline for metrics

June 2025

- All metric baselines determined, and Executive Committee votes on target values for each
- Start routine of annually reviewing USP goals, strategies, and metric performance

How the USP Relates to Other State and Local Plans



Industry Involvement

Which industry associations and partners were engaged in the process?

United Way Association of South Carolina

South Carolina Independent Colleges & Universities

South Carolina Trucking Association

South Carolina Chamber of Commerce

SCRLA South Carolina Restaurant & Lodging Association

SCFutureMakers

The South Carolina Education Association

SCACE

TASC Supporting Mobile Infrastructure

Palmetto State Teachers Association

South Carolina CCR&R

Greenville Chamber

Mechanical Contractors Association of South Carolina

SCHA SC Hospital Association

South Carolina Retail Association

SCbio Life Sciences Industry

SC Council on Competitiveness

SCEDA South Carolina Economic Developers' Association

SCASA SC Association of School Administrators

South Carolina Manufacturers Alliance

ONESPARTANBURG INC. Business Economy Tourism

Together SC Allies for Good

South Carolina Power Team

Some of the industry associations apprised or intimately involved in the process

Plan and Metrics

Vision Achieve and sustain South Carolina's workforce potential.

Mission Through collaboration and coordination, align and enhance South Carolina's education and workforce system so that is readily accessible, highly effective, and easily understandable.

Awareness

Skills

Obstacles

Awareness

Topic #1

- Awareness of industry and occupations
- Time it takes employers and individuals to obtain information they need

Goal:

Increase understanding about the top industries in S.C., diverse array of occupations within them, and services available to assist employers and individuals prosper.

Strategies:

1. Increase the understanding about top industries in S.C. and pathways to the diverse array of occupations within them for students at all levels and their guardians, as well as those not in the labor force or underemployed.

2. Increase S.C. employers' understanding of services available to assist them in hiring/retaining South Carolinians.

3. Decrease the number of contacts a S.C. employer must make within state government to address issues related to education and workforce.

Awareness

Awareness of Occupations Metrics

Percent of households aware of the opportunities in top career clusters in the state.

Percent of households with a favorable opinion about working in one or more of those clusters.

Source of Data: Requires entering contract with Third Party Market Research Firm to conduct surveys following Department of Parks, Recreation, and Tourism model. Budget approval for this contract will be voted on by CCWD Exec.

Awareness of Services Metrics

Percent of employers aware of the resources on the state's central education and workforce portal.

Percent of employers who would recommend fellow employers use the portal.

Source of Data: Requires entering contract with Third Party Market Research Firm to conduct surveys following Department of Parks, Recreation, and Tourism model. Budget approval for this contract will be voted on by CCWD Exec.

Skills

Topic #2

- Real world experience
- High value credentials and skills employers need

Goal:

Increase skills and experiences, of South Carolinians at all ages, to ensure they can progress through the career path of their choice.

Strategies:

1. Increase participation in work-based learning experiences for students at all levels and adults reentering the workforce.

2. Increase the percentage of the S.C. labor force holding a high value credential.

3. Increase the percentage of individuals who, after attaining a credential in S.C., are employed in S.C., participating in a year of service in S.C., or enrolled in additional education.

Skills

High School Education

Academic & Real World Experience Metric

Percent of public high school students qualifying as college and/or career ready, which includes work-based learning.

Source of Data: SCDE

Notes:

- We will also seek to report information on the number of work-based learning opportunities offered by S.C. companies.

Desired Results Metric (Employment, Service, or Education)

Percent of individuals who during the second quarter after receiving a high school diploma are in one of the following:

a) **Full-time employment**
b) **Year of service, or**
c) **Higher education**

Source of Data: SCDE, CHE, National Student Clearinghouse, AmeriCorps, DEW

Note: Military enlistment is another desired result but is not included because the U.S. Department of Defense does not provide information on the number of individuals that enlist.

Skills

Higher Education or Year of Service

Academic Metric (High Value Credentials)

Percent of higher education credentials issued in S.C. that are a high value credential as defined by the CCWD.*

*See later in slide deck for high value credential definition.

Source of Data: CHE

Note: Higher education credentials include non-degree certificates through doctorate degrees.

Real World Experience Metric (Work-Based Learning)

Percent of individuals in higher education programs completing a curricular or co-curricular internship, externship, volunteer/service-learning experience, cooperative education (co-op), apprenticeship, or applied research.

Source of Data: CHE and individual higher education institutions

Notes: We will also seek to report information on the number of work-based learning opportunities offered by S.C. companies.

Desired Result Metric (Employment)

Percent of individuals who during the second quarter after receiving in S.C. their last consecutive high value credential, as defined by CCWD, or completing a year of service in SC., are in the following:

a) Full-time employment

Source of Data: CHE, National Student Clearinghouse, AmeriCorps, DEW

Notes: We will also seek to report information on the percent of individuals hired by S.C. companies that obtained high value credentials from programs in S.C. Year of service means a paid, full-time term of civilian national service through AmeriCorps.

Obstacles

Topic #3

- Childcare
- Transportation
- Housing

Goal:

Increase options overcome barriers South Carolinians face when attempting to access education and enter the workforce.

Strategies:

1. Increase the number of available and affordable childcare options for guardians entering the workforce or obtaining education.

2. Increase the number of eligible workers living within a close proximity drive, or bus/bike ride, of the largest employment center in each county.

3. Increase the number of transit options for individuals without vehicles to get to work.

Obstacles

Childcare Metrics

Early care and education capacity* for children (under the age of 5) birth to kindergarten, in licensed childcare and public Pre-K.

Number of childcare facilities, including at home, in S.C.

Source of Data: Division of Early Care & Education; S.C. Endeavors

*Note: Capacity is defined as the number of staffed childcare slots available.

Transportation Metric

Number of vanpool transportation options across the state, with a certain percent of ridership being work related.

Source of Data: SC Transportation Association

Summary of Metrics

Awareness

Services

1. Percentage of employers aware of the resources on the state's central education and workforce portal and percentage of employers who would recommend fellow employers use the portal

Occupations

2. Percentage of households aware of the opportunities in top career clusters in the state and percentage of households with a favorable opinion about working in one or more of those clusters.

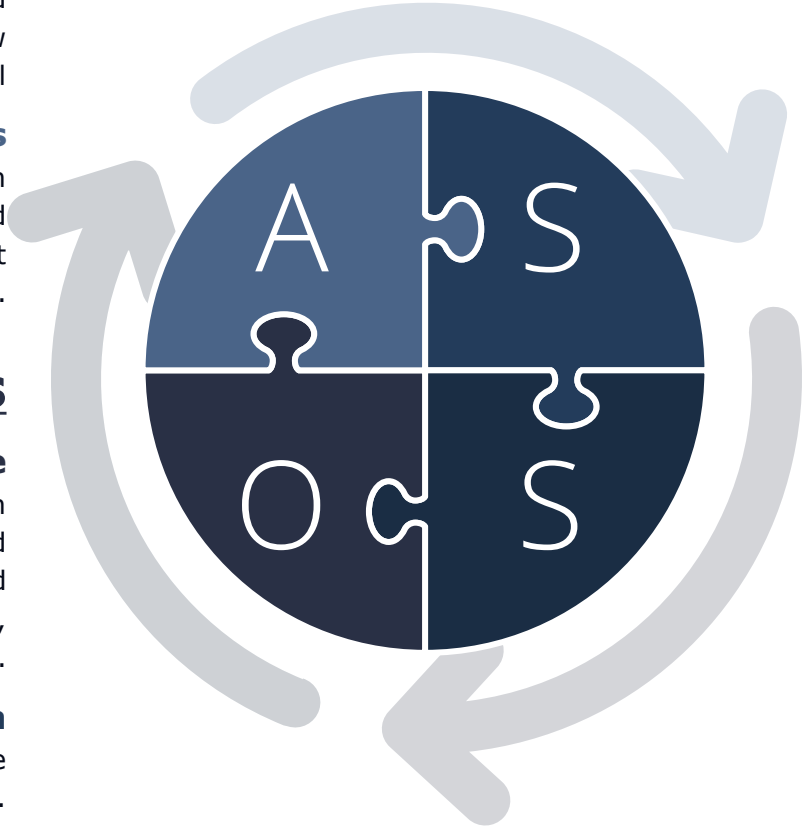
Obstacles

Childcare

8. Early Care & Education (ECE) capacity* for children (under the age of 5) birth to kindergarten, in licensed childcare and public Pre-K and number of childcare facilities, including at home, in S.C.

Transportation

9. Number of vanpool transportation options across the state, with a certain percent of ridership being work related.



Skills

Secondary Education

3. Percent of public high school students qualifying as college and/or career ready, which includes work-based learning.

4. Percent of individuals who during the second quarter after receiving a high school diploma are in one of the following:
a) Full-time employment;
b) Higher education, or
c) Year of service.

Skills

Higher Education and Service

5. Percent of higher education credentials issued in S.C. that are a high value credential as defined by the CCWD.

6. Percent of individuals in higher education completing a curricular or co-curricular internship, externship, volunteer/service-learning experience, co-op, apprenticeship, or applied research.

7. Percent of individuals who during the second quarter after receiving in S.C. their last consecutive high value credential, as defined by CCWD, or completing a year of service in SC., are in the following:
a) Full-time employment

High Value Credentials

Related USP Metric

Percent of higher education credentials issued in S.C. that are a **high value credential** as defined by the CCWD.

Definitions

Higher Education Credentials =
Non-degree certificates through doctorate degrees

High Value Credentials =
Credentials that lead to the 62 priority occupations, as defined by the CCWD, that typically require some type of postsecondary credential

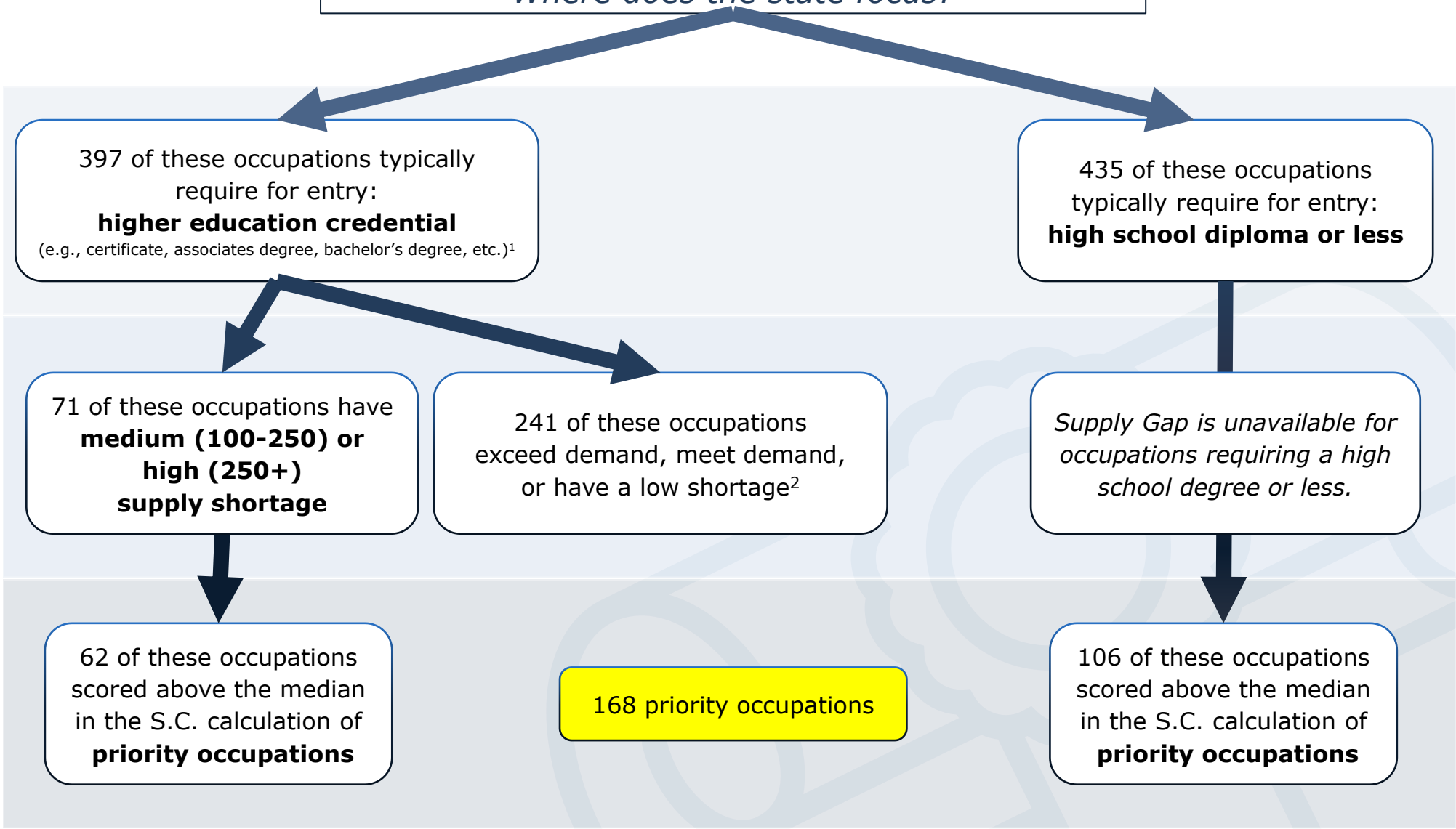
800+ occupations in South Carolina

Where does the state focus?

Step A
Separate by typical education required for entry into occupation

Step B
Separate based on Supply Gap Analysis

Step C
Separate based on SC Priority Occupation Calculation



[1] Supply Gap Analysis includes 312 occupations. The other 85 were either (a) collapsed together, such as postsecondary teacher history and postsecondary teacher English were collapsed into postsecondary teacher; or (b) dropped because they required 5+ years experience, etc. [2] 50 meet or exceed demand; 190 have shortage of less than 100

S.C. Priority Occupation Calculation

Step 1: For all S.C. occupations, obtain the number for each variable		**Step 2:** Objectively rank occupations from highest to lowest, then assign a percentile	**Step 3:** Multiply the percentile in Step Two by a subjective weight	**Step 4:** Obtain raw score for each variable	**Step 5:** Add together the raw scores for each variable to determine if it is above the median score of 50
Current Demand	Number of online job ads in S.C. for the prior calendar year	Example: Highest number of current job openings in S.C. is 99.9 percentile	40%		Any score above 50 = Priority Occupation
Future Growth	Projected number of future openings in S.C. over next ten years divided by current number employed in S.C.	Example: Highest number of future openings in S.C. is 99.9 percentile	20%		(96 occupations scored 75-100) (291 occupations scored 50-75) (347 occupations scored 25-50) (106 occupations scored 0-25)
Viability	Mean annual wage in S.C. for the occupation	Example: Highest wage in S.C. is 99.9 percentile	20%		*Note: Occupations typically requiring a higher education credential for entry must have a medium (100-250) or high (250+) supply gap shortage and score above 50 to be considered a priority occupation
Retention	Annual turnover in S.C. for each occupation as percent of total employment in S.C. for that occupation	Example: Lowest turnover in S.C. is 99.9 percentile	20%		

Priority Occupations

Health Science Example

Registered Nurses

	Step 1	Percentile	x Weight	= Raw Score	Total Score
		Step 2	Step 3	Step 4	Step 5
Current Demand	24,614 job postings	99.9%	40%	39.95	**Do scores in Step 4 total 50 or more?** **Yes** (84.78) **So, this is a Priority Occupation**
Future Growth	9.95%	53.21%	20%	10.64	
Viability	$78,700 mean wage	78.4%	20%	15.69	
Retention	5.58% turnover	92.5%	20%	18.50	

High Value Credentials

Manufacturing Example

Production Workers, All Other	Step 1	Percentile Step 2	x Weight Step 3	= Raw Score Step 4	Total Score Step 5
Current Demand	3,589 job postings	96.5%	40%	38.95	**Do scores in Step 4 total 50 or more?** **Yes** (55.10) **So, this is a Priority Occupation**
Future Growth	7.39%	34.4%	20%	6.88	
Viability	$38,700 mean wage	19.0%	20%	3.81	
Retention	11.09% turnover	29.0%	20%	5.81	

High Value Credentials

Education and Training Example

Elementary School Teachers, Except Special Education	Step 1	Step 2 (Percentile)	Step 3 (x Weight)	Step 4 (= Raw Score)	Step 5 (Total Score)
Current Demand	2,784 job postings	94.2%	40%	37.69	**Do scores in Step 4 total 50 or more?** **Yes** (70.56) **So, this is a Priority Occupation**
Future Growth	5.21%	25.48%	20%	5.10	
Viability	$57,000 mean wage	56.4%	20%	11.28	
Retention	6.82% turnover	82.5%	20%	16.50	

High Value Credentials

STEM Example

Aerospace Engineering and Operations Technologists and Technicians	Step 1	Step 2	Step 3	Step 4	Step 5
		Percentile	x Weight	= Raw Score	Total Score
Current Demand	82 job postings	50.5%	40%	39.90	**Do scores in Step 4 total 50 or more?** **Yes** (61.14) **So, this is a Priority Occupation**
Future Growth	18.80%	91.8%	20%	18.36	
Viability	$59,300 mean wage	58.9%	20%	7.84	
Retention	9.02% turnover	54.0%	20%	8.74	

800+ occupations in South Carolina

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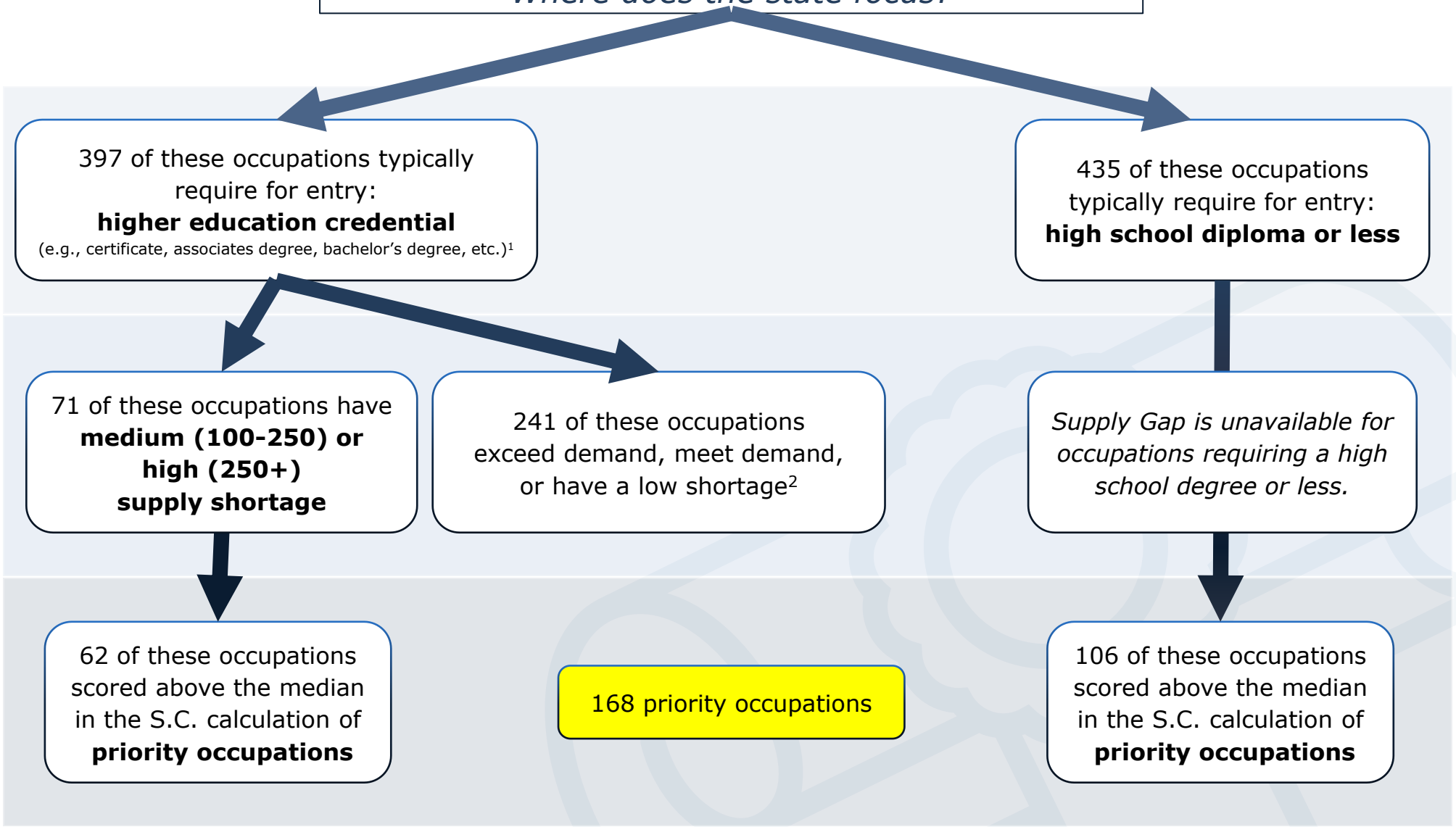

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Priority Occupations

Number of Priority Occupations

(by career cluster[1] and education typically required to enter the occupation)

Career Cluster	Occupation typically requires the following for entry: High School diploma or less	Higher Education Credential
Agriculture, Food & Natural Resources	2	0
Architecture & Construction	20	4
Arts, Audio/Video Technology & Communications	3	1
Business Management & Administration	7	5
Education & Training	1	5
Finance	3	6
Government & Public Administration	2	1
Health Science	6	18
Hospitality & Tourism	11	0
Human Services	4	4
Information Technology	0	7
Law, Public Safety, Corrections & Security	9	3
Manufacturing	15	0
Marketing	9	2
Science, Technology, Engineering & Mathematics	0	3
Transportation, Distribution & Logistics	11	3

[1] The 16 career clusters are utilized by the S.C. Department of Education in K-12 schools. The clusters originate from the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) and National Association for State Directors of Career Technical Education Consortium (NASDCTEc).

High Value Credentials

Related USP Metric

Percent of higher education credentials issued in S.C. that are a **high value credential** as defined by the CCWD.

Definitions

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Non-degree certificates through doctorate degrees

High Value Credentials =
Credentials that lead to the 62 priority occupations, as defined by the CCWD, that typically require some type of postsecondary credential

How else can priority occupations be utilized?

- Local school districts could utilize as part of determining certificates to offer
- Higher education could utilize when determining new programs

Who else is using priority occupations?

- Georgia enacted H.B.982 this year requiring the State Workforce Development Board work with the Office of Workforce Development to create a similar type list that all state agencies and political subdivisions, including local school systems, utilize.

What is next?

Alignment

Entities begin aligning strategic plans to USP

- As appropriate, CCWD member entities begin aligning their individual strategic plans with USP (state agencies as part of their Accountability Report submission)
- Local areas and associations are encouraged to align as well.

Data

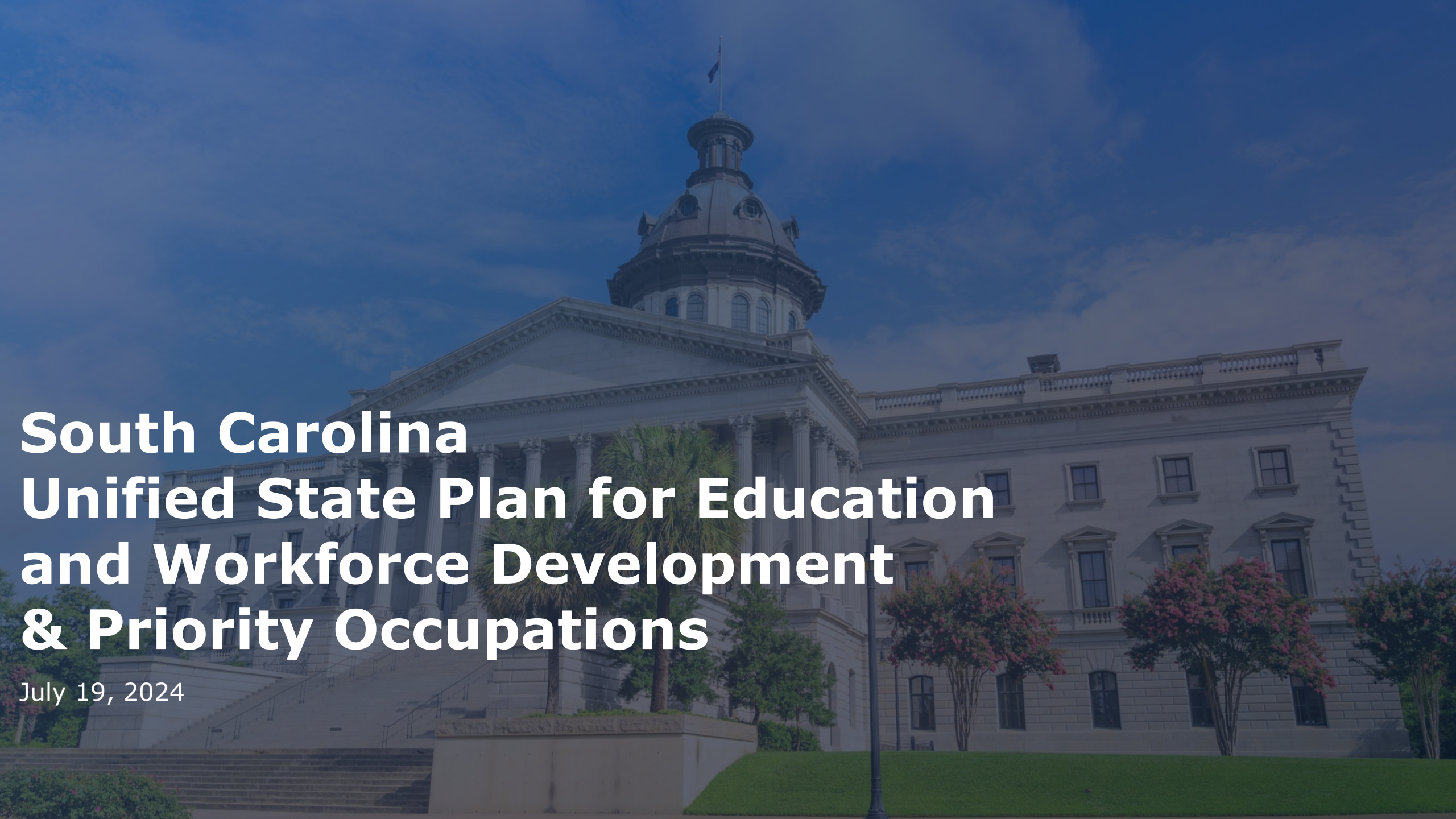
Baseline Committee begins work

- Determine and implement best options for obtaining consistent data for metrics
- Determine and analyze metric baselines to create recommended target values

Pathways

Creation of career pathways starts with priority occupations

- Career pathways tool will be included in central education and workforce portal



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