



**SOUTH CAROLINA'S
Unified State Plan for
Education and Workforce
Development**

2024-2025



**FIND YOUR
FUTURE**
SOUTH CAROLINA





Education and workforce development are top priorities for every community and public official. While each state has a unique approach to continuously improving these areas, a common theme is the need for collaboration among education and workforce partners, with strong leadership and specific planning for a common direction to improve the system. South Carolina has empowered its education and workforce-related agencies to spearhead these efforts by passing the Statewide Education and Workforce Development Act. The Act reinvigorated the Coordinating Council for Workforce Development (CCWD) and now promotes an environment of collaboration to connect what was once a complex web of workforce and education partners to now work in sync with elected officials toward a standard set of goals with meaningful metrics to measure success and maintain accountability.

On behalf of the Coordinating Council for Workforce Development, I am pleased to present South Carolina's first-ever Unified State Plan for Education and Workforce Development (USP), which includes initial common goals and meaningful metrics for our state. This inaugural USP provides a starting point from which organizations can begin aligning and determining efforts that currently, or may in the future, impact the metrics.

This plan is a living document; the CCWD will review and revise it as needed annually. For example, the CCWD Metrics Baseline Committee will spend the next year compiling applicable data to develop metric baselines and recommendations for target values and any revisions. In the summer of 2025, the CCWD will release an updated version of the USP with target values and a reporting plan included.

Following the enactment of the Act, I have witnessed enormous dedication to the development of this USP and the many initiatives outlined in the Statewide Education and Workforce Development Act. The Governor and the General Assembly have set a course that will help workforce development in South Carolina now and in the future.

WILLIAM H. FLOYD, III

Chair, Coordinating Council for Workforce Development
Executive Director, South Carolina Department of Employment and Workforce



\$9.22B

TOTAL CAPITAL INVESTMENT (2023)

14,000

NEW JOBS (2023)

SINCE 2019

513

ECONOMIC DEVELOPMENT PROJECTS

\$28.2B

IN NEW INVESTMENTS

59,000

NEW JOBS



3.4%

UNEMPLOYMENT RATE (MAY 2024)

2.4M

PARTICIPATION IN THE WORKFORCE

56%

AVERAGE TOTAL EMPLOYMENT IN TOP FIVE INDUSTRIES (2023)*

25%

TOTAL EMPLOYMENT IN HEALTHCARE + MANUFACTURING

**Healthcare, manufacturing, retail trade, accommodation/food service, and ed services.*



56

PUBLIC & INDEPENDENT UNIVERSITIES AND COLLEGES + TECHNICAL COLLEGES

238k

FALL POSTSECONDARY CREDIT ENROLLMENT (2022)

56,000

CREDENTIAL AWARDED IN HIGHER ED (2021-22)

52,000

TOTAL HIGH SCHOOL CAREER AND TECHNICAL EDUCATION CERTIFICATIONS AWARDED (2021-22)



EXECUTIVE SUMMARY

To continue South Carolina's success, the Unified State Plan provides a systematic approach for statewide education and workforce development, streamlining and unifying the efforts of entities throughout the state. It is the state's comprehensive strategic plan for education and workforce development.

The USP is a living document the CCWD will review and revise as needed on an annual basis. This initial USP provides a starting point from which organizations can begin aligning and determining efforts that impact the metrics. The CCWD Metrics Baseline Committee will spend the next year compiling applicable data to develop baselines for the metrics, as well as recommendations for target values and any other revisions. The CCWD will release an updated USP in the summer of 2025 that includes target values and a plan for reporting on them.

CCWD projects required in the Statewide Education and Workforce Development Act that will help achieve the goals and strategies in this Unified State Plan are outlined in the [CCWD Annual Report](#). These projects are merely the tip of the iceberg, as successful progress is reliant upon current and future initiatives of those at the state, regional, and local levels. As organizations begin aligning their efforts to the framework of the Unified State Plan, collaboration and coordination will become easier and improve the impact we are all able to have on those we serve.

Visit dew.sc.gov/ccwdannualreport to view the CCWD Annual Report.

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.

Awareness



GOALS

Increase understanding about the top industries in South Carolina, diverse array of occupations within them, and services available to assist 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.

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 workbased learning experiences for students at all levels 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.

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CCWD Membership



Coordinating Council for Workforce Development Members

Executive Committee



WILLIAM H. FLOYD, III

Executive Director,
Department of Employment and Workforce



DR. TIM HARDEE

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HARRY M. LIGHTSEY III

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SC Senate



L. JEFFREY PEREZ

President,
Commission on Higher Education



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SC House of Representatives



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Commissioner,
Vocational Rehabilitation Department



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Secretary,
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Former Member,
SC House of Representatives



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W. HARTLEY POWELL

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Department of Revenue



DUANE PARRISH
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SC Research Authority



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SC First Steps



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Anderson 1 & 2 Career and Technology
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ANNA DUVALL
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Senator,
SC Senate



DR. GALEN DEHAY
President,
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DR. HARRISON GOODWIN
Superintendent,
Kershaw County School District



EMILY FARR
Executive Director,
Labor, Licensing, and Regulation



DANA YOW
Executive Director,
Education Oversight Committee



ANDY CARR
President/CEO,
Manufacturing Extension Partnership



**Planning
Process**

Work on the USP began with a survey sent to all 37 CCWD member organizations, followed by a meeting held on July 18, 2023, that included staff identified by each member organization's leadership to serve as the primary liaisons for the organizations. At this meeting, the structure for the USP was laid out by staff from 17 different CCWD member organizations, some of whom are seen in Figures 1 and 2, as they discussed an initial direction for the plan based on the needs of those they serve. Based on responses to surveys prior to the July meeting and discussions at the event, a decision was made for the USP to focus on three main topic areas: Awareness, Skills, and Obstacles.

Awareness addresses issues revolving around outreach, transparency, and information sharing to better inform businesses and citizens in South Carolina of the vast, diverse career opportunities and available services within the state. Skills focuses on training and work based learning opportunities so students and workers have more real-world experiences. Obstacles as a topic area addresses circumstances preventing some individuals from obtaining additional education or getting back to work. While numerous circumstances could create obstacles, the initial USP primarily focuses on the issues of childcare, housing, and transportation.

Staff work continued in August, with representatives from member organizations meeting three days per week for six weeks,



FIGURE 1

Staff from the Manufacturing Extension Partnership, Department of Agriculture, Department of Education, Richland School District One Career and Technical Education, and Department of Employment and Workforce at the July 18, 2023, CCWD meeting.



FIGURE 2

Staff from the Department of Veterans Affairs, Department of Commerce, State Technical College System, Vocational Rehabilitation Department, and Department of Housing Finance and Development Authority at the July 18, 2023, CCWD staff meeting.

as seen in Figure 3, and each day focused on a different topic (e.g., Tuesdays were Awareness, Wednesdays were Skills, etc.). Each CCWD organization was invited to participate in the meetings on topics most relevant to their constituencies. Some agencies had different division or department leaders attend multiple discussions, matching the division or department experience with the applicable topic. After six weeks, the work was compiled and presented to industry associations in mid-September.

Feedback was provided over four industry association meetings and integrated into the work done by the staff’s respective member organizations. The industry association feedback offered excellent insight into the collective needs of

industries in South Carolina and an opportunity to hear their ideas. Table 1 below includes the current individuals and groups who provided input during regular industry association and individual calls. The CCWD strongly believes that industry associations and other partners are vital in education and workforce development work. CCWD staff returned to work on the USP for October, meeting three days per week for four weeks — each meeting dedicated to a different topic. This work, presented during the CCWD Executive Committee meeting in November 2023, helped finalize the first steps in drafting the USP.

Following the start of the 2024 calendar year, the USP development process continued, using the same “sprint” model

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.

of three to six weekly meetings focusing on one key step in the USP process at a time. With the plan's Vision, Mission, Goals, and Strategies accepted as reasonable by the participating staff, the focus then turned to developing the metrics and the outcomes the CCWD would create and measure through the USP.

As was done previously, small focus groups were developed for each topic to include experts from CCWD member organizations and then further segmented into subgroups to focus on specialized areas, such as childcare, secondary education, or postsecondary education. The segmentation allowed for more in-depth conversations about individual metrics while limiting the time required by the staff of all participating entities. Staff from industry associations and other partners also participated in these small focus groups. The intent of each meeting was to create measurable, reasonable, and achievable metrics.

We remained pragmatic about the desired outcome but optimistic about the ability to achieve the desired metric. 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 and to institute processes for consistent measurement going forward.

Upon completing the sprints, all participating staff were brought together to present the draft metrics. After the staff's

final review, the metrics and the USP in its entirety were presented to industry associations, colleges and universities, economic development officials, and other partners who wished to be briefed on the USP's initial draft.

Integrating feedback into edits, the finalized USP was presented to the CCWD on June 17, 2024, and received approval from the Executive Committee. With the USP accepted by the CCWD, the Metrics Baseline Committee was created to determine baselines for all metrics accepted by the CCWD and to recommend target values.



FIGURE 3

Staff from CCWD member organizations attending virtual meetings to work on the USP.

Unified State Plan



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 Decrease 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, postcampaign 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 within two weeks.
- 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 Education

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.



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.



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 federal Bureau of Labor and 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 full Supply Gap report and methodology from the South Carolina Department of Employment and Workforce's Labor Market Information division is available online. 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.

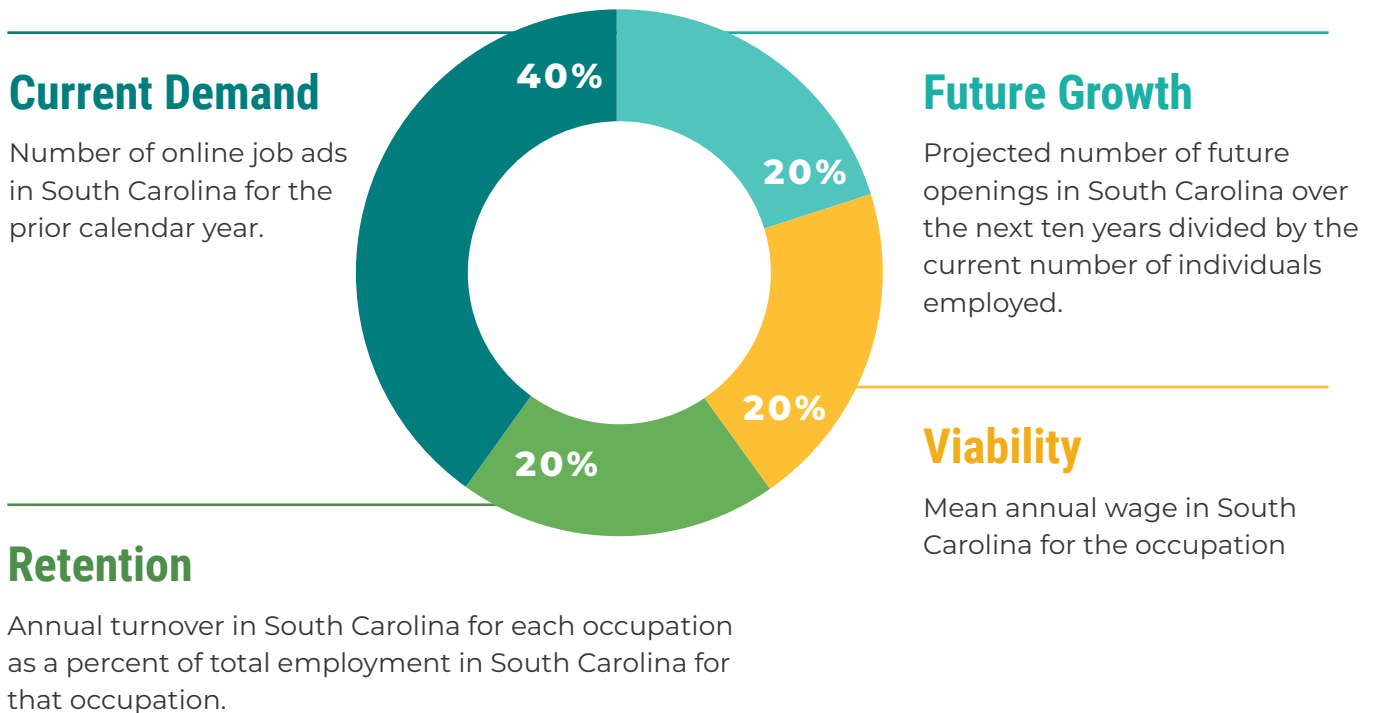


WHO ELSE IS USING PRIORITY OCCUPATIONS?

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.



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%).

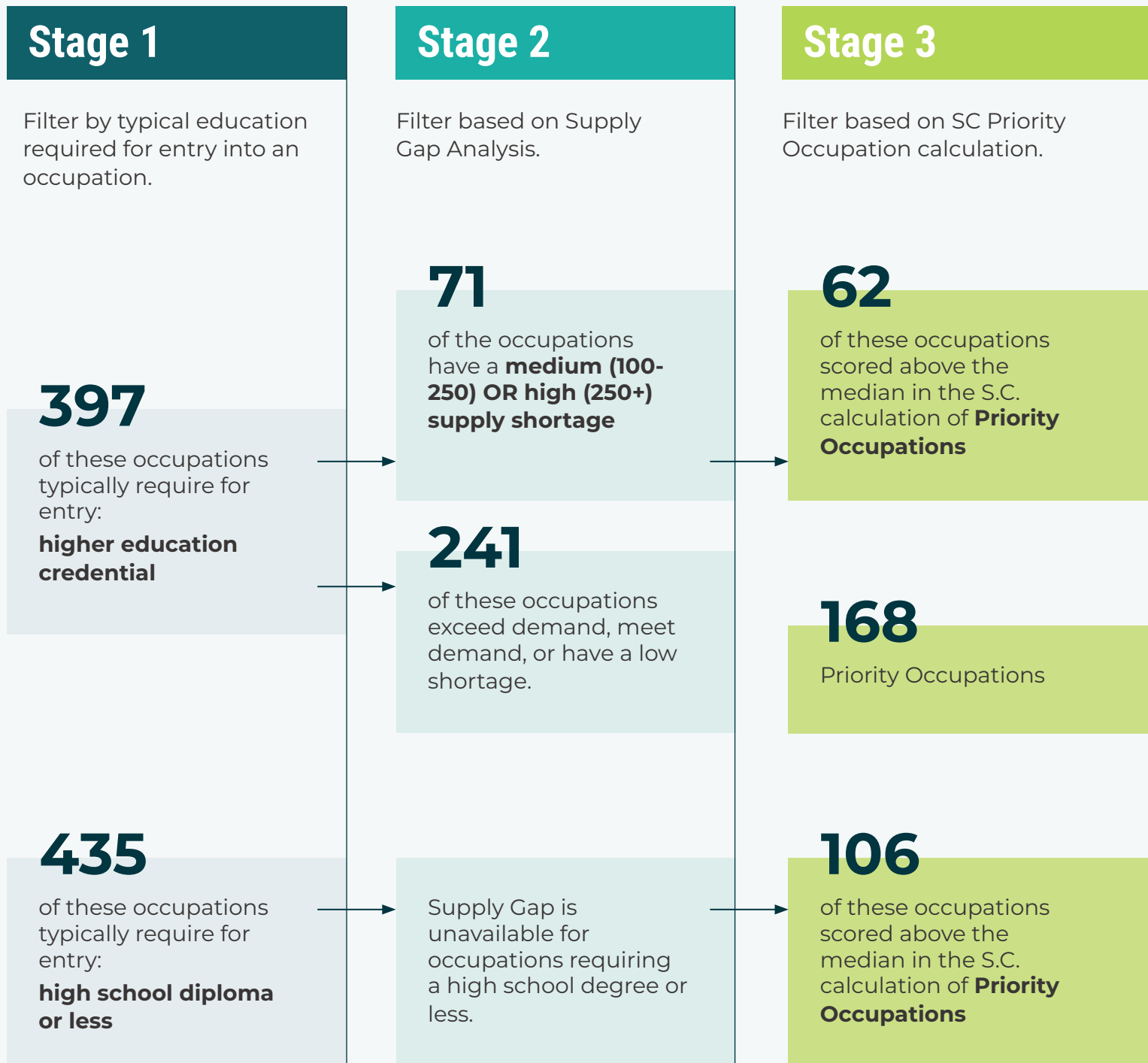
4

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.



*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	Do scores in step 4 total 50 or more? Yes (84.78) This is a Priority Occupation
Future Growth	9.95%	53.21%	20%	10.64	
Viability	\$78,700 mean wage	78.4%	20%	15.69	
Retention	5.58% turnover	92.5%	20%	18.50	

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	Do scores in step 4 total 50 or more? Yes (55.10) This is a Priority Occupation
Future Growth	7.39%	34.4%	20%	6.88	
Viability	\$38,700 mean wage	19.0%	20%	3.81	
Retention	11.09% turnover	29.0%	20%	5.81	

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 statutes do 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, including those in Figure 2.



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.

Priority Occupations by Career Cluster

Agriculture, Food, and Natural Resources



Occupations	Mean Wage	Education Needed
Animal Caretakers	\$29,800	HS
Pest Control Workers	\$40,100	HS

Architecture and Construction



Occupations	Mean Wage	Education Needed
Civil Engineers	\$90,600	BD
Construction Managers	\$110,600	BD
First-Line Supervisors of Construction Trades and Extraction Workers	\$69,000	HS
Heating, Air Conditioning and Refrigeration Mechanics and Installers	\$51,200	PN
Electricians	\$55,300	HS
Operating Engineers and Other Construction Equipment Operators	\$46,000	HS
Plumbers, Pipefitters and Steamfitters	\$53,200	HS
Construction Laborers	\$39,500	NONE
Millwrights	\$59,700	HS
Carpenters	\$48,700	HS
Cost Estimators	\$70,100	BD
Mechanical Door Repairers	\$53,900	HS
Electrical Power-Line Installers and Repairers	\$71,100	HS
First-Line Supervisors of Landscaping, Lawn Service and Groundskeeping	\$55,300	HS
Highway Maintenance Workers	\$37,800	HS
Landscaping and Groundskeeping Workers	\$35,100	NONE
Paving, Surfacing, and Tamping Equipment Operators	\$42,800	HS

DOC - Doctoral or Professional Degree

MD - Master's Degree

BD - Bachelor's Degree

AD - Associate's Degree

PN - Postsecondary Nondegree Award

HS - High School Diploma or Equivalent

NONE - No Formal Educational Credential

Architecture and Construction (continued)



Occupations	Mean Wage	Education Needed
Painters, Construction and Maintenance	\$43,900	NONE
Sheet Metal Workers	\$48,900	HS
Crane and Tower Operators	\$61,800	HS
Roofers	\$41,700	NONE
Pile Driver Operators	\$58,800	HS
Surveying and Mapping Technicians	\$45,100	HS
Septic Tank Servicers and Sewer Pipe Cleaners	\$41,900	HS

Arts, Audio/Video Technology, and Communications



Occupations	Mean Wage	Education Needed
Telecommunications Line Installers and Repairers	\$54,900	HS
Graphic Designers	\$56,200	BD
Photographers	\$40,600	HS
Entertainers and Performers, Sports and Related Workers, All Other	\$47,300	NONE
Telecommunications Equipment Installers and Repairers, Except Line Installers	\$59,500	HS

Business Management and Administration



Occupations	Mean Wage	Education Needed
Management Analysts	\$91,800	BD
Business Operations Specialists, All Other	\$81,500	BD
Human Resource Specialists	\$68,500	BD
Training and Development Specialists	\$64,600	BD
First-Line Supervisors of Office and Administrative Support Workers	\$62,900	HS
Meeting, Convention and Event Planners	\$50,100	BD
Stockers and Order Filers	\$33,300	HS
Construction and Building Inspectors	\$63,000	HS

Business Management and Administration (continued)



Occupations	Mean Wage	Education Needed
Postal Service Mail Carriers	\$57,900	NONE
Postal Service Clerks	\$61,500	NONE
Executive Secretaries and Executive Administrative Assistants	\$61,900	HS
Secretaries and Administrative Assistants, Except Legal, Medical and Executive	\$40,900	HS

Education and Training



Occupations	Mean Wage	Education Needed
Secondary School Teachers, Except Special and Career/ Technical Education	\$59,100	BD
Elementary School Teachers, Except Special Education	\$57,000	BD
Middle School Teachers, Except Special and Career/ Technical Education	\$58,600	BD
Preschool Teachers, Except Special Education	\$34,900	AD
Teachers and Instructors, All Other	\$57,100	BD
Self-Enrichment Teachers	\$44,300	HS

Finance



Occupations	Mean Wage	Education Needed
Securities, Commodities and Financial Services Sales Agents	\$76,000	BD
Financial and Investment Analysts	\$88,500	BD
Accountants and Auditors	\$77,000	BD
Insurance Sales Agents	\$68,400	HS
Loan Officers	\$74,800	BD
Personal Financial Advisors	\$105,900	BD
Claims Adjusters, Examiners and Investigators	\$74,600	HS
Insurance Underwriters	\$76,600	BD
Insurance Claims and Policy Processing Clerks	\$47,100	HS



Government and Public Administration

Occupations	Mean Wage	Education Needed
Occupational Health and Safety Specialists	\$74,300	BD
Transportation Inspectors	\$78,500	HS
Eligibility Interviewers, Government Programs	\$45,200	HS



Health Science

Occupations	Mean Wage	Education Needed
Nurse Practitioners	\$114,700	MD
Physical Therapists	\$94,400	DOC
Medical and Health Services Managers	\$118,900	BD
Veterinarians	\$117,300	DOC
Occupational Therapists	\$93,500	MD
Dentists, General	\$176,800	DOC
Registered Nurses	\$78,700	BD
Physicians, All Other	\$316,700	DOC
Dental Hygienists	\$76,000	AD
Radiologic Technologists and Technicians	\$63,700	AD
Pharmacists	\$128,500	DOC
Licensed Practical and Licensed Vocational Nurses	\$54,400	PN
Medical Records Specialists	\$53,100	PN
Physical Therapist Assistants	\$67,300	AD
Pharmacy Technicians	\$39,100	HS
Medical Secretaries and Administrative Assistants	\$39,600	HS
Medical Assistants	\$38,300	PN
Dental Assistants	\$45,200	PN
Phlebotomists	\$39,300	PN
Home Health Aides	\$27,200	N/A
Healthcare Support Workers, All Other	\$49,600	HS
Opticians, Dispensing	\$48,300	HS
Nursing Assistants	\$34,300	PN
Hearing Aid Specialists	\$79,900	HS

Hospitality and Tourism



Occupations	Mean Wage	Education Needed
Chefs and Head Cooks	\$56,100	HS
Food Service Managers	\$63,800	HS
Lodging Managers	\$71,800	HS
First-Line Supervisors of Housekeeping and Janitorial Workers	\$45,800	HS
First-Line Supervisors of Food Preparation and Serving Workers	\$41,000	HS
Cooks, Restaurant	\$32,700	NONE
Food Preparation and Serving Related Workers, All Other	\$27,500	NONE
Recreation Workers	\$33,800	HS
Dining Room and Cafeteria Attendants and Bartender Helpers	\$26,500	NONE
Bakers	\$32,500	NONE
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	\$29,800	NONE

Human Services



Occupations	Mean Wage	Education Needed
Substance Abuse, Behavioral Disorder and Mental Health Counselors	\$49,600	BD
Child, Family and School Social Workers	\$47,900	BD
Social and Human Service Assistants	\$41,800	HS
Personal Service Managers, All Other	\$52,500	HS
Personal Care Aides	\$27,200	N/A
Massage Therapists	\$47,000	PN
Clergy	\$54,500	BD
Exercise Trainers and Group Fitness Instructors	\$40,800	HS
Community Health Workers	\$48,500	HS

Information Technology



Occupations	Mean Wage	Education Needed
Software Developers	\$114,900	BD
Computer Systems Analysts	\$99,100	BD
Network and Computer Systems Administrators	\$94,300	BD
Software Quality Assurance Analysts and Testers	\$88,000	BD
Web Developers	\$73,800	BD
Market Research Analysts and Marketing Specialists	\$69,500	BD
Computer Network Support Specialists	\$69,100	AD

Law, Public Safety, Corrections and Security



Occupations	Mean Wage	Education Needed
Lawyers	\$124,600	DOC
Detectived and Criminal Investigators	\$76,600	HS
Police and Sheriffs Patrol Officers	\$52,400	HS
Paralegals and Legal Assistants	\$55,200	AD
Forest Fire Inspectors and Prevention Specialists	\$45,100	HS
First-Line Supervisors of Correctional Officers	\$62,200	HS
First-Line Supervisors of Police and Detectives	\$76,400	HS
Correctional Officers and Jailers	\$43,900	HS
First-Line Supervisors of Security Workers	\$46,800	HS
Private Detectives and Investigators	\$55,300	HS
Firefighters	\$40,500	PN
First-Line Supervisors of Protective Service Workers, All Other	\$55,500	HS

Manufacturing



Occupations	Mean Wage	Education Needed
First-Line Supervisors of Mechanics, Installers and Repairers	\$70,400	HS
Industrial Machinery Mechanics	\$59,800	HS
First-Line Supervisors of Production and Operating Workers	\$72,800	HS
Maintenance and Repair Workers, General	\$45,500	HS
Security and Fire Alarm Systems Installers	\$50,700	HS
Production, Planning and Expediting Clerks	\$55,200	HS
Laborers and Freight, Stock and Material Movers, Hand	\$36,200	NONE
Electrical, Electronic, and Electromechanical Equipment Assemblers, Except Coil Winders, Tapers and Finishers	\$43,500	HS
Welders, Cutters, Solderers and Brazers	\$47,800	HS
Machinists	\$47,800	HS
Production Workers, All Other	\$38,700	HS
Computer Numerically Controlled Tool Operators	\$60,600	HS
Coating, Painting, and Spraying Machine Setters, Operators and Tenders	\$43,500	HS
Installation, Maintenance and Repair Workers, All Other	\$45,500	HS
Inspectors, Testers, Sorters, Samplers and Weighers	\$45,500	HS

Marketing



Occupations	Mean Wage	Education Needed
Sales Managers	\$135,400	BD
Property, Real Estate, and Community Association Managers	\$71,200	HS
Sales Representatives of Services, Except Advertising, Insurance, Financial Services and Travel	\$66,500	HS
Sales Representatives of Wholesale and Manufacturing, Technical and Scientific Products	\$84,300	BD
Real Estate Sales Agents	\$57,300	HS
Driver/Sales Workers	\$28,700	HS
First-Line Supervisors of Retail Sales Workers	\$47,000	HS
Real Estate Brokers	\$113,500	HS
Sales Representatives of Wholesale and Manufacturing, Except Technical and Scientific Products	\$74,100	HS
Sales and Related Workers, All Other	\$41,200	HS
Merchandise Displayers and Window Trimmers	\$37,600	HS

Science, Technology, Engineering and Mathematics



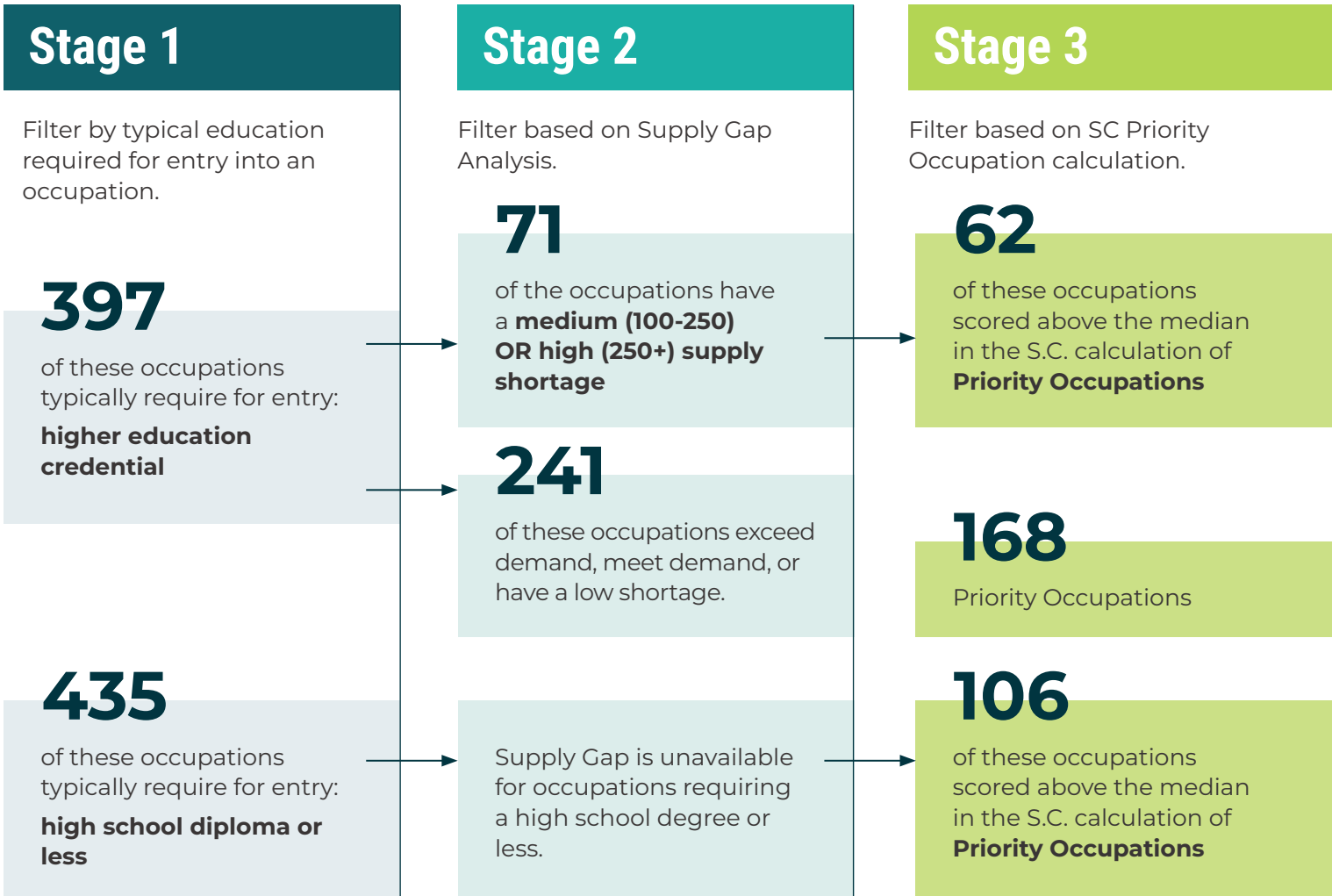
Occupations	Mean Wage	Education Needed
Industrial Engineers	\$96,300	BD
Electrical Engineers	\$97,700	BD
Life, Physical and Social Science Technicians, All Other	\$69,900	AD

Transportation, Distribution and Logistics



Occupations	Mean Wage	Education Needed
Transportation, Storage and Distribution Managers	\$110,300	HS
Logisticians	\$75,800	BD
Aircraft Mechanics and Service Technicians	\$62,000	PN
Light Truck Drivers	\$42,300	HS
Automotive Service Technicians and Mechanics	\$48,000	PN
Bus and Truck Mechanics and Diesel Engine Specialists	\$49,900	HS
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	\$60,500	HS
Cargo and Freight Agents	\$49,000	HS
Automotive Body and Related Repairers	\$48,600	HS
Industrial Truck and Tractor Operators	\$41,500	NONE
Rail Yard Engineers, Dinkey Operators, and Hostlers	\$55,400	HS
Recreational Vehicle Service Technicians	\$45,300	HS
Automotive Glass installers and Repairers	\$43,900	HS
Shuttle Drivers and Chauffeurs	\$31,400	NONE
Heavy and Tractor-Trailer Truck Drivers	\$52,700	HS

800 + Occupations in S.C.



	Step 1 For all S.C. occupations, obtain the number for each variable	Step 2 Objectively rank occupations from highest to lowest, then assign a percentile	Step 3 Multiply the percentile in Step Two by a subjective weight	Step 4 Total the scores	Step 5 Categorize the occupation based on total score
Current Demand	Number of online job ads in S.C. for the prior calendar year	Example: Highest number of current job openings in S.C. is 99.9 percentile	40%		Any score above 50 = Priority Occupation (96 occupations scored 75 - 100) (291 occupations scored 50.01 - 75) (347 occupations scored 25.01 - 50) (106 occupations scored 0 - 25) *Note: Occupations typically requiring a higher education credential must score between 50-100 and have a supply gap shortage of more than 100 to be considered priority.
Future Growth	Projected number of future openings in S.C. over next ten years divided by current number employed in S.C.	Example: Highest number of future job openings in S.C. is 99.9 percentile	20%		
Viability	Mean annual wage in S.C. for the occupation	Example: Highest wage is 99.9 percentile	20%		
Retention	Annual turnover in S.C. for each occupation as percent of total employment in S.C. for that occupation	Example: Lowest turnover is 99.9 percentile	20%		



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



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