SOUTH CAROLINA'S
Coordinating Council for Workforce Development Annual Report
2024

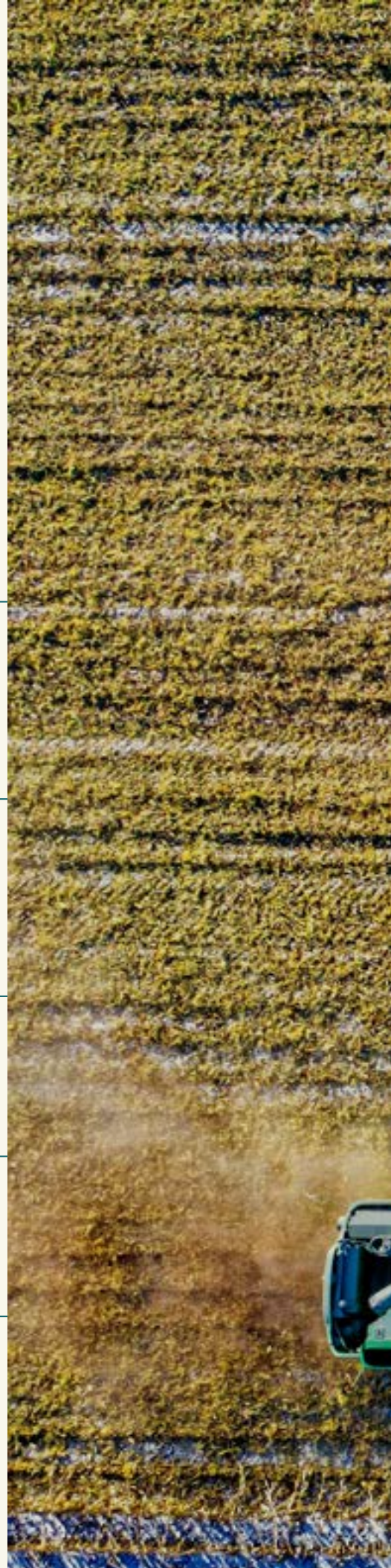FIND YOUR
FUTURE
SOUTH CAROLINA

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Letter From The Chair

Letter from the Chair

Looking back on my first full year as Chair of the Coordinating Council for Workforce Development (CCWD), I remember the many first steps, all done with the understanding that no single person or agency can accomplish the work in front of us alone.

This year, to supplement ongoing discussions with multiple workforce partners, the CCWD heard directly from employers in manufacturing and healthcare about their needs and unique future challenges. This in-person exchange with industry generated productive discussion and informed agency leadership from the South Carolina Department of Agriculture to the South Carolina Department of Veterans' Affairs on how to better serve their constituents in an ever-changing world.

The Coordinating Council also heard from SC Nexus about the tremendous opportunity grid resiliency technology can provide to drive South Carolina's future. The CCWD provides a unique opportunity for employers and innovative initiatives to connect with leadership from all our members and to generate ideas and partnerships.

The collaborative spirit and actions of our public servants and private sector partners drove the creation of a first-of-its-kind Unified State Plan for Education and Workforce Development. This innovative plan provides a common direction and set of goals to further improve communication and deliver a more effective, efficient, and understandable workforce system.

The Education and Workforce Portal, a major component of the Statewide Education and Workforce Development Act, looks to launch its first phase as the interim hub in 2025. This tool will serve to connect our employers and citizens more quickly to the multitude of resources and providers within the workforce system.

The Coordinating Council membership staff have contributed to committees, projects, and resource development while maintaining their full-time position within their organizations. Their commitment to our state shows why South Carolina's success is not by accident but a direct result of the hardworking and skilled workforce residing within our borders.

The journey of the Coordinating Council has only just begun, and the collaboration and commitment shown by all involved leaves me confident South Carolina will be ready to face any workforce challenge.

WILLIAM H. FLOYD, III
Chair, Coordinating Council for Workforce Development
Executive Director, South Carolina Department of Employment and Workforce

Roles and Responsibilities

History

The South Carolina Coordinating Council for Workforce Development was formed in response to a general need for improved coordination of efforts in workforce development. A brief history of its membership is below with additional details in the appendices.

In 2016, the Coordinating Council was established by the General Assembly in Act 252 to "engage in discussions, collaboration and information sharing concerning the state's ability to prepare and train workers to meet current and future workforce needs."

Act 194 of 2022 merged the Coordinating Council with the Education and Economic Development Coordinating Council, adding responsibilities to the Coordinating Council that include oversight of the Education and Economic Development Act.

With the signature of Governor Henry McMaster, Act 67 of 2023, "The Statewide Education and Workforce Development Act," ushered in a new era in South Carolina workforce development. Sponsors Speaker Murrell Smith and members of the House Ad Hoc Committee on Economic Development and Utility Modernization wrote the act to address workforce systematically and improve the experience of businesses and individuals alike.

As stated in S.C. Code Section 41-30-110, the new laws seek to "coordinate, align, and enhance all publicly funded workforce development services and centralize oversight of the entities that provide these services to enhance accountability, enhance transparency, and promote a customer-centric workforce system." The goal is to produce a workforce system that is "easy to access, highly effective, and simple to understand".

A substantial number of changes to the composition of the Coordinating Council, as well as the mandated work and structure of the membership came through the Statewide Education and Workforce Development Act – Act 67 of 2023.

Coordinating Council for Workforce Development Chair and Vice Chair

Coordinating Council for Workforce Development Chair

The Coordinating Council is chaired by the Executive Director of the Department of Employment and Workforce. The Chair, and their duties, are outlined in statute.

Duties include, but are not limited to the following:

- Monitor and audit the implementation of S.C. Code Section 41-30-110, et. seq.;
- Review accountability and performance measures;
- Annually report to the Governor and the General Assembly by December first of each fiscal year, on the following:
- actions taken by the CCWD during the previous fiscal year;
- engagement of the CCWD members to include attendance, participation, and compliance with the Unified State Plan (USP), and;
- any recommendations for legislation.

WILLIAM H. FLOYD, III

Executive Director,
Department of Employment and Workforce

Began service: Oct. 1, 2023
Term is contemporaneous with their respective
state appointments or elected term, as applicable.

Lead staff: Nina Staggers

Coordinating Council for Workforce Development Vice Chair

Each June the Executive Committee will vote on the Executive Committee member who will serve the one-year term as Vice Chair.

The Vice Chair's duties include, but are not limited to, the following:

• Preside at CCWD meetings in the absence of the Chair, and In case of illness or an emergency, may perform some duties of the chair.

DR. TIM HARDEE

President,
State Technical College System

Began service: Oct. 1, 2023
Term is contemporaneous with their respective
state appointments or elected term, as applicable.

Lead staff: Karmen Smith

Office of the Statewide Workforce Development Director

The Office of Statewide Workforce Development (OSWD) Director is appointed by the Governor with the advice and consent of the Senate. The process for selection of the OSWD Director and their duties are outlined in the statute. The OSWD Director will perform their duties under the direction of the CCWD Chair.[4] As of the publication of this report, this position has not yet been filled.

The OSWD Director's duties include, but are not limited to, the following:

· Oversee and ensure implementation of Coordinating Council for Workforce Development responsibilities;
· Efficiently marshal public resources to optimally align, consolidate, streamline, and coordinate publicly funded workforce development efforts in SC;
· Provide centralized oversight of all publicly funded workforce development services in SC provided by state and local government agencies, nonprofit groups, and quasigovernmental groups that are appropriated state funds or are authorized to expend federal funds related to workforce development;
· Provide oversight of Regional Workforce Advisors;
· Monitor compliance of each state and local government agency, nonprofit group, and quasi-governmental group that is appropriated state funds or is authorized to expend federal funds related to workforce development and, when necessary, direct those entities to take any action necessary to comply with the responsibilities set forth in the Unified State Plan, and;
· Perform such other duties as may be assigned from time to time by the CCWD Chair.

Executive Committee

There are eight members serving on the CCWD Executive Committee. These members and their duties are outlined in statute.

The duties of the Executive Committee include, but are not limited to, the following:
- Reviewing and voting on recommendations made by the CCWD or Director of OSWD;
- Reviewing and approving any actions proposed to be undertaken by the CCWD including adoption or modification of the USP or any provision of the USP; and
- Recommending the appropriate actions necessary to accomplish the folowing:
  - Eliminate duplicative programs and workforce activities that do not further the USP,
  - Improve programs not meeting stated performance targets, and,
  - When necessary and to the extent not prohibited by law, recommend that entities discontinue programs that repeatedly do not meet targets or may no longer be needed.

Their term of office is outlined in the CCWD bylaws. Membership, term of office, and participation for Executive Committee members not previously shown (i.e., Chair, Vice Chair, and Director of the Office of Statewide Workforce Development), are on the next page.

Executive Committee

HARRY M. LIGHTSEY III

Secretary,
Department of Commerce
Began Service: Oct. 1, 2023
Lead staff: Amy Thomson

SHANE MASSEY

Senator,
SC Senate
Began Service: Oct. 1, 2023
Lead staff: Sam Orr

L. JEFFREY PEREZ

President and Executive Director,
Commission on Higher Education
Began Service: Sep. 1, 2024
Lead staff: Corey Gheesling

ELLEN WEAVER

State Superintendent of Education
Began Service: Oct. 1, 2023
Lead staff: Ian Headley

JAY WEST

Former Member,
SC House of Representatives
Began Service: Oct. 1, 2023
Lead staff: Erica Starnes

Full Council

The full council includes 38 members from industry as well as education and workforce development agencies. Council duties include the following:

- Making recommendations to the General Assembly as needed to implement the provisions of the South Carolina Education and Workforce Act (Act 67 of 2023).
- Regularly meeting with industry associations to gain an understanding of their workforce needs and ideas;
- Facilitating and coordinating the development of the Unified State Plan (USP);
- Using data and analysis to create measurable, time-sensitive metrics for the USP in which all workforce pipeline stakeholders including, but not limited to, education and workforce councils, and partner representatives, participate. These measurable, time-sensitive metrics include, but are not limited, to:
  - Ten-year labor participation rate target; and
  - Ten-year target for the number of South Carolinians who possess a high-quality credential or post-secondary degree;
- Creating an education and worforce dashboard or thoer application to enable the public to monitor and track progress of the USP; and
- Annually review the USP and update as needed.

These members and their duties, and the ability of the Executive Committee to add other agencies or entities at any time, are outlined in statute. The applicable terms of office for non-Executive Committee members are outlined in CCWD bylaws.

Education

DR. DAVID COLE

President,
Medical University of South Carolina
Began Service: Oct. 1, 2023
Lead staff: Dawn Hartsell

DR. GALEN DEHAY

President,
Tri-County Technical College
Began Service: Oct. 1, 2023
Lead staff: Dan Cooper

DR. HARRISON GOODWIN

Superintendent,
Kershaw County School District
Began Service: Oct. 1, 2023

ANN VANDERVLIET

Director,
South Carolina First Steps
Began Service: Dec. 1, 2024
Lead staff: Karen Oliver

DAVID VAUGHAN

Member,
SC House of Representatives
Began Service: Oct. 1, 2023

DANA YOW

Executive Director,
Education Oversight Committee
Began Service: Oct. 1, 2023
Lead staff: Dr. Rainey Knights

REX RICE

Senator,
SC Senate
Began Service: Oct. 1, 2023

HOLLIE HARRELL

Director,
Anderson 1 & 2 Career and Technology Center
Began Service: Oct. 1, 2023

ANNA DUVALL

Student Transition Services Team Lead,
Department of Education
Began Service: Oct. 1, 2023

DR. RICHARD COSENTINO

President,
Lander University
Began Service: Oct. 1, 2023
Lead staff: Adam Taylor

Workforce, Industry, and Other Appointees

DUANE PARRISH

Executive Director,
Department of Parks, Recreation, and Tourism
Began Service: Oct. 1, 2023
Lead staff: Justin Hancock

BOB QUINN

Executive Director,
SC Research Authority
Began Service: Oct. 1, 2023
Lead staff: Laura Terry

FRANK RAINWATER

Executive Director,
Revenue and Fiscal Affairs
Began Service: Oct. 1, 2023
Lead staff: Chris Finney

HUGH E. WEATHERS

Commissioner,
Department of Agriculture
Began Service: Oct. 1, 2023
Lead staff: Aaron Wood

THOMAS FREELAND

Chair,
State Workforce Development Board
Began Service: Oct. 1, 2023

EMILY FARR

Executive Director,
Labor, Licensing, and Regulation
Began Service: Oct. 1, 2023
Lead staff: Holly Beeson

ANDY CARR

President/CEO,
Manufacturing Extension Partnership
Began Service: Oct. 1, 2023

BRAD HUTTO

Senator,
SC Senate
Began Service: Oct. 1, 2023
Lead staff: Alisa Painter

RICHARD HUTTO

Executive Director,
Housing, Finance, and Development Authority
Began Service: Oct. 1, 2023
Lead staff: Lee Ann Watson

CRAIG JACOBS

Chair,
Upstate Workforce Development Board
Began Service: Oct. 1, 2023

FELICIA JOHNSON

Commissioner,
Vocational Rehabilitation Department
Began Service: Oct. 1, 2023
Lead staff: Audrey Brown

TODD MCCAFFREY

Secretary,
Department of Veterans Affairs
Began Service: Oct. 1, 2023
Lead staff: David Rozelle

CEZAR MCKNIGHT

Former Member,
SC House of Representatives
Began Service: Oct. 1, 2023

MICHAEL MORRIS

Head of Site Human Resources,
ZF Transmissions
Began Service: Oct. 1, 2023

W. HARTLEY POWELL

Executive Director,
Department of Revenue
Began Service: Oct. 1, 2023
Lead staff: Jonte Coldough

Coordinating Council for Workforce Development Staff

The Statewide Education and Workforce Development Act states that agencies on the Coordinating Council shall provide staff for the Coordinating Council. The Coordinating Council for Workforce Development Executive Director identified three primary staff members to organize and facilitate the work of staff across the Coordinating Council agencies. Their offices are located at the Department of Employment and Workforce.

In addition, agencies on the Coordinating Council provide lead staff liaisons and other staff to complete the work for which the Coordinating Council is responsible.

Each member organization is asked to select a lead staff member to attend staff meetings on behalf of the leadership of their organization. These staff leads serve as the intermediary for all conversations about the work of the Coordinating Council and allow organizations to remain actively involved without adding undue work to leadership. This commitment to the process allows leadership to remain abreast of all work and shows the organization's commitment to workforce development in South Carolina. The lead staff selected by member organizations are included below the photo of the member on the previous pages.

CHARLES L. APPLEBY IV

Senior Advisor

ROBERT DAVIS

Senior Analyst

JENNIFER JUDY

Administrative Coordinator

Council and System Actions

Projects Overview

Included within the Statewide Education and Workforce Development Act are numerous projects and actions to be undertaken by the Coordinating Council to improve the workforce system. These projects provide a mechanism to marshal workforce development resources and services to meet the immediate and future needs of specialized industry workforce demands and economic development commitments of this state. Table 1 includes a brief sample of these projects and actions.

During its August 15, 2023 meeting, the Coordinating Council for Workforce Development voted to prioritize the creation of the following:

· Unified State Plan
· Inventory of education and workforce programs
· Education and Workforce Online Portal (multi-year phases)

An update on each of these projects can be reviewed on the following page.

1 Develop, and annually update, a Unified State Plan that includes measurable, time-sensitive metrics.

2 Develop and implement a method for conducting an ongoing inventory of education and workforce programs.

3 Create and maintain an education and workforce online portal with information, including, but not limited to:

3 a Career pathways tool, educational program alignment toolkit, real-time labor market information, process and program mapping, workforce dictionary, supply gap analysis (annually), and an SC benefits calculator.

4 Implement studies, recommendations, and tools to address labor force participation barriers related to the following:

4 a Government assistance ("cliff effect'), childcare, and transportation.

5 Develop a model for measuring return on investment for education and workforce programs.

6 Assure components of the Education and Economic Development Act are implemented.

7 Supervise Regional Workforce Advisors.

8 Work with South Carolina Department of Veterans' Affairs on procedures that connect active-duty military spouses, family members, veterans, and military retirees to job opportunities and career support.

Unified State Plan and Performance

The Unified State Plan (USP) provides a systemwide approach for statewide education and workforce development to streamline and unify efforts of entities involved throughout the state. It is the state's comprehensive strategic plan for education and workforce development.

As required in the Statewide Education and Workforce Development Act, the USP aims to reinforce the work currently performed by different state-funded activities. It seeks to meet the needs of South Carolina employers and families by aligning and enhancing education and workforce strategies. While there are plans at individual agency or organization level and some plans required by federal law that involve a few different agencies, a plan involving over ten different agencies across education and workforce has never existed in South Carolina.

The Statewide Education and Workforce Development Act provides guidelines on what should be within the USP but does not limit the extent of the plan. The specific guidelines are in South Carolina Code Section 41-30-540, which is included in Appendix B.

Completion and Approval

Following the start of the new 2024 year, the process to develop the first-ever USP continued. Using the same "sprint" model of three to six weekly meetings focusing on one key step in the USP process at a time.

With the Vision, Mission, Goals and Strategies all accepted as reasonable and within the focus of the Coordinating Council by the participating staff, the focus turned to development of the metrics.

As was done previously, small focus groups were developed and comprised of experts for each topic and further segmented if the metric was focused on specific subgroups, such as childcare, secondary education, or postsecondary education.

These subgroups allowed for more in-depth conversation about individual metrics while efficiently prioritizing the time required by participating staff.

The intent of each meeting was creating metrics that were measurable, reasonable, and achievable. During this process, the realization that most of the metrics do not and have never had a measured baseline came into view.

Additional work would be required to develop these baseline measurements as well as institute processes for consistent measurement going forward.

Upon completion of the sprints, all the participating staff were brought together to present the draft metrics. After the staff's final review, the metrics and the USP as a whole were presented to outside industry associations, colleges/universities, economic development and other shareholders.

Table 1 includes the current individuals and groups included on industry association calls whose input was sought throughout the process during regular industry association calls and individual calls. The Coordinating Council believes industry associations and other partners are vital in the education and workforce development work.

SC Manufacturers Alliance & SC Future Makers	Home Builders Association of SC	SC Chamber of Commerce	Municipal Association of SC	SC Council on Competitiveness
SC Association of Counties	SC Trucking Association	SC School Boards Association	SC Hospital Association	Palmetto State Teachers Association
SC Medical Association	SC Education Association	SC Nurses Association	Public Charter School Alliance of SC	SC Health Care Association
SC Automobile Dealers Association	SC Restaurant and Lodging Association	SC Bankers Association	SC Retail Association	SC Independent Colleges and Universities
SC Economic Developers Association	SC Association of School Administrators	United Way of SC	SC Association of Colleges and Employers	SCbio
Transportation Association of SC	Forestry Association of SC	SC Child Care Resource and Referral	Greenville Chamber of Commerce	Charleston Metro Chamber of Commerce
Mechanical Contractors Association of SC	Together SC	SC Power Team	OneSpartanburg, Inc	

TABLE 1
Example organizations apprised or intimately involved in the creation of the USP.

Hard work and focused efforts by Coordinating Council members and external feedback and support culminated in the first-ever comprehensive Unified State Plan for Education and Workforce Development, which was presented to the Coordinating Council for Workforce Development on June 17, 2024, and received approval from the Executive Committee. With the USP accepted by the Coordinating Council, the Metrics Baseline Committee was created to verify and create baselines for all metrics accepted by the Coordinating Council. The Metrics Baseline Committee is expected to run for the next year through June 2025 to develop baselines for the metrics and steps that should be taken to affect those baselines.

Awareness

GOALS

Increase understanding about the top industries in South Carolina, its diverse array of occupations, and all available services that help employers and individuals prosper.

STRATEGIES

1 | Increase the understanding about top industries in South Carolina 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 South Carolina employers' understanding of services available to assist them in hiring/retaining South Carolinians.

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

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 it is readily accessible, highly effective, and easily understandable.

Skills

GOALS

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-base learning experiences for students and adults reentering the workforce.

2 Increase the percentage of the South Carolina labor force holding a high value credential.

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

Obstacles

GOALS

Increase options to 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.

Awareness

OCCUPATIONS

Percent of households that are 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.

SERVICES

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.

Skills:
Secondary Education

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

Percent of individuals who, during the second quarter after receiving a high school diploma, have moved onto:

- Full-time employment
- Higher education
- Year of service

Skills:
Higher Education & Service

Percent of higher education credentials issued in South Carolina that are a high-value credential as defined by the CCWD.

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

Percent of students who, during the second quarter after having received their last in-state consecutive high-value credential or having completed a year of in-state service, have full-time employment.

Obstacles

CHILDCARE

Early care and education capacity (staffed childcare spots available) for children under the age of 5, from birth to kindergarten, in licensed childcare and public prekindergarten facilities.

- Number of childcare facilities, including at home, in South Carolina.

TRANSPORTATION

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

Awareness

ISSUES

- Unawareness of vast and diverse job opportunities throughout the state.
- Need to simplify participation in programs for businesses that are short on time.
- Outdated stigmas about, and lack of community trust with, certain industries.
- Need to broaden the concept of "college" to include all postsecondary options.

GOAL

Increase the general understanding of the top industries in South Carolina and their diverse occupations, and make workforce development services more accessible to employers and jobseekers alike in order to help them prosper.

STRATEGIES

1 Increase the understanding of top industries in South Carolina and career pathways for diverse occupations available to all students and their guardians, as well as individuals not in the labor force or underemployed.

2 Increase South Carolina employers' understanding of workforce development services available to assist them in hiring and retaining employees.

3 Reduce the number of points of contact an employer must engage with within state government to address education and workforce issues so the process is streamlined, quick, and efficient.

Example Projects

- Central menu of services
- The Education and Workforce Portal
- Longitudinal data system

Awareness Metrics

AWARENESS OF OCCUPATIONS

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

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

AWARENESS OF SERVICES

% 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.

Example Data Source

A third-party market research firm contracted by the CCWD will conduct surveys following the Department of Parks, Recreation, and Tourism model.

CASE STUDY

South Carolina Market Research

In its efforts to promote South Carolina as a leisure travel destination to consumers, the South Carolina Department of Parks, Recreation and Tourism utilizes marketing research to inform its marketing strategy and measure the effectiveness of its strategy and tactics.

This marketing research includes pre- and post-campaign activities that often rely on qualitative and quantitative analysis of consumer perceptions, sentiment, and behavior in target markets. For example, post-campaign research measures consumers' recall or awareness of advertising or messaging and its influence or impact on consumer decisions.

Skills

ISSUES

- Some jobseekers lack commitment and soft skills (e.g., being a team player, following directions, showing up on time, etc.).
- Some new hires quit a job quickly.
- Some businesses do not provide opportunities for potential future employees to learn and upskill.
- Some educators lack clarity on which skills are viewed as being in demand by industries.
- Education does not always teach the necessary soft and hard skills.

GOAL

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

STRATEGIES

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

2 Increase the percentage of the South Carolina labor force holding a high-value credential.

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

Example Projects

- Work-based learning experiences in education curriculum
- Professional licensing readiness for individuals with criminal histories

Skills Metrics: K-12 Eduction

ACADEMIC AND REAL WORLD EXPERIENCE

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

Example Data Sources

The South Carolina Department of Education, South Carolina Education Oversight Committee, and Local School Districts.

Note: To view college-ready and career-ready characteristics, please visit expectmoresc.com/sc-report-card/college-andcareer-ready/.

DESIRED RESULT

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

- Full-time employment
- Year of service
- Higher education

Example Data Sources

The South Carolina Department of Education, South Carolina Department of Employment and Workforce, Commission on Higher Education, National Student Clearinghouse, and AmeriCorps.

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.

CASE STUDY

High School Diploma and Credential

Council Bluffs (Iowa) Community School District is enhancing its Plus One Pathways initiative that provides students with a wide variety of opportunities to earn a high school diploma and a second credential. Trade Works Academy is one option for students. During 9th and 10th grades, students complete foundational coursework in skilled trades like mechanics and electrical systems and earn a credential from the National Center for Construction Education and Research. During 11th and 12th grades, students earn a postsecondary certificate from Iowa Western Community College and complete the first year of a two-year Registered Apprenticeship.

Skills Metrics:
Higher Education and Year of Service

ACADEMIC

% Percent of higher education credentials issued in South Carolina that are a highvalue credential as defined by the CCWD.

Example Data Sources

The Commission on Higher Education and South Carolina's higher education institutions.

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

High-value credentials are credentials that lead to the 62 priority occupations, as defined by the CCWD, that typically require some type of postsecondary credential. See the Priority Occupations section of this report for more details.

REAL WORLD EXPERIENCE

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

Example Data Sources

The Commission on Higher Education and South Carolina's higher education institutions.

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

DESIRED RESULT

% Percent of students who, during the second quarter after having received their last in-state consecutive high-value credential or having completed a year of instate service, now have gained fulltime employment.

Example Data Sources

The South Carolina Department of Employment and Workforce, Commission on Higher Education, National Student Clearinghouse, and AmeriCorps.

Notes: Year of service means a paid, full-time term of civilian national service through AmeriCorps.

We will also seek to report information on the percent of individuals hired by South Carolina companies that obtained high-value credentials from programs in South Carolina.

Skills Metrics:
Higher Education and Year of Service

CASE STUDY

Tennessee High Impact Practices

A pilot initiative among the Tennessee Board of Regents to institute high-impact practices (HIPs) in their first-year English and Math courses found: (1) Students who engage in HIPs have higher average term grade point averages, higher fall-spring persistence, and higher fall-fall persistence; (2) adult learners who engage in work-based learning opportunities have significantly higher fall-fall persistence; and (3) system-level data allows the opportunity to see differences by institutions to highlight promising HIP implementation strategies.

Note: Work-based learning experiences are part of what higher education experts refer to as "high impact practices."

Obstacles

ISSUES

- Housing and childcare costs prevent individuals who are able and available to work from accessing education opportunities or make working more costly than staying home.
- Transit availability limits job options and accessibility.

GOAL

Increase options to overcome obstacles 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.

Example Projects

- Pilot micro-transit services
- Produce studies of barriers towards employment

Obstacles Metrics

CHILDCARE

Early care and education capacity for children under the age of 5, from birth to kindergarten, in licensed childcare and public pre-kindergarten facilities. The number of childcare facilities, including at-home scenarios, in South Carolina.

Example Data Sources

The Division of Early Care and Education, and South Carolina Endeavors.

Note: Capacity is defined as the number of childcare slots that are staffed.

TRANSPORTATION

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

Example Data Sources

The South Carolina Transportation Association and Regional Transit Authorities.

CASE STUDY

Ride Wilson

Wilson, North Carolina, instituted a micro-transit system through a turnkey contract with VIA Transportation to provide citizens with affordable and flexible transit options. This collaboration produced an average monthly ridership of over 13,000 in a town of approximately 40,000 residents.

Priority
Occupations

The Priority Occupations list, published by the South Carolina Coordinating Council for Workforce Development, informs citizens and policymakers alike about the most critical occupations to our state's current and future workforce needs. These Priority Occupations, updated annually, highlight where the current and/or future needs outweigh the supply of available workers. Priority Occupation outreach materials also aim to educate jobseekers about the expected day-to-day job activities they may encounter in these fields.

The Priority Occupations list reduces the over 800 occupations collected by the U.S. Bureau of Labor Statistics (BLS) into a more consumable list while still accounting for all the diverse industries in South Carolina. The calculation method is explained below.

CALCULATION

Stage 1

All 800+ occupations are broken into two buckets based on the education BLS indicates is typically required for entry into the occupation:

1 Occupations that typically require a Higher Education Credential (certificate through doctorate degree).

2 Occupations that typically require a High School education or less.

**HOW CAN PRIORITY OCCUPATIONS BE UTILIZED?**

- Local school districts may utilize as part of determining industry certificates to offer and grow.

- Higher education may utilize when determining current programs to expand and new programs to add.

Stage 2

A Supply Gap Analysis is applied to occupations that typically require higher education. The supply gap calculates the difference between annual job openings requiring higher education and an estimate of higher education graduates from South Carolina institutions that are expected to work in South Carolina and in the respective field(s) that align with their program of study.

Occupations that typically require a higher education credential and have a supply gap of 100 or greater pass this initial filter.

With the Supply Gap only available for higher education graduates, a second filter is required to reduce the number of occupations further. This is achieved through the Priority Occupation calculation.
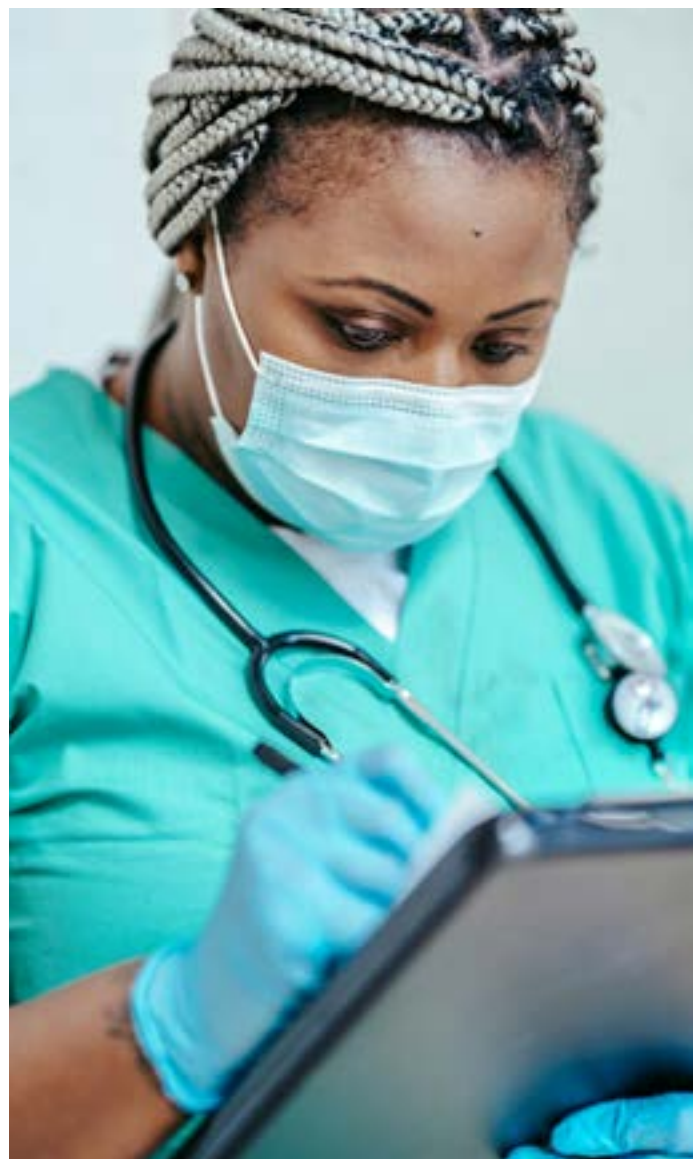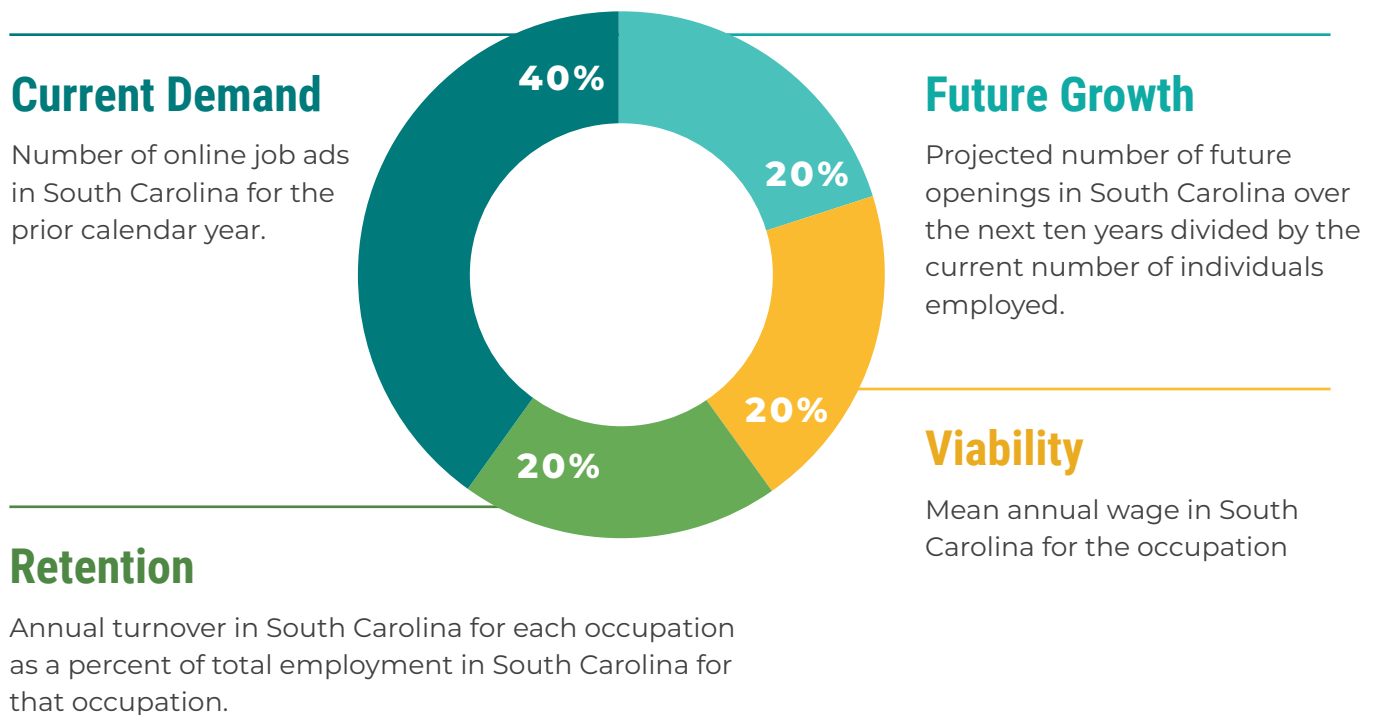
WHO ELSE IS USING PRIORITY OCCUPATIONS?

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

Stage 3

The Priority Occupation calculation utilizes a weighted average of four labor market variables ranked by percentile and then objectively scored. The labor market variables utilized are below.

Current Demand

Number of online job ads in South Carolina for the prior calendar year.

40% **20%** **20%** **20%**

Future Growth

Projected number of future openings in South Carolina over the next ten years divided by the current number of individuals employed.

Viability

Mean annual wage in South Carolina for the occupation

Retention

Annual turnover in South Carolina for each occupation as a percent of total employment in South Carolina for that occupation.

CALCULATION STEPS INCLUDE THE FOLLOWING:

1

Calculate the initial number for each variable (e.g., current demand, future growth, etc.).

2

Objectively rank the occupations for each variable from highest to lowest, then assign a percentile (e.g., the highest number of current job openings in South Carolina is 99.9 percentile).

3

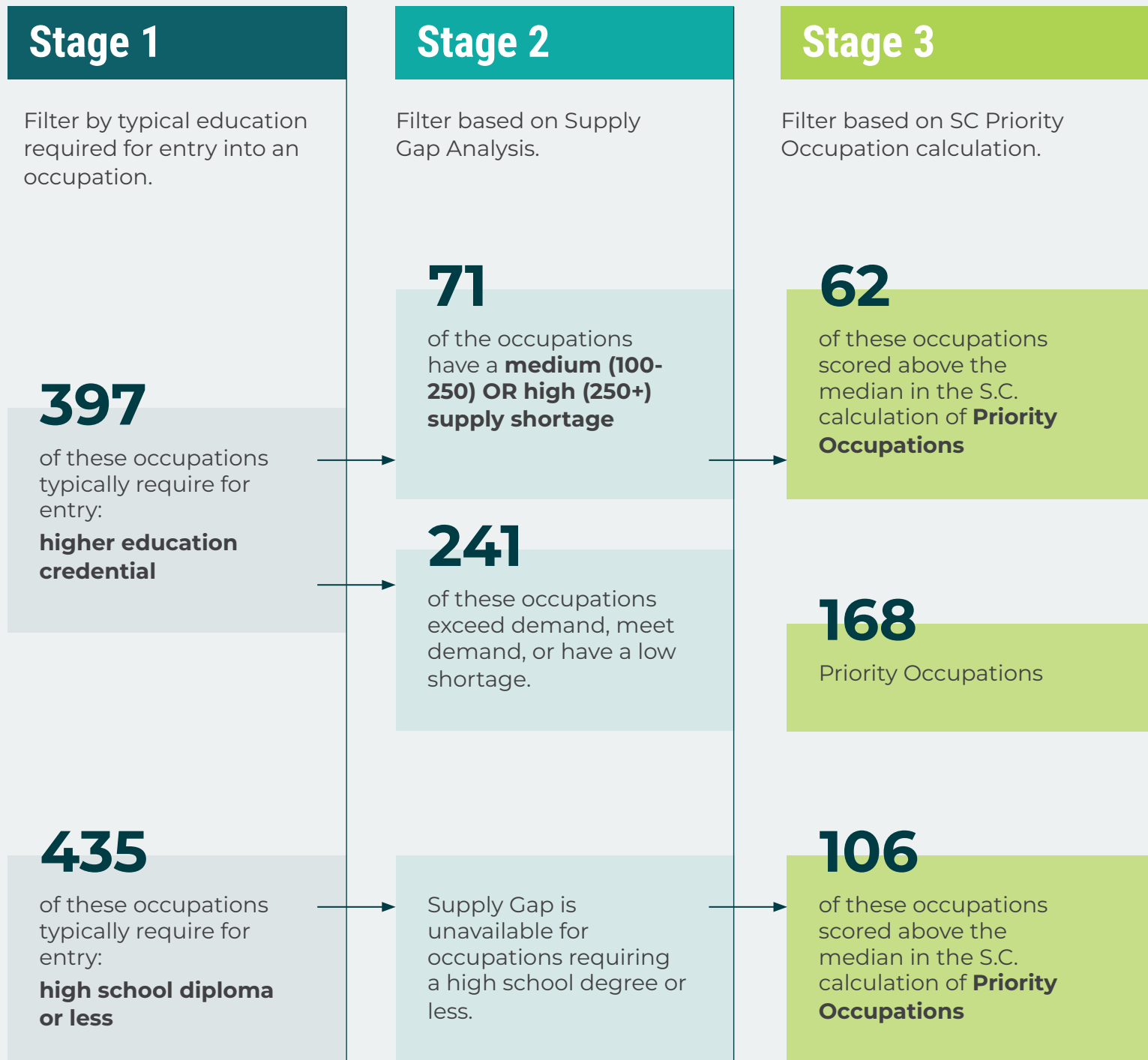Multiply the percentile in step two by a subjective weight (e.g., multiply current demand by 40%).

4

Obtain a raw score for each variable.

5

Add together the raw scores for each variable to obtain a total score.

800 + Occupations in S.C.

Stage 1

Filter by typical education required for entry into an occupation.

Stage 2

Filter based on Supply Gap Analysis.

Stage 3

Filter based on SC Priority Occupation calculation.

71

of the occupations have a **medium (100-250) OR high (250+) supply shortage**

62

of these occupations scored above the median in the S.C. calculation of **Priority Occupations**

397

of these occupations typically require for entry:

higher education credential

241

of these occupations exceed demand, meet demand, or have a low shortage.

168

Priority Occupations

435

of these occupations typically require for entry:

high school diploma or less

Supply Gap is unavailable for occupations requiring a high school degree or less.

106

of these occupations scored above the median in the S.C. calculation of **Priority Occupations**

*The Supply Gap Analysis includes 312 occupations. The other 85 were combined (such as postsecondary history teacher and postsecondary English teacher combined into "postsecondary teacher") or dropped because they required 5+ years of experience.

Priority Occupation Examples

Below are two occupations and the related information utilized to calculate whether they are Priority Occupations. Both are considered to be Priority Occupations because their total occupational scores were above the median of 50.

Registered Nurses

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

Production Workers, All Other

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

Priority Occupations are a resource that helps guide the development of new education or training programs and the continuous improvement of current programs. The list is not intended to decide whether current offerings are valuable. Instead, it acknowledges occupations that need additional attention and resources while providing insight into South Carolina's market demands.

Priority Occupations
by Career Cluster

Figure 1 includes the number of Priority Occupations by career cluster and the education typically required to enter them. A complete list is available at dew.sc.gov/CCWD and will be updated annually.

Career Cluster	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

FIGURE 1

The number of Priority Occupations by career cluster and education typically required to enter the occupation.

Career Cluster Background

The 16 career clusters are utilized by the South Carolina Department of Education in K-12 schools. The clusters originate from the U.S. Department of Education's Office of Vocational and Adult Education and the National Association for State Directors of Career Technical Education Consortium. The Education and Economic Development Act requires all South Carolina students in the eighth grade to create an individual graduation plan based on a career cluster system to put the students on a career path once they get into ninth grade.

The clusters are broad groups of careers and industries created by the U.S. Department of Education to provide a structure for organizing and delivering quality career and technical education programs. While South Carolina currently utilizes the national career clusters, state statute does not specifically require them to be used. Each career cluster contains "occupations" in the same field of work that require similar skills. There are 16 clusters that students can choose from, which are shown below in Figure 2.

Agriculture

Architecture & Construction

Arts, AV Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering, & Mathematics (STEM)

Transportation, Distribution, & Logistics

FIGURE 2

16 career clusters from which eighth grade students may choose for a career path. Note: Health Science is the number one cluster students choose, and STEM is second. Not every school district offers all 16 clusters.

Inventory of Programs

The Statewide Education and Workforce Development Act, enacted in May 2023, required not only the creation of an inventory across all agencies and organizations but also the inclusion of this resource in a central Education and Workforce Website and Portal. Sponsors of the Act described it as a means to, among other things, "remedy the current challenge of navigating the complex, confusing and tangled web of services offered across numerous agencies and programs."

- **This central source for information about education and workforce programs has numerous potential benefits including, but not limited to, allowing:**

    - Employers to search for services to assist their hiring, retention, etc.;
    - individuals to search for services to assist in obtaining education, training, and employment;
    - agencies and organizations to avoid duplication in their services and initiatives; and
    - employers, individuals, agencies, and organizations to understand who to contact in different areas for different services.

In August and September 2023, meetings with staff from all CCWD agencies commenced, with requests for services from all agencies occurring in October. In November 2023, a draft services dashboard was created, which CCWD staff reviewed during the December 2023 meeting. The concept of a dashboard or search function that included services and contacts from numerous agencies in a single location was socialized with numerous industry associations, all of whom provided positive responses and agreed with the need.

The long-term goal is for a user (e.g., employer, individual, agency, etc.) to enter key words related to the type of service they seek that will generate a list, which they can sort or filter by county, that includes a description of the various services available, the agency or organization offering the service, and contact information for the point person at the agency or organization.

This will allow employers and individuals to find services needed, as well as assist agencies that seek to partner with others who are performing similar services, instead of duplicating efforts of another entity. Also, it will allow policymakers at the state and local levels to determine potential gaps in services available within the state or within a particular area of the state.

Between December 2023 and April 2024 CCWD contacted businesses from various industries to conduct more in depth focus groups with the draft dashboard. The purpose of these

focus groups was to walk the businesses through the prototype dashboard content, format, aesthetics, and functionality to ensure the dashboard and/or search functions provided information in the manner desired by the initial end users, businesses in South Carolina.

Other activities focused on the developing relationships among a few initial organizations to improve data sharing and customer experience for employers in South Carolina. The South Carolina Department of Employment and Workforce (SCDEW), the South Carolina Department of Commerce (Commerce), and the South Carolina Manufacturing Extension Partnership {SCMEP) signed a Memorandum of Agreement (MOA) in Ql 2024.

The agreement focuses on protocols to outline how entities will jointly utilize information when interacting with businesses. This includes listing contacts at each organization with the counties and programs for which each are responsible.

Ensuring information available was current and accurate was one of the biggest take-aways from the focus groups. Also, businesses requested a highly detailed summary in the description of services including demographics, specialization, and routine duties. Clarity and transparency regarding services was non-negotiable, for example, avoiding acronyms and presenting information in a readable format. In addition, unless there is a preexisting relationship or the business specifically requests a phone call, businesses stated they prefer to communicate via email. Lastly, businesses wanted to reach the person they needed on the first contact, not get passed around to multiple contacts.

With the information collected from CCWD agencies, industry associations, and individual businesses in the focus groups, work began on options for how to not only input information on the services initially, but ensure it remained current, accurate, and detailed.

Between April and August 2024, the CCWD went through various iterations of how to accomplish the desires of end users in an efficient and effective manner. Ideas started with options utilizing current resources such as Excel documents through which agencies input information on a regular basis (e.g., quarterly, etc.). This would align with how agencies enter services in the Annual Accountability Report for the Executive Budget Office at the Department of Administration. Unfortunately, it was determined that while this would be a viable option for collecting information on an intermittent basis, it may not satisfy the end-user requirement for keeping contact information current and accurate as personnel may come and go between the time periods in which the Excel Chart is updated.

Inventory of Programs - Continued

The next option, a step up from emailing Excel documents back and forth, was utilization of Microsoft Forms. Additional benefits from this option included the ability to access the form online at any time and have information an agency entered in the form automatically appear in the dashboard. This way, whenever a contact changed the information could be updated quickly. Also, it opened the option of allowing personnel from one agency to suggest changes to the contact of another agency through the form if they saw the contact was outdated. Agencies and industry associations believed this functionality would help everyone keep information updated. While Microsoft Forms provided these additional benefits, there was still a great deal of manual work on each agency. For example, each time a contact, or the description of the service, was updated an agency had to re-enter all the information for the service and the contact. For an individual service this is not time consuming, but when a contact for numerous services changes, making these updates becomes very time consuming. Asking agencies to take on additional tasks, especially ones that could be very time consuming, may decrease the likelihood of an agency participating or, if it participates, keeping its information current.

Keeping in mind the desires of the end users and practical implications on those inputting information, the current option under investigation is building an application through which agencies, on the back end, can update the information about their services, where each is provided throughout the state, and the applicable contact for each service in each part of the state (as the contact for a service in Charleston may be different than a contact for the service in Greenville).

In September and October 2024 initial requirements that a developer would need to determine the cost and time to build an application were drafted. At the start of November 2024, those requirements were sent to the Department of Administration so they could discuss with their development vendor, Tyler Technologies.

Also, the requirements were sent to FutureFit AI, the CCWD vendor building a personalization pilot that will be incorporated in the Interim Hub.

Central Education and Workforce Development Portal

The Statewide Education and Workforce Development Act requires creation and maintenance of an Education and Workforce Portal to provide South Carolinians with information critical to their lifelong educational journey. (S.C. Code Section 41-30-540(B)(7)).

This Portal will include, among many other resources, the following:

- Educational Program Alignment Toolkit that serves as an infrastructure of resources to enable the K-12, technical college, and higher education systems to individually and collectively ensure their respective educational curriculum, initiatives, and programming match workforce needs;
- Career Pathways Tool that uses applicable occupational data, educational programming, workforce needs, salary information, job market analyses, in-demand occupations, and other information to provide students, parents of students, jobseekers, educators, and counselors with useful information about potential career pathways and the various routes to meaningful employment;
- A comprehensive inventory of all statewide education and workforce programs; and
- The development of a reliable and replicable model for measuring returns on public investment in individual education and workforce programs, including a set of common measures used in a performance accountability system.

Interim projects can be completed while the final Portal is in process. However, it is important to note that, while steady progress has been made, projects like the Portal take several years to complete.

Current Status

Currently, the official government web portal for the State of South Carolina is SC.GOV; a collaborative, public-private partnership between the State of South Carolina and South Carolina Interactive, LLC, a subsidiary of Tyler Technologies, Inc. which seeks to help individuals find information and services from both state and local government offices and information relative to South Carolina in general. Additionally, there are numerous individual agency and other organization websites with information about education, workforce services, etc. helpful to individuals and employers.

To connect these efforts, CCWD staff continue to meet with Department of Administration staff to discuss how the agencies can work together to meet user needs relating to the Department of Administration's efforts with My SC.GOV user accounts or the Coordinating Council for Workforce Development's efforts around the interim hub, personalization pilot and full portal feasibility study.

Portal Feasibility Study

Since August 2023, all tasks have served as prerequisites for the primary milestone for the 2024 year, the Feasibility Study, which began in July 2024 and ends in November 2024.

Q1 2024 was spent establishing the governance structure of the Portal. Due to the size and complexity of the project, a Project Steering Committee (PSC) of fourteen individuals was formed. A Feasibility Study Statement of Work (SOW) was drafted and circulated for review and feedback. During this period four meetings were held.

From the end of March into May, the PSC held 4 additional meetings to finalize the Feasibility Statement of Work. After receiving vendor proposals for the Portal scoring of the potential vendors, proposals began. From May to August of 2024, one CCWD Executive Meeting, one CCWD full council meeting, and four PSC meetings were held during which a vendor was chosen, procurement logistics were executed, and a letter of intent was awarded to Gartner, Inc.

Gartner, Inc., is contracted to conduct a feasibility study that assists the CCWD with determining how to move forward with the development of an interim and full portal, to meet the needs of jobseekers, employers, students, and educators. Gartner's engagement includes:

- **Conduct a needs assessment and analysis of all impacted stakeholders and end users, determining their needs and pain points.**
    - Identify stakeholder and end-user requirements and determine potential risks that should be considered for the design of the portal.

- **Conduct a detailed analysis of all current systems, platforms, applications, websites, data, and processes utilized by CCWD member organizations and partner organizations as well as capture current, unmet, and anticipated system requirements needed for the portal.**
    - Determine technical requirements and resources necessary to develop and maintain the portal.
    - Identify potential limitations or outdated technology and provide recommendations on opportunities for system enhancements or a better user experience.

- **Determine and evaluate options and potential costs for the creation and maintenance of a central education and workforce portal that meets statutory requirements and stakeholder desires. Identify the specific platforms or other solutions that could house the portal and provide the benefits and drawbacks of each.**
    - Develop a total cost of ownership (TCO) estimate to project the cost of developing the initial and final portals. Provide year-to-year totals and itemized costs for portal operations and maintenance.

- **Provide insight into management and administrative staffing requirements and resources required to maintain the portal.**
- **Potentially develop a Statement of Work for a Request for Proposals (RFP) that will enable CCWD to procure a technical solution and vendor to design, develop, and implement the portal.**

Gartner is expected to present the Feasibility Study overview and findings to the full CCWD at the December meeting. The CCWD will then present the findings to the General Assembly for funding.

Interim Hub and Personalization Pilot

While efforts continue with the multi-year central portal project, the CCWD is also working on creating an Interim Hub that will include a personalization pilot.

The interim hub will serve as a temporary website where the CCWD will begin bringing together information on the vast array of resources across the state in phases and incorporate a personalization pilot.

The purpose of the interim hub is to begin testing what individuals and businesses around the state want to see and how they want to access it.

Individuals accessing the website can access dashboards and links to resources without logging in. Additionally, visitors have an opportunity to create an account and log into the personalization pilot.

The pilot project will showcase what could be possible in the long term across the following elements aligned to CCWD's mandate and vision:

- **Expand Access**
  - Enable a "common front door" to services for jobseekers, providing accessible, consistent, high-quality services and access to robust resources across the state.

- **Improve Jobseeker Experience**
  - Rapidly connect jobseekers to personalized and relevant recommendations for in-demand career pathways, related training, wraparound services, and work-based learning and employment opportunities.

- **Increase Coordination & Efficiency**
  - Serve as the connective tissue across state agencies, services, and training and education partners, enabling more consistency in service delivery and data capture.

- **Align to Industry Need**
  - Drive jobseekers towards in-demand sectors through a demand-driven platform that connects jobseekers and employers and enables skills-based hiring and connection to work-based learning.

- **Gain Insights & Intelligence**
  - Leverage artificial intelligence (AI) to extract insights and intelligence about how jobseekers navigate career pathways and services across agencies.

After numerous meetings of the Portal Steering Committee, Executive Committee, and discussions at the full council meetings, the CCWD Executive Committee voted to pilot cutting-edge and emergent AI and technological capabilities in a statewide portal. FutureFit AI, the company creating the pilot for South Carolina, has supported dozens of complex workforce implementations across 10+ states, including building and launching multiple statewide portals that are similar in scope to this project and that remain active.

The pilot project will take place in three stages, in alignment with the rollout of an Interim State Hub:

- **Implementation and Go-Live (3 months)** – FutureFit AI will support CCWD through a robust and streamlined implementation and configuration process and make the portal available to jobseekers across the state in under three months.
- **Platform Iteration (8 months)** – FutureFit AI will provide high-touch support after go-live to ensure a successful launch. Throughout the demonstration, the platform will be extended to additional user groups and stakeholders to expand learning and impact. CCWD and FutureFit AI will meet periodically throughout the demonstration and work together to iterate on configurations and workflows based on user feedback and insights.
- **Demonstration Evaluation (1 month)** – CCWD will collaborate with FutureFit AI on a structured, data-driven project evaluation to assess impact and aggregate insights to inform CCWD's next steps in planning to launch a statewide portal.

Communications Committee

The Communication Committee, created at the December 2023 CCWD meeting, began its work in March 2024 with Justin Hancock of the Department of Parks, Recreation, and Tourism (PRT) operating as the chair. Through the Spring the committee developed a branding workbook and solidified a branding solicitation. This solicitation was sent to chosen vendors in May 2024, all responses were reviewed in June, and Flock and Rally was selected in July.

Working closely with Flock and Rally, the Communications Committee presented the final branding options during the September CCWD meeting, and a winner was chosen by the Executive Committee. Further work will focus on development of page templates and content for the interim hub.

Metrics Baseline Committee

The Metrics Baseline Committee was established during the June 2024 CCWD meeting. This committee was tasked with establishing baselines for all metrics within the Unified State Plan as well as ensure that measurements can be made consistently, correctly and tracked going forward. The committee was established with the following composition:

The first meeting of the Metrics Baseline Committee was held on August 20, 2024, to discuss the development of baselines for all metrics within the Unified State Plan and the potential process for that development. Data and legal representatives attended from Commission on Higher Education (CHE), Department of Employment and Workforce (DEW), Labor, Licensing, and Regulation (LLR), Revenue and Fiscal Affairs (RFA), State Department of Education (SCDE), and State Technical College System.

Following meetings were scheduled to update the committee on work and gather input for decisions. The committee will update the council at the December 2024 meeting on the work to date.

Workforce Dictionary

The South Carolina Education and Workforce Dictionary, originally published in 2021, is a resource to inform the reader of terminology, definitions and acronyms used in the workforce and education spaces. With the expansion of the CCWD, the dictionary was expanded to include terms relevant to those agencies and their constituents.

In the second iteration of the dictionary, the number of terms increased by 115 from 374 to 489, defined acronyms increased by 53 from 179 to 232, and contributing organizations increased by nine to now total 19.

The Education and Workforce Dictionary is a living document that will be updated on a periodic basis and should serves to inform and educate readers to the complex system of education and workforce development.

Engagement

Engagement at various levels from December 2023 to December 2024 is described below.

CCWD Executive Committee

The CCWD Executive Committee met five times since the publishing of the 2023 CCWD Annual Report. Executive meetings are scheduled tentatively one month to three weeks before a quarterly meeting of the full CCWD. Special meetings may be called at the request of the chair.

February 15, 2024 Executive Committee Meeting

The Executive Committee was updated on the status of the Unified State Plan (USP) work as well as new business which included membership and project overview, interim website/portal, communications committee update, and the full council meeting agenda.

May 13, 2024 Executive Committee Meeting

Charles Appleby, Senior Advisor to the CCWD presented the finalized USP that the Executive Committee would be voting on in June and a rough draft of the functionality/concept for the Education and Workforce Portal required in the Statewide Education and Workforce Development Act, Act 67 of 2023. Chairman Floyd introduced the Communications Committee and provided a brief overview of their work.

June 14, 2024 Executive Committee Meeting

Charles Appleby presented information about the Central Portal including the Project Steering Committee members, overview, milestones, and the feasibility study. The Executive Committee was informed about some of the projects and headway made on the Interim Hub Dashboard. Some of the topics discussed were a personalized content pilot, a contacts and services menu, and an education dashboard.

Charles Appleby introduced the FutureFit AI team and turned the meeting over for some general background information about FutureFit AI, their vision and principles, and how their product connects to education and workforce development. The FutureFit AI team then led a demonstration of the product.

September 4, 2024 Executive Committee Meeting

Charles Appleby gave a brief background about the Communications Committee and turned the floor over to Justin Hancock (Department of Parks, Recreation and Tourism). Justin gave some additional background on the committee with its initial work and behind-the-scenes collaboration and introduced Flock and Rally, the vendor selected to complete the branding project for the CCWD.

Flock and Rally presented information about the branding project that the CCWD Communications Committee has been working on over the past several weeks. They continued with an overview of the project and process, shared their logo designs, opened a discussion, and talked about next steps.

November 18, 2024 Executive Committee Meeting

Charles Appleby and Robert Davis provided updates on the communication, metrics baseline and the portal project steering committees. The prospective agenda for the December meeting was discussed and the meeting finished with a discussion about adding a fourth committee focused on veteran needs in South Carolina.

The new veterans committee will serve to engage and coordinate veteran initiatives/programs across agencies. Representatives from any CCWD member organizations that interact with active-duty military spouses, family, veterans, and military retirees will participate. Membership is expected to grow.

Engagement Cont.

Engagement at various levels from December 2023 to December 2024 is described below.

CCWD Full Council

Meetings of the full Coordinating Council, held quarterly, operate as an opportunity for council members to engage in their agency roles, hear directly from employers in various industries, learn more about the workforce system, and provide input to the Executive Committee on the direction of the council.

December 13, 2023 Full CCWD Meeting

Chairman Floyd welcomed the attendees and called for each CCWD member to introduce themselves with the name of their elementary school in making the point that workforce prep begins in primary school.

Mr. Russell Shepherd and Mr. Will Whitley from Michelin North America presented information about electric vehicles, their significance to consumers, the pros and cons of ownership, and common misconceptions about the product. The presentation made connections to various industries and noted the importance of specific education (business, supply chain, engineering, software development, etc.) to maintain the future of Electric Vehicles (EV) in the state.

Nina Staggers and Dr. Bryan Grady from DEW introduced the EV Workforce Study presentation.

Dr. Grady defined the EV industry and presented jobs available and factors for job demand in this field. The presentation showed the need for computer and software, engineering, and other relevant (business, supply chain management) graduates in South Carolina and how individuals often leave the state before obtaining a job in South Carolina after graduation.

Nina Staggers followed up with the importance of EV pipelines to move South Carolina toward a more prosperous and innovative state that creates more opportunities for these qualified workforce participants. The information centered on how accessing these jobs is important to individuals, so awareness is the next step to building these pathways to success. This will include a clear plan involving recruitment, education, upskilling, and focusing on reentry programs, transportation, childcare, and work-based learning.

Charles Appleby and Robert Davis presented comprehensive information about the Unified State Plan (USP) beginning with introducing some Act 67 of 2023 projects. Charles Appleby demonstrated the contacts map and menu of services and provided brief information on how these new items work. Dr. Erica Von Nessen presented preliminary information about the supply and demand and ROI (wages) for students that invest in an engineering degree.

March 18, 2024 Full CCWD Meeting

For the first full CCWD meeting of 2024, Chairman Floyd welcomed the attendees and, after a brief introduction, welcomed Ms. Fearn Gupton to speak about South Carolina Nexus for Advanced Resilient Energy. Ms. Gupton spoke at length about the history of the tech hub designation that South Carolina received and the projects that made up the grant application that was submitted at the end of February.

Dr. Matthew Lavery and Gabrielle Fulton from the Education Oversight Committee (EOC) as well as Ms. Lisa Jolliff and Mr. Frank Rainwater from Revenue and Fiscal Affairs (RFA) were introduced to show the CCWD the different education and workforce dashboards available through their agencies.

Dr. Matthew Lavery and Gabrielle Fulton introduced the EOC education dashboards and the data that is available. Dr. Lavery spoke on what an individual can achieve and understand with the data with Ms. Fulton's added additional context to the CCWD. Following the EOC presentation, Ms. Lisa Jolliff spoke on the capabilities of the RFA education dashboard and the differences between the EOC and RFA dashboards.

Mr. Charles Appleby began his presentation by describing how the USP relates to other state and local education/workforce plans then updated the CCWD on the project milestones and the current prospective metrics for the USP.

Mr. Appleby then moved into updates on the Menu of Services and the Education and Workforce Portal. A wireframe concept was presented to help the CCWD visualize the portal. Additionally, the Portal Steering Committee was revealed. A prospective timeline was discussed and questions about process were answered.

Mr. Justin Hancock presented on the newly formed CCWD Communications Committee and their assigned task to recommend a pathway for the interim portal's messaging and branding. Mr. Hancock spoke about the work of the committee, their many years of expertise, and the thought process behind the committee's recommendation.

After discussing three possible paths, Mr. Hancock stated the committee's recommendation was for the CCWD to approve a $60,000 budget to hire one entity for messaging and visual (complete brand guide) and later issue an RFP to an ad agency for a marketing plan based on the brand guide.

The Executive Committee approved the Communication Committee recommendation.

June 17, 2024 Full CCWD Meeting

Following Chairman Floyd's welcome, he introduced Dr. Rich Cosentino as the Commission on Higher Education designee for the Executive Committee in the interim and Mark Barnes as the interim director First Steps as Georgia Mjartan is now the President & CEO of Central Carolina Community Foundation. After reviewing the agenda, Chairman Floyd introduced Mr. Charles Appleby to begin presenting information on the Unified State Plan.

Mr. Charles Appleby began his presentation by updating the audience on the project milestones and how the USP related to other state and local plans. Mr. Appleby called attention to the industry involvement and then moved into a description of the metrics topics (awareness, skills, and obstacles).

Mr. Robert Davis presented information regarding high-value credentials and explained the mathematics involved in scoring for various occupations and how they can qualify as a "priority occupation."

Charles Appleby ended this presentation portion by introducing the Metrics Baseline Committee.

Dr. Lisa Saladin, Executive Vice President for Academic Affairs and Provost at the Medical University of South Carolina (MUSC), presented information about business from the health and university sides. She gave an overview of MUSC and discussed MUSC's health system, complex, and patient care. Dr. Saladin explored South Carolina's critical healthcare workforce shortage and how they intend to grow their physician residencies with strategic recruitment.

MUSC plans to expand into rural and underserved communities starting in July 2024, develop volunteer and career exploration programs, and partner with South Carolina technical colleges. In addition, Dr. Saladin spoke more in-depth about the medical university and its programs and sources of revenue. Finally, she discussed the last five years' academic enrollment trends and expansion plans. Dr. Saladin fielded questions about residency and the preference of rural South Carolina applicants.

Mr. Charles Appleby acknowledged the portal project steering committee and gave an overview of the central portal and its milestones including the feasibility study and portal release. Details about the steps to complete a feasibility study were then presented. The interim hub was the next topic of discussion. An overview and milestones including branding were mentioned along with examples of the hub's static pages. Mr. Appleby continued providing information about the interim hub dashboard and personalized content pilot.

After allowing time for questions Mr. Appleby concluded his presentation to the council. Chairman Floyd moved to approve the budget for the feasibility study. The request was approved with none opposed.

September 23, 2024 Full CCWD Meeting

Chairman Floyd called the meeting to order and welcomed Dr. Jeffrey Perez as CHE's new director and CEO. After reviewing the agenda, Chairman Floyd asked Dr. Bryan Grady to begin presenting information on the Research

Spotlight: Nursing ROI. Dr. Bryan Grady from DEW's Labor Market Information division, presented information in a report about health services and return on investment in the nursing field. Dr. Grady concluded that nursing is an in-demand career in South Carolina and fielded questions from the audience.

The Business Spotlight featured Lexington Medical Center (LMC) and the University of South Carolina (USC) with Melissa Taylor, Roger Sipe, Dr. Jeannette Andrews, and Dr. Gerald Harmon.

Ms. Melissa Taylor began the conversation with information supporting a nursing shortage then gave an overview of LMC and discussed LMC's health system, complex, and patient care. Dr. Harmon briefly presented USC's return on investment and explored several programs in which students are graduating from USC. He then turned it over to Dr. Andrews, Dean of the College of Nursing. . Dr. Andrews started by speaking of the partnership between LMC and USC to promote and support the growth of nursing students and graduates, then outlined the timeline for the expansion and move into a new building, funded by LMC, and talked about the successes of the partnership. Finally, Roger Sipe from LMC wrapped up the presentation by summarizing the mutually beneficial partnership between the two entities. The team answered questions at the end of their presentation.

Director Duane Parrish, from Parks, Recreation and Tourism (SCPRT), began with opening remarks on the Communications Committee. He then turned it over to Justin Hancock, committee leader, to introduce the two designs for the new CCWD branding.

Mary Kate Korpita with Flock and Rally presented the two designs, explaining the ideas and meaning behind each logo set. Mr. Hancock then fielded questions about the two designs from the council.

Chairman Floyd then took a vote from the CCWD Executive Committee for the design branding with Design 1 winning the vote.

Charles Appleby gave an overview of the Portal Project Steering Committee composition, milestones for the Interim Hub & Central Portal with details about the steps of the Feasibility Study, and a personalized content pilot. The interim hub's menu of services & contacts and the education partner locator tools were then discussed.

Mr. Charles Appleby provided information about the alignment of the Unified State Plan with strategies involving WIOA and DEW. Mr. Appleby turned it over to Robert Davis to discuss local area priority occupations.

Mr. Davis presented information related to priority occupations and the Metrics Baseline Committee. Leading the Metrics Baseline Committee, Dana Yow briefly introduced the work and goals of the committee. Robert Davis provided the order of work (metric baseline phases) and discussed the data submission process. He ended his presentation by mentioning the new contributions to the updated Workforce Dictionary.

Chairman Floyd moved on to introducing the idea of a new member to the Coordinating Council. His proposal included the agency South Carolina ETV (SCETV) and its representative, President and CEO Adrienne Fairwell. The request was approved with none opposed.

Engagement (cont)

CCWD staff from all member agencies are actively involved in council efforts through participation in CCWD full council meetings, CCWD staff meetings, and work on specific projects such as the Unified State Plan and inventory of services. Additionally, because of relationships built during these activities, staff from member organizations have begun working together on a more regular basis.

Industry and Private Sector Engagement

Statewide Education and Workforce Development Act sponsor Speaker Murrell Smith stated, "The legislation [Act 67 of 2023] is designed to maximize opportunity for South Carolinians by engaging the private sector to tell the state what it needs to maximize workforce efficiencies." Act 67 of 2023 accomplishes this through the CCWD, "regularly meet[ing] with industry associations to gain an understanding of their workforce needs and ideas."

The CCWD has established regular calls with representatives from industry associations the day after each full CCWD meeting. Also, CCWD staff involve these representatives in Act 67 of 2023 projects, including creation of the Unified State Plan.

Table 2 includes the current individuals and groups included on industry association calls. The CCWD believes industry associations and other partners are a vital in the education and workforce development work, therefore, if there are any groups you recommend adding, please contact CCWD staff.

- **South Carolina Manufacturers Alliance**
- **South Carolina Chamber of Commerce**
- **South Carolina Council on Competitivness**
- **South Carolina Trucking Association**
- **South Carolina Hospital Association**
- **South Carolina Healthcare Association**
- **South Carolina Restaurant and Lodging Association**
- **South Carolina Retail Association**
- **South Carolina Education Association**
- **Public Charter School Alliance of South Carolina**
- **South Carolina Automobile Dealers Association**
- **South Carolina Banker Association**

- **Lobby SC**
- **Greenville Chamber of Commerce**
- **Together SC**
- **Columbia Chamber of Commerce**
- **Spartanburg Academic Movement**
- **South Carolina Economic Developers Association**
- **United Way of SC**
- **United Way of Piedmont**
- **SCBio**
- **Forestry Association of South Carolina**
- **Home Builders Association of South Carolina**
- **Municipal Association of South Carolina**
- **South Carolina Association of Counties**
- **South Carolina School Boards Association**
- **Palmetto State Teachers Association**

- Beacon Association Management
- Gallman Personnel Services
- 1101 Public Affairs
- Capital Consultants
- Copper Dome Strategies
- Charleston Chamber of Commerce
- South Carolina Boating and Fishing Alliance
- OneSpartanburg, Inc.
- South Carolina School Boards Association
- South Carolina Association of School Administrators
- Be Pro Be Proud SC
- South Carolina Power Team
- Greenville County School District
- South Carolina Career Kids
- South Carolina Quantum Association
- University of South Carolina
- Medical University of South Carolina

Appendix

Appendix A
History of CCWD and EEDA

2005
EEDCC

In 2005, the South Carolina Education and Economic Development Act (EEDA) was enacted. It was created in response to the need to address the changing demands of the workplace. A primary goal was to lay a foundation in career planning through initiatives at all levels, kindergarten through postsecondary.

The EEDA created the Education and Economic Development Coordinating Council (EEDCC) whose membership included the following:

- State Superintendent of Education or his designee;
- Executive Director of South Carolina Employment Security Commission or his designee;
- Executive Director of State Board for Technical and Comprehensive Education or his designee;
- Secretary of the Department of Commerce or his designee;
- Members who must be appointed by the State Superintendent of Education:
    - school district superintendent;
    - principal;
    - school guidance counselor;
    - teacher; and
    - director of a career and technology center;
- Members who must be appointed by the Chairman of the Commission on Higher Education:
    - president or provost of a research university;
    - president or provost of a four-year college or university; and
    - president of a technical college;
- Ten representatives of business appointed by the Governor, at least one of which must represent small business. Of the representatives appointed by the Governor, five must be recommended by state-wide organizations representing business and industry. The chair is to be selected by the Governor from one of his appointees;
- Chairman of the Education Oversight Committee or his designee;
- Member from the House of Representatives appointed by the Speaker of the House; and
- Member from the Senate appointed by the President Pro Tempore.

The duties of the EEDCC included, but were not limited to, the following:
- advise the Department of Education on the implementation of the EEDA;
- review accountability and performance measures for implementation of the EEDA;

- designate and oversee the coordination and establishment of the regional centers established pursuant to Section 59-59-180;

- make recommendations to the Department of Education for the development and implementation of a communication and marketing plan to promote statewide awareness of the provisions of the EEDA; and

- provide input to the State Board of Education and other appropriate governing boards for the promulgation of regulations to carry out the provisions of this chapter including, but not limited to, enforcement procedures, which may include monitoring and auditing functions, and addressing consequences for noncompliance.

2016
CCWD

In 2016, the CCWD was established by the General Assembly through Act 252 to engage in discussions, collaboration and information sharing concerning the state's ability to prepare and train workers to meet current and future workforce needs. The Act placed the Commerce Secretary as chair and outlined the Commission on Higher Education, Department of Commerce, and State Board for Technical and Comprehensive Education would provide staff for the council.

CCWD's membership included the following:

- Secretary of the Department of Commerce or his designee;

- State Superintendent of Education or his designee;

- Executive Director of the State Board for Technical and Comprehensive Education or his designee;

- Executive Director of the Department of Employment and Workforce or his designee;

- Executive Director of the Commission on Higher Education or his designee;

- president or provost of a research university who shall be selected by the presidents of the research universities;

- president or provost of a four-year college or university who shall be selected by the presidents of the four-year universities;

- president of a technical college who shall be appointed by the Chairman of the State Board for Technical and Comprehensive Education;

- person appointed by the Superintendent of Education who has particularized expertise regarding Chapter 59, Title 59, the South Carolina Education and Economic Development Act; and

- representative from the business community appointed by the President of the South Carolina Chamber of Commerce.

The duties of the CCWD included, but were not limited to, the following:

- Secretary of the Department of Commerce or his designee;
- State Superintendent of Education or his designee;
- Executive Director of the State Board for Technical and Comprehensive Education or his designee;
- Executive Director of the Department of Employment and Workforce or his designee;
- Executive Director of the Commission on Higher Education or his designee;
- president or provost of a research university who shall be selected by the presidents of the research universities;
- president or provost of a four-year college or university who shall be selected by the presidents of the four-year universities;
- president of a technical college who shall be appointed by the Chairman of the State Board for Technical and Comprehensive Education;
- person appointed by the Superintendent of Education who has particularized expertise regarding Chapter 59, Title 59, the South Carolina Education and Economic Development Act; and
- representative from the business community appointed by the President of the South Carolina Chamber of Commerce.

The duties of the CCWD included, but were not limited to, the following:

- develop and implement procedures for sharing information and coordinating efforts among stakeholders to prepare the state's current and emerging workforce to meet the needs of the state's economy. The primary workforce focus of the council shall be on persons over age twenty-one;
- make recommendations to the General Assembly concerning matters related to workforce development that exceed the council members' agencies' scope of authority to implement and legislation is required;
- recommend, to the General Assembly, programs intended to increase student access to and incentivize workforce training within state training programs or through programs offered by businesses through scholarships, grants, loans, tax credits, or other programs documented to be effective in addressing current and future workforce needs;
- develop a method for identifying and addressing long-term workforce needs;
- conduct an ongoing inventory of existing workforce programs to identify duplications among and within the programs and identify ineffective programs. The council may make recommendations concerning the appropriate actions necessary to eliminate duplication, improvements to ineffective programs so that the programs can achieve the desired result, or the elimination of programs that no longer meet workforce needs.

2017
EEDCC

In 2017, the Education and Economic Development Coordinating Council membership and duties were amended. The following were added to the membership:

- Chief Executive Officer of the South Carolina Manufacturers Alliance or his designee; and
- Executive Director of the Office of First Steps to School Readiness or his designee.

The duties of the EEDCC were changed as follows:

- Duty to designate and oversee the coordination and establishment of the regional centers established pursuant to Section 59-59-180 was removed;
- Department of Commerce was added to the entities to whom the council should make recommendations for the development and implementation of a communication and marketing plan to promote statewide awareness of the provisions of the EEDA;
- Department of Commerce was added to the entities to whom the council should provide input for the promulgation of regulations to carry out the provisions of this chapter including, but not limited to, enforcement procedures, which may include monitoring and auditing functions, and addressing consequences for noncompliance; and
- A sunset provision was added that stated the provisions applicable to the council would expire five years after enactment unless extended by the General Assembly. (S.C. Code Section 41-30-520(1); 41-30-540(C)

2022
EEDCC & CCWD

In 2022, Act 194 repealed the Education and Economic Development Coordinating Council. Some of the EEDCC's membership were added to the CCWD, with the CCWD full membership now including the following:

- Secretary of the Department of Commerce or his designee;
- State Superintendent of Education or his designee;
- Executive Director of the State Board for Technical and Comprehensive Education or his designee;
- Executive Director of the Department of Employment and Workforce or his designee;
- Executive Director of the Commission on Higher Education or his designee;
- president or provost of a research university who is selected by the presidents of the research universities;
- president or provost of a four-year college or university who is selected by the presidents of the four-year universities;
- president of a technical college who shall be appointed by the Chairman of the State Board for Technical and Comprehensive Education;

2022
EEDCC & CCWD

- following members appointed by the State Superintendent of Education who have expertise regarding Chapter 59, Title 59, the South Carolina Education and Economic Development Act:
  - a school district superintendent;
  - a school counselor; and
  - a career and technology education director;
- two representatives from the business community appointed by the Governor, who have professional expertise in economic development and workforce issues;
- person appointed by the Chairman of the House Education and Public Works Committee and a person appointed by the House minority party leader; and
- person appointed by the Chairman of the Senate Education Committee and a person appointed by the Senate minority party leader.

Additionally, Act 194 directed all references to the Education and Economic Development Coordinating Council in law to now reference the CCWD, thereby adding responsibilities to the CCWD that included oversight of the Education and Economic Development Act.

2023
CCWD

In 2023, Act 67, "The Statewide Education and Workforce Development Act," ushered in a new era in South Carolina workforce development. Act 67 was designed to address workforce in a systematic fashion and improve the experience of businesses and individuals alike.

Act 67 seeks to "coordinate, align, and enhance all publicly funded workforce development services and centralize oversight of the entities that provide these services to enhance accountability, enhance transparency, and promote a customer-centric workforce system." The goal is to produce a workforce system that is "easy to access, highly effective, and simple to understand."

A substantial number of changes to the composition of the CCWD, the mandated work and structure of the membership came through Act 67. The list of members and duties is included in the body of this annual report.

2024
CCDW

In 2024 the CCWD began numerous items listed in Act 67 including:

- Completion and Approval of the first Unified State Plan,
- Initial work towards development of the Interim Hub/Workforce Portal;
- Addition of SC ETV as a council member,
- Creation of a Communication Committee that developed and received approval by the council for the branding of the CCWD,
- Launching of the Metrics Baseline Committee,
- Development of Priority Occupation for the state, and
- Publication of the Education and Workforce Dictionary V2.0.

Appendix B
Statewide Education and Workforce Development Act

AN ACT TO AMEND THE SOUTH CAROLINA CODE OF LAWS BY ADDING CHAPTER 30 TO TITLE 41 SO AS TO ENACT THE "STATEWIDE EDUCATION AND WORKFORCE DEVELOPMENT ACT", TO STATE THE PURPOSE OF THE CHAPTER, TO CREATE THE OFFICE OF STATEWIDE WORKFORCE DEVELOPMENT IN THE DEPARTMENT OF EMPLOYMENT AND WORKFORCE AND PROVIDE FOR THE MANAGEMENT AND FUNCTIONS OF THE OFFICE, TO TRANSFER THE Coordinating Council FOR WORKFORCE DEVELOPMENT TO THE DEPARTMENT AND PROVIDE FOR THE COMPOSITION AND FUNCTIONS OF THE COUNCIL, TO CREATE AN Executive Committee OF THE Coordinating Council AND PROVIDE FOR THE COMPOSITION AND FUNCTIONS OF THE COMMITTEE, TO REDESIGNATE REGIONAL EDUCATION CENTERS AS REGIONAL WORKFORCE ADVISORS AND PROVIDE FOR THE OVERSIGHT, FUNCTIONS, RESPONSIBILITIES, AND GEOGRAPHIC CONFIGURATION REQUIREMENTS OF THE CENTERS, AMONG OTHER THINGS; TO AMEND SECTION 41-31-160, RELATING TO CONTRIBUTION AND WAGE REPORTS REQUIRED BY THE DEPARTMENT, SO AS TO REVISE CRITERIA FOR EMPLOYERS WHO MUST FILE THE REPORTS, AND TO REQUIRE THE ELECTRONIC FILING OF THE REPORTS ABSENT DEMONSTRATED HARDSHIP; TO AMEND SECTION 41-35-615, RELATING TO DEPARTMENT NOTICES TO EMPLOYERS CONCERNING INSURED STATUS DETERMINATIONS AND EMPLOYER RESPONSES, SO AS TO REQUIRE THE ELECTRONIC FILING OF CERTAIN EMPLOYER RESPONSES ABSENT DEMONSTRATED HARSDSHIP; AND BY REPEALING ARTICLE 13 OF CHAPTER 1, TITLE 13 RELATING TO OVERSIGHT OF REGIONAL EDUCATION CENTERS BY THE DEPARTMENT OF COMMERCE, AND ARTICLE 15 OF CHAPTER 1, TITLE 13 RELATING TO THE Coordinating Council FOR WORKFORCE DEVELOPMENT.

Be it enacted by the General Assembly of the State of South Carolina:

Citation

SECTION 1.   This act may be cited as the "Statewide Education and Workforce Development Act".

Statewide Education and Workforce Development Provisions

SECTION 2.   Title 41 of the S.C. Code is amended by adding:
CHAPTER 30   Employment and Workforce - Workforce Development
Article 1   General Provisions

Section 41-30-110.

(A) The purpose of this chapter is to endeavor to reach the workforce potential of this State. It seeks to coordinate, align, and enhance all publicly funded workforce development services and centralize oversight of the entities that provide these services to enhance accountability, enhance transparency, and promote a customer-centric workforce system so that the opportunities available through it are easy to access, highly effective, and simple to understand, and to provide a mechanism to marshal workforce development resources and services to meet the immediate and future needs of specialized industry workforce demands and economic development commitments of this State and in specific areas of the State. Further, this chapter seeks to:

1) deliver value-added services to business customers by collaborating with them to address skills shortages in priority industries and in-demand occupations;

2) provide for broader dissemination of information to help students, parents of students, and job seekers make career choices based on an awareness of jobs, skills in demand, and related educational pathways;

3) develop methods for coupling workforce training with a continuum of services to assist those who are struggling to overcome workforce participation barriers; and

4) deliver value-added services to business customers by collaborating with them to address skills shortages in priority industries and in-demand occupations;

(B) To achieve this purpose:

1) a unified comprehensive statewide education and workforce development plan is established;

2) all entities performing publicly funded workforce development-related functions are required to comply with the obligations under the plan; and

3) their compliance will be monitored and, when necessary, compelled by the Office of Statewide Workforce Development, and such reports will be made publicly available in order to further transparency and better inform workforce development spending and policymaking.

Section 41-30-120.

As used in this chapter, unless the context clearly indicates otherwise:State. Further, this chapter seeks to:

1) "Department" means the Department of Employment and Workforce;
2) "Director" means the Director of the Office of Statewide Workforce Development;
3) "Executive director" means the Executive Director of the Department of Employment and Workforce;
4) "Executive Committee" means the Executive Committee of the Coordinating Council for Workforce Development;
5) "Unified State Plan" or "USP" means the comprehensive statewide education and workforce development plan that provides a systemwide approach to streamline and unify efforts of entities involved in education and workforce development in the State;
6) "Office of Statewide Workforce Development" or "OSWD" means the Office of Statewide Workforce Development created in this chapter; and
7) "Coordinating Council for Workforce Development" or "CCWD" means the Coordinating Council for Workforce Development administered by the department.

Section 41-30-130.

On July 1, 2023, all functions, powers, and duties provided by law to the Department of Commerce with respect to the Coordinating Council for Workforce Development, formerly the Education and Economic Development Coordinating Council, are hereby transferred from the Department of Commerce to the Department of Employment and Workforce, and these functions, powers, and duties are devolved upon the Department of Employment and Workforce, and the Coordinating Council for Workforce Development's officers, members, records, property, personnel, and unexpended appropriations also are transferred to the Department of Employment and Workforce. All rules, regulations, standards, orders, or other actions of these entities shall remain in effect unless specifically changed or voided by the department in accordance with the Administrative Procedures Act. The Department of Commerce and the Department of Employment and Workforce shall work together at all stages of the process until the transition is complete.

Article 3 Office of Statewide Workforce Development

Section 41-30-310.

The Office of Statewide Workforce Development is created in the Department of Employment and Workforce to coordinate, align, and direct workforce efforts throughout the State to maximize available resources and actively foster a customer-centric workforce development system that is readily accessible, highly effective, and easily understandable.

Section 41-30-320.

The Governor shall appoint the Director of the OSWD with advice and consent of the Senate, subject to removal from office by the Governor pursuant to the provisions of Section 1-3-240(B). The state agency head salary review process and the rules and guidelines thereunder apply to the director. The OSWD shall:

1) oversee and ensure implementation of Coordinating Council for Workforce Development responsibilities pursuant to Section 41-30-540;

2) efficiently marshal public resources to optimally align, consolidate, streamline, and coordinate publicly funded workforce development efforts in this State;

3) provide centralized oversight of all publicly funded workforce development services in this State provided by state and local government agencies, nonprofit groups, and quasi-governmental groups that are appropriated state funds or are authorized to expend federal funds related to workforce development;

4) provide oversight of Regional Workforce Advisors as required in Section 41-30-710, et. seq.;

5) monitor compliance of each state and local government agency, nonprofit group, and quasi-governmental group that is appropriated state funds or is authorized to expend federal funds related to workforce development and, when necessary, direct those entities to take any action necessary to comply with the responsibilities set forth in the USP. Noncompliance with a directive of the OSWD must be recorded and made part of the report made as required in subitem (6); and

6) shall submit an annual report by November first of each fiscal year to the Governor, Speaker of the House, President of the Senate, Chair of the House Ways & Means Committee, and Chair of the Senate Finance Committee detailing all funds used for workforce development projects by all reporting state and local government agencies, nonprofit groups, and quasi-governmental groups that are appropriated state funds or are authorized to expend federal funds related to workforce development. This report also must identify those entities that did not comply with the provisions of this chapter.

Section 41-30-330.

Any decision of the Executive Committee must be made by a majority vote of the entire membership of the committee.

Section 41-30-340.

The Director of the OSWD and the Executive Committee of CCWD shall develop and publish uniform procedures and guidelines for the conduct of their responsibilities and duties, including the procedure for considering and voting on recommendations of the CCWD or the director.

Article 5 Coordinating Council for Workforce Development

Section 41-30-510.

The Coordinating Council for Workforce Development is reconstituted and generally is responsible for:

1) engaging in discussions, collaboration, and information sharing concerning the ability of the State to prepare and train workers to meet current and future workforce needs; and

2) performing the other required duties of this chapter under the direction of the Chairman of the CCWD.

Section 41-30-520

The CCWD consists of the following members:

1) the Executive Director of the Department of Employment and Workforce or his designee, who shall serve as chairman;

2) the Director of the Office of Statewide Workforce Development or his designee;

3) the Director of the South Carolina Department of Veterans Affairs or his designee;

4) the Commissioner of South Carolina Vocational Rehabilitation or his designee;

5) the Chairman of the South Carolina Research Authority or his designee;

6) the Commissioner of Agriculture or his designee;

7) the Director of the Department of Labor, Licensing and Regulation or his designee;

8) the Director of the Office of Revenue and Fiscal Affairs or his designee;

9) the Director of the Education Oversight Committee or his designee;

10) the President of the South Carolina Manufacturing Extension Partnership or his designee;

11) the Secretary of the Department of Commerce or his designee;

12) the State Superintendent of Education or his designee;

13) the Executive Director of the State Board for Technical and Comprehensive Education or his designee;

14) the Executive Director of the Commission on Higher Education or his designee;

15) the Director of the South Carolina Department of Parks, Recreation and Tourism or his designee;

16) the president or provost of a research university in this State who is selected by the presidents of the research universities in this State;

17) the president or provost of a four-year college or university in this State who is selected by the presidents of the four-year universities in this State;

18) the president of a technical college in this State who must be appointed by the Chairman of the State Board for Technical and Comprehensive Education;

19) the following members appointed by the State Superintendent of Education who have expertise regarding the South Carolina Education and Economic Development Act:

> a) a school district superintendent;
> b) a school counselor; and
> c) a career and technology education director;

20) the Chairman of the South Carolina State Workforce Development Board or his designee;

21) a representative of a local workforce board, appointed by the Executive Director of the Department of Employment and Workforce;

22) the Executive Director of South Carolina First Steps or his designee;

23) the Director of the South Carolina Department of Revenue or his designee;

24) two representatives from the business community, appointed by the Governor, who have professional expertise in economic development and workforce issues;

25) one person appointed by the Chairman of the House Education and Public Works Committee and one person appointed by the House minority party leader;

26) one person appointed by the Chairman of the Senate Education Committee and one person appointed by the Senate minority party leader;

27) the Executive Director of South Carolina State Housing Finance and Development Authority or his designee;

28) three persons appointed by the Governor who are considered current or past small business owners under the North American Industry Classification System (NAICS) code;

29) representatives of any other agencies or entities selected by vote of the Executive Committee.

30) one person appointed by the Speaker of the House and one person appointed by the Senate President, both of whom have professional expertise in economic development and workforce issues, both of whom also shall serve on the Executive Committee.

Section 41-30-530.

(A) The Executive Committee of the CCWD is created and consists of the following members or their designees:

1) the Executive Director of the Department of Employment and Workforce, who shall serve as chairman;

2) the Director of the Office of Statewide Workforce Development;

3) the Secretary of the Department of Commerce;

4) the State Superintendent of Education;

5) the Executive Director of the State Board for Technical and Comprehensive Education;

6) the Executive Director of the Commission on Higher Education; and

7) the one person appointed by the Speaker of the House and the one person appointed by the Senate President to the full CCWD in Section 41-30-520(30).

(B) The Executive Committee:

1) shall review and vote on recommendations made by the CCWD or Director of OSWD;

2) shall review and approve any actions proposed to be undertaken by the CCWD including adoption or modification of the USP or any provision of the USP; and

3) may recommend the appropriate actions necessary to eliminate duplicative programs and workforce activities that do not further the USP, improve programs not meeting stated performance targets, and, when necessary and to the extent not prohibited in law, recommend that entities discontinue programs that repeatedly do not meet targets or may no longer be needed.

Section 41-30-520

(A) The CCWD shall:

1) make recommendations to the General Assembly as needed to implement the provisions of this chapter;

2) regularly meet with industry associations to gain an understanding of their workforce needs and ideas;

3) facilitate and coordinate the development of the USP;

4) use data and analysis to create measurable, time-sensitive metrics for the USP in which all workforce pipeline stakeholders including, but not limited to, education and workforce boards, councils, and partner representatives, participate. These measurable, time-sensitive metrics include, but are not limited to:

a) ten-year labor participation rate target; and

b) ten-year target for the number of South Carolinians who possess a high-quality credential or postsecondary degree;

5) create an education and workforce dashboard or other application to enable the public to monitor and track progress of the USP; and

6) annually review the USP and update as needed.

(B) The USP should include, but is not limited to, the following:

1) assurance that agency constituents remain served;

2) compliance with federal and state laws including, but not limited to, those relating to state plans, to avoid duplication of efforts;

3) identification of statewide workforce priorities and methods for identifying and addressing long-term workforce needs;

4) assurance that the components of Chapter 59, Title 59, the South Carolina Education and Economic Development Act, are implemented with fidelity to provide a better prepared workforce, student success in postsecondary education, and enhanced coordination between K-12, higher education, and employers;

5) establishment and maintenance of standardized education and workforce terminology and definitions to be used across all agencies and sectors;

6) development and implementation of an annual statewide workforce and education supply gap analysis which may include, but is not limited to:

a) evaluation of current and projected future employer demands;

b) determination of the makeup of the state's labor force and identifying the industries and occupations that are thriving by constructing a baseline analysis of the state's demographics and performing an analysis of the trends in the workforce and education infrastructure pipeline, including the supply of graduates in the State and the number of graduates by degree/certificate category;

c) identifying the supply of skills found in the workforce, and demand for skills employers need from the workforce, and a means for determining how to close gaps that exist between the supply and demand of such skills; and

d) comprehensive inventory of all education and training assets in the State; and

e) global view of workforce-related program data including federal, state, and local education and training options and opportunities;

8) development and implementation of a study, recommendations, and tools to address barriers to labor participation including, but not limited to, the following:

a) affordable access to childcare and transportation;

b) government assistance programs and requirements available to working families to determine potential opportunities to better incentivize and support employment, and employment-related activities, while easing the "cliff effect" during the transition to economic self-sufficiency;

c) providing individuals who are receiving assistance from public benefit programs with the supports, skills, and credentials they need to gain and retain employment in occupations for which employers demonstrate persistent demands; and

d) a "SC Benefits calculator" to help families, case managers, and community providers understand the impact of earnings and assist families planning their exit from the use of these public benefits, with the goal of promoting self-sufficiency and maximizing use of available opportunities;

9) review of state and federal funding for all workforce development programs of which CCWD is aware, including passthrough funding to nonprofit/local/regional workforce programs to eliminate duplication and ensure funding is going toward meeting the goals of the USP;

10) development of a reliable and replicable model for measuring returns on public investment in individual education and workforce programs, including a set of common measures used in a performance accountability system;

11) development and delivery of a consolidated budget report that:

a) improves transparency in workforce funding to enable smarter policy decisions; and

b) makes recommendations for using legislative and executive means to improve system alignment, accountability, and efficiency;

12) development and implementation of a method for conducting an ongoing inventory of existing workforce programs to identify duplications among and within the programs and identify ineffective programs; and

13) coordinate with the South Carolina Department of Veterans' Affairs to develop and implement procedures that connect active duty military spouses, family members, veterans, and military retirees to job opportunities and career support.

(C) The Executive Director of the Department of Employment and Workforce shall serve as Chairman of the CCWD, and, as Chairman of the CCWD, monitor and audit the implementation of this chapter, review accountability and performance measures, and annually report to the Governor and the General Assembly by December first of each fiscal year, on the:

1) actions taken by the council during the previous fiscal year;

2) engagement of the council to include attendance, participation, and compliance with the USP, and;

3) any recommendations for legislation.

The Executive Director or OSWD may submit additional reports on an ongoing basis as considered necessary.

(D) Agencies represented on the CCWD shall provide staff for the CCWD. These staff members may be provided by means of memorandums of agreement that address the scope of duties of each member agencies' personnel in providing this staff support.

(E) The Department of Employment and Workforce shall provide office space and equipment for the OSWD.

Article 7 Regional Workforce Advisors

Section 41-30-710.

(A) The OSWD shall provide oversight to the regional workforce advisors (RWA), which are to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community as provided in this article. The OSWD shall ensure that RWA's are providing services in schools and directly to students regarding opportunities available to students in industries and businesses across the State. The department shall hire RWAs and shall seek input from the State Department of Education and others, as needed, in carrying out the requirements of this section.

(B) The primary responsibilities of these advisors are to:

1) provide services to students and adults for career planning, employment seeking, training, and other support functions;

2) provide information, resources, and professional development programs to educators;

3) provide resources to school districts for compliance and accountability pursuant to the provisions of Chapter 59, Title 59;

4) provide information and resources to employers including, but not limited to, education partnerships, career-oriented learning, and training services;

5) facilitate local connections among businesses and those involved in education; and

6) work with school districts and institutions of higher education to create and coordinate workforce education programs.

(C) Each RWA shall coordinate career development, and postsecondary transitioning for the schools in its region.

(D) The RWAs shall provide data and reports that the department requests.

(E) Each RWA's geographic area of responsibility must conform to the geographic configuration of the local areas designated pursuant to the Workforce Innovation and Opportunity Act, Pub.L. 113-128. Each RWA's geographic area of responsibility shall have an advisory board comprised of a school district superintendent, high school principal, local workforce investment board chairperson, technical college president, four-year college or university representative, career center director or school district career and technology education coordinator, parent-teacher organization representative, and business and civic leaders. Appointees must reside or do business in the geographic area of the RWA's geographic area of responsibility. Local legislative delegations shall make the appointments to their respective advisory boards.

Section 41-30-720.

The Department of Employment and Workforce, in collaboration with the Department of Commerce, the State Board for Technical and Comprehensive Education, the Commission on Higher Education, and the State Department of Education shall plan and promote the career information and employment options and preparation programs provided for in this section by:

1) identifying potential employers to participate in the career-oriented learning programs;

2) serving as a contact point for employees and job seekers who are seeking career information and training;

3) providing labor market information including, but not limited to, supply and demand;

4) promoting increased career awareness and career counseling through the management and promotion of the South Carolina Occupational Information System;

5) collaborating with local agencies and businesses to stimulate funds; and

6) cooperating in the creation and coordination of workforce education programs.

Contribution and Wage Reports, Criteria and Filing Requirements Revised

Section 3 Section 41-31-160 of the S.C. Code is amended to read:

Section 41-31-160.

The department shall not require contribution and wage reports more frequently than quarterly. Effective with the quarter ending March 31, 2024, every employer with ten or more employees and every individual or organization that, as an agent, reports wages on a total of ten or more employees on behalf of one or more subject employers, shall file that portion of the "Employer Quarterly Contribution and Wage Reports" containing the employee's social security number, name, Standard Occupational Classification (SOC) code, total number of hours worked, and total wages electronically, in a format approved by the department. The department may waive the requirement to file electronically if a hardship is shown. In determining whether a hardship has been shown, the department shall take into account, among other relevant factors, the ability of the employer to comply with the filing requirement at a reasonable cost.

Contribution and Wage Reports, Criteria and Filing Requirements Revised

Section 4 Section 41-35-615 of the S.C. Code is amended to read:

Section 41-35-615.

All notices given to an employer concerning a request for determination of insured status, a request for initiation of a claim series in a benefit year, a notice of unemployment, a certification for waiting-week credit, a claim for benefits, and any reconsideration of a determination must be made by United States mail or electronic mail. The employer may designate with the department its preferred method of notice. If an employer does not make a designation, then notices must be made by United States mail. The employer may not be required to respond to the notice until ten calendar days, or the next business day if the tenth day falls on a Saturday, Sunday, or state holiday, after the postmark on notices sent via United States mail or ten calendar days after the date a notice is sent via electronic mail. Effective March 1, 2024, every employer with ten or more employees and every individual or organization that, as an agent, reports information to the department on ten or more employees on behalf of one or more subject employers, shall file responses to department requests for information regarding an individual's claim for benefits (e.g. job separations, wage audits, etc.) electronically, in a format approved by the department. The department may waive the requirement to file electronically if a hardship is shown. In determining whether a hardship is shown, the department shall take into account, among other relevant factors, the ability of the employer to comply with the filing requirement at a reasonable cost.

Repeal

Section 5 Article 13 and Article 15 of Chapter 1, Title 13 of the S.C. Code are repealed.

Time Effective

Section 6 This act takes effect upon approval by the Governor.

Ratified the 17th day of May, 2023.
Approved the 19th day of May, 2023.

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