

*Joint Meeting of the
Economic Development, Transportation, and Natural Resources Subcommittee
and
Education and Cultural Subcommittee
Monday, February 28, 2022*

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AGENDA

South Carolina House of Representatives



Legislative Oversight Committee

ECONOMIC DEVELOPMENT, TRANSPORTATION, AND NATURAL RESOURCES SUBCOMMITTEE

*The Hon. William M. "Bill" Hixon, Chair
The Hon. Adam M. Morgan
The Hon. Russell L. Ott
The Hon. Marvin R. Pendarvis*

EDUCATION AND CULTURAL SUBCOMMITTEE

*The Hon. Jeffrey E. "Jeff" Johnson, Chair
The Hon. Kambrell H. Garvin
The Hon. Michael F. Rivers, Sr.*

***Monday, February 28, 2022
10:00 a.m.***

110 - Blatt Building

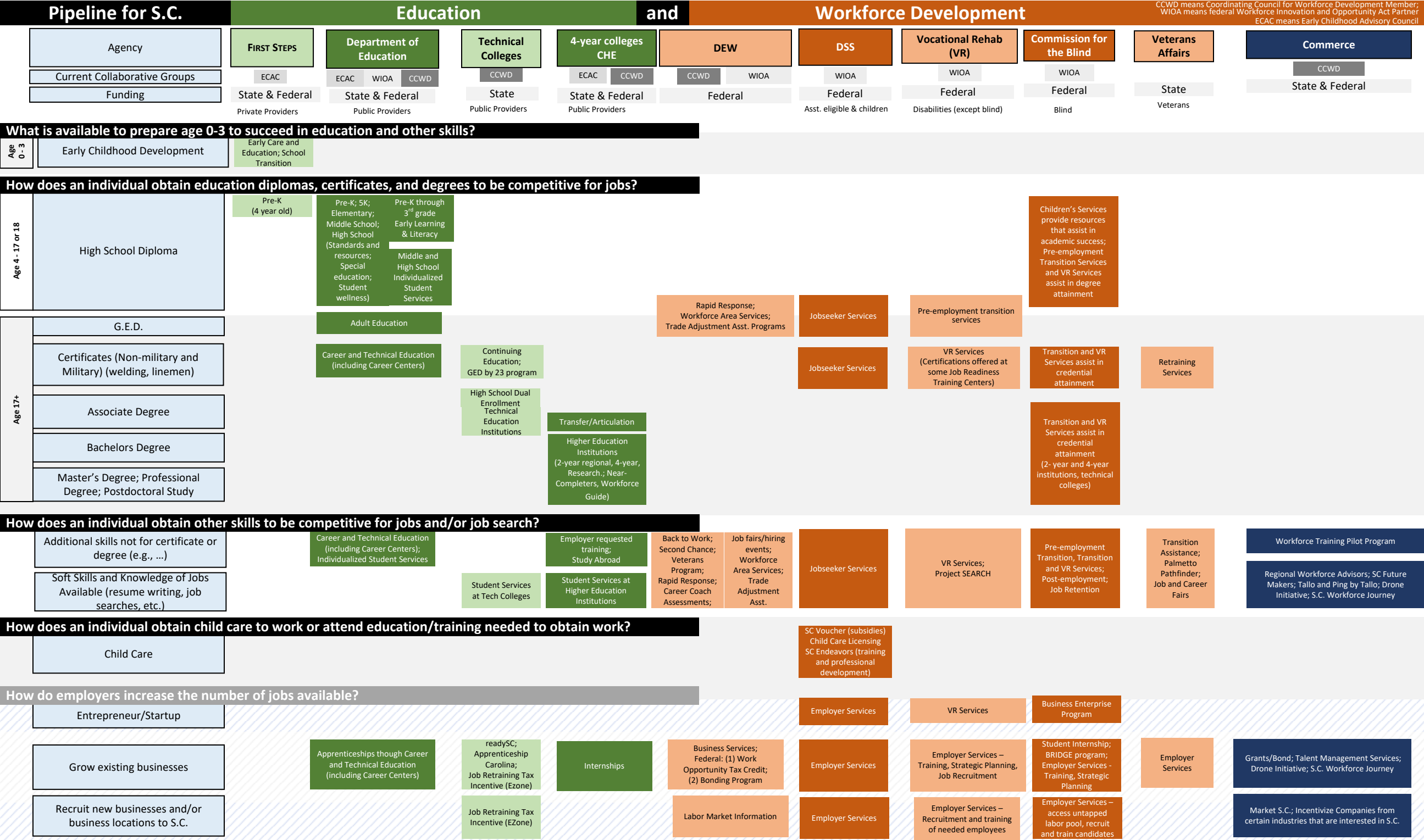
***Pursuant to Committee Rule 6.8, S.C. ETV shall be allowed access for internet streaming whenever
technologically feasible.***

AMENDED AGENDA

- I. Approval of Minutes**
- II. Discussion of the Department of Commerce and agencies involved in education and workforce development**
- III. Adjournment**

S.C. AGENCY EDUCATION AND WORKFORCE DEVELOPMENT PIPELINE

South Carolina Education and Workforce Development Pipeline



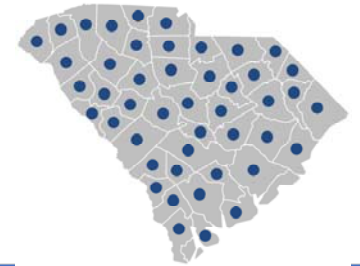
South Carolina
Education and Workforce Development Pipeline

Individual Agency Information

First Steps

LOCATION IN THE WORKFORCE PIPELINE

- Work to ensure that every young child has the opportunity to benefit from quality early childhood programs that optimize their health, safety, and development through a network of 46 county partnerships, each a local nonprofit, that offer direct services to families and caregivers, share knowledge of community resources and referrals, and mobilize partners in building a more efficient and effective early childhood system
- Provide year-round, full-day, high-quality four-year-old kindergarten (4K) to qualifying children in non-public school settings, allowing their parents to work or attend school full-time
- Offer part- and full-time service opportunities for adults (ages 21+) through the First Steps AmeriCorps program
- Host high-quality professional development to the early childhood workforce
- Mobilize partners in building a more efficient and effective early childhood system through the activities of the Early Childhood Advisory Council, a collaborative body of directors of state agencies, elected officials, state-level early childhood leaders, members of the business and medical communities, parents, and early childhood educators.



Most Current Location Information:

- First Steps Local Partnerships (one in every county): scfirststeps.org/about-us/local-partnerships/
- First Steps 4K providers: free4ksc.org

OUTCOMES AND INFORMATION

What are the outcomes sought from the services the agency provides?

The mission of First Steps is that all children start school ready to reach their highest potential with engaged support from their parents, caregivers, and communities. The overarching outcomes we use to measure our success are:

1. INCREASE THE REACH OF FIRST STEPS SERVICES. By 2025, the percentage of children in need who are directly served by First Steps will increase from 17% to 20%.
2. INCREASE THE NUMBER OF CHILDREN ENROLLED IN HIGH INTENSITY PROGRAMS FUNDED BY FIRST STEPS. By 2025, the percentage of children directly served by First Steps enrolled in high intensity programs will increase from 28% to 40%.
3. INCREASE THE AVAILABILITY OF HIGH QUALITY EARLY CARE AND EDUCATION OPPORTUNITIES OFFERED BY FIRST STEPS. By 2025, the percentage of children under age 6 who benefit from First Steps quality enhancement and training efforts will increase from 12% to 15%.
4. MORE CHILDREN ARRIVE AT KINDERGARTEN READY FOR SUCCESS. By 2025, the percentage of children who score at the highest level on the Kindergarten Readiness Assessment will increase by 2% each year to 47%.
5. REDUCE THE RACIAL/ETHNIC GAP IN KINDERGARTEN READINESS. By 2025, the gap in the percentage of children who score at the highest level on the Kindergarten Readiness Assessment between White Kindergartners and Black/Hispanic Kindergartners will reduce by 1% each year to 15%.
6. CREATE AN ACCESS PORTAL TO INCREASE SOUTH CAROLINA CHILDREN'S KNOWLEDGE OF AND ACCESS TO SERVICES. By 2025, First5SC.org will launch and include five categories: child care & early education, health & safety, special needs & early intervention, food & nutrition and parenting & family support.

How does the agency determine whether the outcomes are achieved?

We have a discrete, measurable annual and five year goal for outcome 1-5. For the last outcome, when First5SC.org's eligibility portal launched in February 2022, we knew we were successful.

Where does the agency obtain the information?

For the first three outcomes, we obtain the information from our data systems and reporting processes. For outcomes 4 & 5, we obtain the information from the Education Oversight Council's annual report on the Kindergarten Readiness Assessment.

What are the limits on information the agency can share?

Information that can be shared is limited to those that families consent to sharing for specific purposes, that maintain data confidentiality and security, and are only reported in aggregate (with relevant data suppression rules).

EDUCATION AND WORKFORCE PROGRAMS

Health:

Offers programs that enhance food security and nutrition, prevent chronic health conditions, and address developmental delays. Provides developmental screenings and referrals to other services.

Parenting Programs:

Provides services to build partnerships with families to promote child health, wellbeing and learning. Offers a series of home visiting programs, family literacy programs, and group supports for families.

Early Care and Education:

Increases access, quality, and professional development in early childhood programs. Provides Quality Enhancement and Quality Counts programs, high-quality training to child care provider staff, and offers scholarship funds to serve eligible children at child care centers.

School Transition:

Supports school transitions into both 4K (four-year-old kindergarten) and kindergarten by connecting families and early educators through home visits.

First Steps 4K:

Implements CERDEP 4K to provide free, educational pre-K programs to eligible children in non-public school settings, like child care centers and charter schools

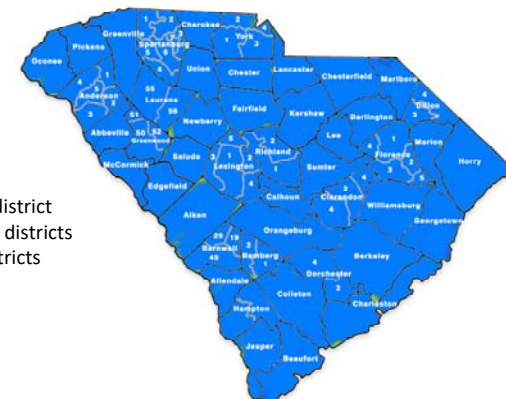
COLLABORATION

- Early Childhood Advisory Council (ECAC): Will be explained with Current Collaborations at the end.
- First Steps county partnerships (one in each county) are legislatively mandated to collaborate at the local-level with at least the Department of Social Services county office, the Department of Health and Environmental Control county office, any local Head Start or Early Head Start grantees, the county library, and the school districts within the county, in addition to members of the faith, healthcare, business, philanthropic, and other sectors
- Department of Social Services:
 - First Steps 4K + Siblings provides siblings (ages 0 through 12) of enrolled First Steps 4K students free child care and after-school scholarships
 - Partner of several activities related to the Preschool Development Grant, like supporting school transitions, expanding access to parenting programs, and improving child care quality
 - Partner in 7 counties to pilot referrals from child welfare cases to a home visiting program with additional intervention for children ages 6-24 months (also partner with Department of Mental Health here)
- Department of Health and Environmental Control: partner with Women, Infants, and Children (WIC) nutrition program in 8 counties to increase WIC enrollment and retention
- Department of Education, Department of Social Services, Head Start Collaboration Office: provide joint professional development to teachers and supporters of four-year-olds called Palmetto Pre-K Jamboree

Department of Education (SCDE)

LOCATION IN THE WORKFORCE PIPELINE

- Establish standards for providing kindergarten through 12th grade education, including high school equivalency degree
- Central source of information about progress toward and attainment of education at the above levels



Location of school districts
31 counties have a single school district
11 counties have two to four school districts
4 counties have five or more districts

OUTCOMES AND INFORMATION

What are the outcomes sought from the services the agency provides?

Students graduate prepared for success in college, careers, and citizenship.

How does the agency determine whether the outcomes are achieved?

- Please see measures in the School District Report Cards under these headings:
- Academic Achievement (e.g., end-of-course assessments, SC READY performance, etc.)
- Preparing for Success (e.g., SCPASS assessments, etc.)
- College and Career Readiness (e.g., ACT scores, Ready to Work Certificates, Advanced Placement and International Baccalaureate, etc.)
- Graduation Rate (e.g., on-time rate, etc.)

Where does the agency obtain the information?

- DoE obtains information from each school throughout the state on graduation, grades, demographics, attendance, and some assessment results (PowerSchool database is the data source for school related report cards). Also, DoE hosts data for some districts in the state.
- Currently, CHE does not have information related to employment rates, wages, or the percent of individuals whose industry of employment align with their individualized graduation plans (formerly career clusters)

Limits on Information Available

- DoE is willing to provide information if individual information is not published and any searches or reports drawn from the information are produced with aggregate numbers.

COLLABORATION

- Workforce Innovation and Opportunity Act (WIOA) Collaboration – Will be explained with Current Collaborations at the end
- Vocational Rehabilitation (VR) Department – Memorandum of agreement outlining the provision of adult education services in 24 of S.C. 28 VR Training Centers.
- Commission on Higher Education – National Community Reinvestment Coalition Data
- First Steps and HeadStart – Pre-K professional learning and data collection
- Technical Colleges – SCDE has a seat on the SC Board of Technical Colleges; ReadySC; youth apprenticeships; information sharing around K-12 students for post-secondary success/readiness

EDUCATION AND WORKFORCE PROGRAMS

Standards and Resources for What and Who Teach the Workforce (Kindergarten through Adult)

Accredits all schools and districts, establishes standards for every subject taught, and monitors state required assessments to gauge student progress. Requires and maintains certification for teachers (SCEducator data system), instructs principals on how to evaluate them, and offers a repository of resources, professional development, and leadership programming for school personnel. Assigns transformation coaches to underperforming schools as determined by state and federal law. Reviews district's financial audits.

Special Education Services (Kindergarten through Adult)

Ensures all children with disabilities have available a free appropriate public education (FAPE), protects the rights of these children and their parents, and provides leadership to school districts and state-operated programs in the provision of appropriate special educational service (i.e., individualized education plan, IEP)

Student Wellness (Kindergarten through 12th grade)

Owens and operates statewide bus fleet to equalize transportation available to students in every district in the state. Implements nutrition programs including breakfast, free/reduced lunch, and summer meals. Assists districts in processing Medicaid claims. Works with districts and outside entities on truancy and dropout prevention programs. Assists with family and community engagement program and military outreach program, etc.

Early Learning and Literacy (Kindergarten through 3rd grade)

Assists with implementation of public 4K (pre-kindergarten) by monitoring and supporting 4K classrooms statewide; with the statewide screening for literacy, social emotional learning, and numeracy; and Read to Succeed legislation and Child Early Reading Development and Education Program (CERDEP).

Individualized Student Services (Middle and High School)

Offers virtual education courses to supplement schools/districts unable to offer particular courses (e.g., AP French, etc.). Monitors individualized graduation plan (formerly called career clusters) process, which starts in middle school and is used to guide high school course selection. Enables schools and districts to utilize personalized, competency-based learning instead of standard grades.

Career and Technical Education (CTE), including Career Centers (Middle and High School)

In high schools (H.S.), every school district offers CTE programming connected to postsecondary success through a program of study. Most districts offer career exploration in middle school to encourage student success. Classes in H.S. are offered in comprehensive H.S., career centers, or multi-district career centers; and during the day like other traditional education programming with transportation available. Classes cover a range of opportunities (e.g., computer programming, engineering, sports medicine, firefighting, welding, agriculture, automotive repair, cosmetology, etc.), through which a student may obtain full certification by graduation, if desired. Apprenticeships connected to the courses are also available at H.S. and career centers.

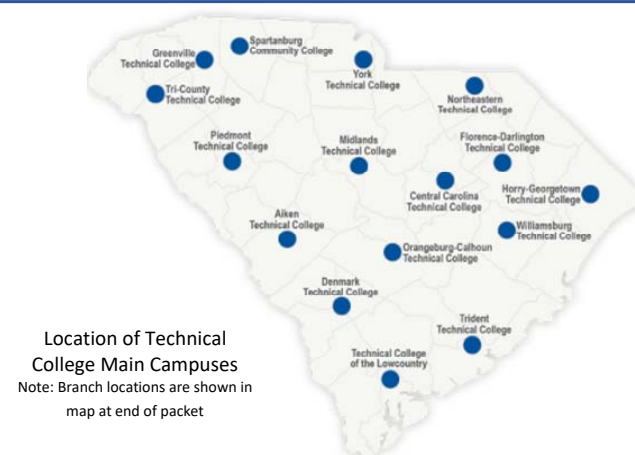
Adult Education (typically age 17+)

An individual who did not complete the requirements to receive their high school diploma may obtain a general education degree (G.E.D.) or obtain one later in life. Provides leadership, training, technical assistance, monitoring, and evaluation of local adult education service providers who assist adults in obtaining the literacy, credentials, knowledge, and skills necessary for self-sufficiency, employability, civic awareness, and an engaged partnership in the educational development of their children. Adult education services are provided in 18 SC Works Centers.

Technical College System

LOCATION IN THE WORKFORCE PIPELINE

- Between K-12 and research institutions
- 2/3 of its customers (students) = Preparation to enter directly into the workforce in a job that does not require a bachelor's, masters, or doctoral degree. Of these jobs, typically 1/3 are in the healthcare field and 1/3 in other technical fields (i.e., welding, etc.)
- 1/3 of its customers (students) = Affordable entry into post-secondary education that can be transferred to a 4-year college to receive a bachelor's degree or beyond
- To help determine demand in different job fields, SC Technical Colleges work with following associations: (1) Manufacturing Alliance; (2) Hospital Association; (3) SC Forestry; (4) SC Trucking Association; (5) SC Electric Co-ops (lineman training); (6) Emergency Medical Services Association; etc.



OUTCOMES AND INFORMATION

What are the outcomes sought from the services the agency provides?

Job placement for students

How does the agency determine whether the outcomes are achieved?

- Follow students one year after graduation to determine if they have a job and, if they have a job in the field in which they studied
- Placement is currently tracked for graduates of technical college programs. Placement of those who earn a certificate using GEER funding to offset program fees is also tracked.

Where does the agency obtain the information?

- Each S.C. Technical College submits information on graduating students to the Department of Employment and Workforce (DEW). DEW matches the information with its employment records and provides the technical college requested aggregate information. Information includes: (1) number of students employed; (2) number of students employed in field in which they studied; (3) county of employment; and (4) wage ranges, if available.
- Each college pays DEW for the report at a cost of \$0.28 per student. All information obtained is current (i.e., within last 12-18 months)

What are the limits on information the agency can share?

- The Technical Colleges are willing to provide information, as long as it is only produced in aggregated formats, without any individual information.

COLLABORATION

- DEW – At height of unemployment during COVID, S.C. Tech requested information on all individuals on DEW's unemployment list and then sent each information on technical training to encourage them to apply (information sent to 87K individuals, 6K responded)
- Department of Corrections – In talks about how they can partner to train offenders so they are job ready when released from incarceration.
- First Steps – See First Steps childcare & Tech training program
- Department of Education – See Dual Enrollment and GED by 23

EDUCATION AND WORKFORCE PROGRAMS

First Steps Childcare and Tech Training (First outreach in Dec 2021/initiative on-going) -

Outreach to the First Steps parents encouraging them to participate in short-term, high-demand training programs offered at the state's technical colleges. Tuition and fees for these program covered by GEER funds. Childcare offered during training to enhance accessibility.

Continuing Education (Certificates), including ManuFirst SC - Approximately 40,000 individuals per year participate in continuing education, through which they learn information to prepare them to take different certificate tests.

Technical College (Associates Degree) - The System's 16 colleges offer a variety of programs in South Carolina's high-demand, high-paying fields, including 78 degrees, 28 diplomas and nearly 1,000 certificate programs.

Dual Enrollment - In Academic Year 2020-21, the technical college educated 15,431 high school students through dual enrollment. Top technical education courses included allied health sciences, welding, computer technology, criminal justice and industrial mechanics.

GED by 23 - Outreach to recent GED completers encouraging them to participate in short-term (12 months or less), high-demand programs offered at the state's technical colleges. Tuition and fees for these program covered by a federal Department of Education grant

Tech College Student Services - Each Technical College has student or wrap around services to assist students with resume writing, interview skills, etc.

Apprenticeship Carolina (est. 2007)- Apprenticeship consultants are available, at no charge to employers, to guide companies through the registered apprenticeship development process from initial information to full recognition in the national Registered Apprenticeship System so the employer can create demand-driven registered apprenticeship programs

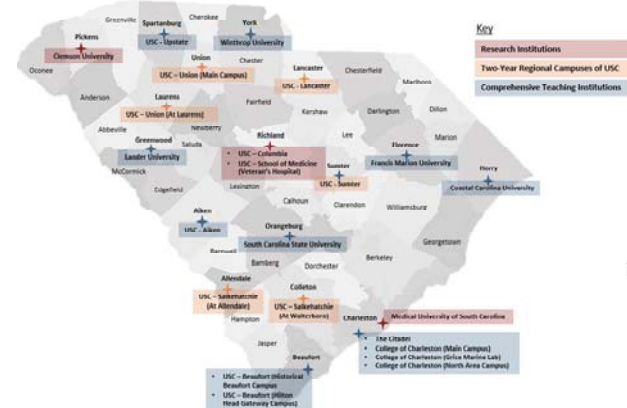
readySC (est. 1961) - Work with Department of Commerce and companies recruited to S.C. to develop customized employee recruitment and training solutions, determine best staffing strategies for training and instruction expense, and find suitable training space, including up-fitting with state-of-the art equipment and labs to reflect ultimate workplace.

Job Retraining Tax Incentive (Ezone) - Enterprise Zone Retraining Program (EZone) offers a tax incentive for companies wanting to introduce new equipment and/or new technology to their facility. A company spending at least \$1.50 on retraining eligible employees can claim a credit of \$1.00 against withholding on approved retraining (\$1,000 per person cap, per year).

Commission on Higher Education (CHE)

LOCATION IN THE WORKFORCE PIPELINE

- Ensure a coordinated, comprehensive, efficient, and responsive system of higher education by providing instruction, research, and lifelong learning opportunities focused on economic development and which benefit the State of South Carolina
- Maintain statewide higher education data collection
- Review and approve new degree program proposals and evaluate the productivity of existing programs
- Make recommendations regarding policies, roles, operations, and structure of S.C.'s higher education institutions



Location of public institutions

OUTCOMES AND INFORMATION

What are the outcomes sought from the services the agency provides?

- Job placement for students and lifelong learning
- Increase educational attainment of working-age South Carolinians
- Keep postsecondary education accessible and affordable

How does the agency determine whether the outcomes are achieved?

- Percentage of students graduating with tangible degree (i.e., credential attainment)
- Currently, CHE does not have information related to employment rates, wages, or whether employment and field of study align, but is in initial talks with DEW about obtaining it
- Other data the agency collects is reported here https://www.che.sc.gov/CHE_Docs/finance/abstract/2021_Statistical_Abstract-Final-Web.pdf

Where does the agency obtain the information?

- CHE uses information provided to and from the Integrated Postsecondary Education Data System (IPEDS) which includes information from each of the higher education institutions.
- Education Oversight Committee (EOC) communicated a willingness to share information EOC purchases from the National Student Clearinghouse with CHE. See information on EOC website.

What are the limits on information the agency can share?

- CHE is willing to provide information in their possession. The only limitation is the willingness of institutions of higher learning to provide any additional data that may be requested. Note: CHE has data on technical college students, but only those that transfer to a higher education institution. Also, CHE complies with the Family Educational Rights and Privacy ACT (FERPA) which requires educational institutions to provide students access to their educational records, to allow students to correct inaccurate or misleading information in these records, and to limit the release of information to third parties.

COLLABORATION

- Technical College System - Transfer and articulation to ensure students do not lose credits when transferring between institutions
- DEW – data on student outcomes and labor trends. Ability to provide information to graduates and families about where opportunities exist in terms of future employment.
- Department of Commerce – Collaboration to help the state attract not only blue-collar manufacturing workforce, but also white-collar, strategic management type roles across different industries
- Department of Education – For dual enrollment and other programs designed to ensure an integrated educational experience

EDUCATION AND WORKFORCE PROGRAMS

Higher Education Institutions (non-technical colleges) - Types of public institutions and number in S.C include: public research institutions (3), public four-year colleges and universities (i.e. comprehensive teaching institutions) (10), public two-years regional campuses of USC (4), private independent senior institutions (23); private independent two-year institutions (2)

There are 7 degree levels (i.e., certificates, diplomas, associate, bachelor, master, doctor-professional practice, doctor-research/scholarship) and academic disciplines are grouped into 22 categories for data reporting purposes.

Employer Requested Training - General management, operations management, finance training programs for specific employers (e.g., Michelin, etc.), as opposed to a full MBA program, etc.. CHE is aware that employers are interested in the ability to coordinate this type of training through the higher education institutions.

Internships - Experiential learning opportunities with employers that allow students direct access to hiring managers. Available at all institutions.

Study Abroad - Cross-cultural competency to benefit students interested in working for companies that have offices, customers, or suppliers in different countries or speaking different languages (e.g., Moore School with #1 International MBA program).

Programs in the works

Near-Completers Pilot Program - Target individuals who have 60+ credit hours with resources and wrap around services to support them in returning to school and obtaining a credential to help them find employment, if currently unemployed, or improve their earning potential, if currently employed. (Proposed and requested funding for program as part of FY 2022-23 budget request)

Transfer and Articulation - Statewide approach to transfer of academic credits between institutions that currently only exists with some institutions (e.g., Midlands Tech and USC). Allows students to move seamlessly through their academic progression by easily identifying all other institutions in the state to which they could transfer current credits to obtain a higher degree).

Workforce Guide - Regularly published guide to empower people to make informed decisions about which industries/fields are in demand, what is required to work in them, and which institutions offer the degrees/credentials required. It would speak to national and statewide trends in the job market, highlighting those most in demand which require education from a four-year institution (as opposed to a certificate or associate's degree from a technical college), return on investment in the education, and value of higher education in general terms.

Ascend 60x30 - CHE's strategic blueprint to achieve larger goals for S.C.'s higher education system, encompassing initiatives to reach the primary goal of increasing higher education attainment rates from 48% in 2020 to 60% by 2030.

Dual enrollment programs and partnerships - Between school districts and institutions of higher learning that allow high school students to enroll in college courses and earn transferable college credit.

Department of Employment and Workforce

LOCATION IN THE WORKFORCE PIPELINE

- Assist individuals, who are eligible to work, find jobs
- Assist employers find employees
- Administer federal Department of Labor training programs

NOTE:

WIOA means federal Workforce Innovation and Opportunity Act

Local Workforce Development Areas (set in federal law)

(Note: Commerce utilize the same areas for the regional workforce advisors, which are set in federal law.

1=Worklink	7=Trident
2=Greenville	8=Lowcountry
3=Upstate	9=Lower Savannah
4=Catawba	10=Upper Savannah
5=Pee Dee	11=Midlands
6=Waccamaw	12=Santee-Lynches

Through SC Works Centers and Connection Points across the state, there are a variety of workforce services in all 46 S.C. counties.

SC Works Centers – includes re-employment services for jobseekers, partner services, business services and resource rooms for use when filing for unemployment benefits or searching for work online.

Connection Points – includes free public access to computers and tools to guide jobseekers through the job search process.



OUTCOMES AND INFORMATION

What are the outcomes sought from the services the agency provides?

- Job placement (employment second and fourth quarter after exit)
- Median Earnings (second quarter after exit)
- Credential Attainment Rate
- Customer Satisfaction Surveys

How does the agency determine whether the outcomes are achieved?

- Matching quarterly wage information with individuals in DEW programs

Where does the agency obtain the information?

- Internal information submitted by employers

What are the limits on information the agency can share?

- Federal regulations prohibit DEW from disclosing individual level UI data that would reveal someone's identity unless the disclosure falls under a narrow exception. One of those exceptions allows DEW to disclose individual level UI data to RFA. However, an entity DEW discloses individual level UI data to is then prohibited, with limited exceptions, from redisclosing that individual data."

COLLABORATION

- Workforce Innovation and Opportunity Act (WIOA) Collaboration – Will be explained with Current Collaborations at the end
- Department of Corrections – Partnership to automate the WOTC verification process, matching SCDC information with business hire information.
- Technical Colleges – Referral of clients for certificate training funded by GEAR
- Department of Education's Adult Education - \$500 incentive for clients that pursue and obtain a G.E.D.

EDUCATION AND WORKFORCE PROGRAMS

Wagner-Peyser Services - Brings employers and jobseekers together through hiring events, specialized training, etc. Establishes the one stop delivery system to give individuals access to employment services

Job Matching - Each week, unemployment claimants' skills and experience are matched with company-posted job requirements. Identified opportunities are emailed to claimants in their area to connect them to local hiring employers looking for employees with their skill set.

Workforce Reemployment Assistance Program (WRAP) - Refers UI claimants to employment or relevant training services.

Job fairs and hiring events - Held statewide and for specific companies in local SC Works centers

Back to Work - Through partnerships with community and faith-based organizations, assists individuals, formerly homeless, drug-addicted or had other significant barriers to employment, with transition to housing, career guidance and soft skills training (e.g., resume writing, mock interviews) to maintain gainful employment.

Second Chance – Partnership with SCDC; 90 days pre-release, ex-offender taught employment and soft skills in a classroom and last 30 days work directly with DEW counselor to register in SC Works Online Services and craft resume to apply for jobs online pre-release.

Veterans program – Specifically trained staff at SC Works centers assist military jobseekers and their families find civilian employment

Rapid Response – Resources and services are available to businesses and their employees when a layoff or closure is imminent: (1) Intro to Unemployment Insurance Benefits, (2) Personalized job search assistance and referrals, (3) Resume writing/updates, (4) Computer literacy workshops, (5) Individual school and training opportunities, and (6) Work readiness assessments.

Be Pro Be Proud – Workforce development project in partnership with the Associated Industries of South Carolina designed to close the skills-gap in South Carolina via a mobile Workforce Workshop offering hands-on simulations of skilled trades (e.g., welding, truck driving, forklift operation, etc.) that travels to schools, career centers, military re-entry programs, and events to promote the opportunities in and pathways to skilled trade professions throughout the state.

Career Coach – Extension of SC Works centers in which a mobile unit, staffed by DEW, is equipped with 10 work stations for job-seeking activities, WiFi, and printer capabilities. Primarily responds to layoff and closure events, disasters, and rural areas with limited internet.

Business Services - Helps identify potential employees for S.C. employers. Many programs designed specifically to help employers with their needs and give them the workforce tools to operate effectively.

Work Opportunity (federal) Tax Credit (WOTC) - Incentivizes hiring individuals with barriers to employment and unemployed veterans

Federal Bonding Program – Insurance program that helps employers confidently hire jobseekers considered "at-risk" with bonds issued for \$5,000 for first six months of employment at no cost.

Pilots – Developed pilots for rural hiring plans, alternative shift schedules, and alternative workforce.

Nonfederal training – GED, Coursera, CompTIA

WIOA Services

Statewide Workforce Development Board, appointed by the Governor, establish priorities for workforce development, and maintain oversight of SC Works performance with federal required metrics.

Workforce Areas – DEW passes federal WIOA dollars to 12 workforce areas responsible for direct services to eligible youth (age 16-24), dislocated workers (job loss not their fault), and adults (18+). Services include intensive case management, training, and supportive services (e.g., covering cost of child care and transportation).

Training, which may result in obtaining certificates, provided by technical colleges or other eligible providers. All providers on the eligible training provider list must submit data about all training participants, not just WIOA ones, including participation and outcomes (jobs and wages). Results are on Palmetto Academic Training Hub.

Other Services

Trade Adjustment Assistance Program – DEW directly provides services, similar to those in Workforce areas, to individuals whose job loss was not their fault and resulted from trade (e.g., increase imports, etc.)

Reemployment Services and Eligibility Assessment (RESEA) – Targets unemployment benefit claimants and brings them in to meet with a case manager to work with resumes, connect them with employers, etc.

Labor Market Information – DEW collects, analyzes, and disseminates employment statistics, job forecasts, wages, demographics and other data to help communities and organizations with strategic planning, identifying gaps in worker supply, etc.

Unemployment Insurance - Federally mandated financial assistance to eligible workers unemployed through no fault of their own.

Department of Social Services

LOCATION IN THE WORKFORCE PIPELINE

- Workforce supplier
- Connect qualified job seekers with employers who have a need for the skill set they possess
- Develop people with barriers to employment for jobs they are seeking
- Administer federal public assistance programs (SNAP and TANF).
- Provide child care assistance to eligible parents so they can attend school or training or maintain employment. Regulate and provide financial and educational/professional supports to child care providers statewide.

Note:

TANF means Temporary Assistance for Needy Families program (federal cash assistance benefits)

SNAP E&T means Supplemental Nutrition Assistance Program Employment and Training

OUTCOMES AND INFORMATION

What are the outcomes sought from the services the agency provides?

- Job placement for individuals receiving public assistance benefits (e.g., TANF, SNAP)
- Grow employer's business through services that create desire for continual working relationship with agency

How does the agency determine whether the outcomes are achieved?

- Client obtains employment which reduces or eliminates the need for public assistance.
- DSS' Employment Services Division learns a client obtains employment from the client self-reporting or the employer self-reporting (e.g., if employer requests a tax credit), or both. Other forms of employment verification are processed through DSS' Economic Services eligibility staff. DSS eligibility staff must verify employment and information on income streams for determination of which benefits, if any, for which an individual is eligible.

Note: DSS does not maintain any specific numerical or percentage-based goals for reducing the number of persons receiving public assistance benefits.

Where does the agency obtain the information?

- Self-report or data match.
- DSS sends information on its consumers to the Department of Employment and Workforce (DEW). DEW matches the information with data in DEW's Unemployment Insurance (UI) Wage database to verify employment and wages. DEW provides DSS the information free of charge through a federally required data sharing agreement. DSS uses other sources to verify out of state and federal employment/wages, including the following: (a) State Wage Interchange System (interstate agreement that searches UI wages from participating states); and (b) the National Directory of New Hires federal database, administered through the Office of Child Support Enforcement.

What are the limits on information the agency can share?

Federal regulations prohibit the use or disclosure of information obtained from SNAP applicants or recipients. DSS may share client-specific information on a limited basis with DEW; Medicaid; Child Support; the Department of Education (for free or reduced-price meals programs); and Law Enforcement.

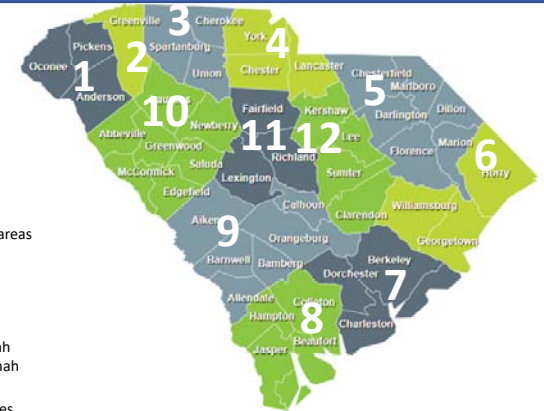
COLLABORATION

- Workforce Innovation and Opportunity Act (WIOA) Collaboration – Will be explained with Current Collaborations at the end
- DSS Employment Services division utilizes DEW's system and enters information in the same system for the benefit of jobseekers and employers.

Local Workforce Development Areas (set in federal law)

(Note: Commerce utilize the same areas for the regional workforce advisors, which are set in federal law.)

1=Worklink	7=Trident
2=Greenville	8=Lowcountry
3=Upstate	9=Lower Savannah
4=Catawba	10=Upper Savannah
5=Pee Dee	11=Midlands
6=Waccamaw	12=Santee-Lynches



EDUCATION AND WORKFORCE PROGRAMS

Employer Services - DSS works to support business owners who hire DSS program participants entering the workforce. Some businesses reach out to DSS, while others learn of DSS services when DSS employees reach out to the business at the local level (silos have begun coming down as a result of improved communication and collaborative efforts). When a business hires DSS customers, the business becomes eligible for a variety of benefits, incentives and supports designed to meet the business' specific needs. DSS assists businesses with the following: (1) Workforce Consultants statewide; (2) Vocational assessments; (3) Pre-screened job referrals; (4) Background screening; (5) tax credit opportunities at the federal and state level; etc.

Jobseeker Services - NOTE: All activities and services for TANF and SNAP recipients must be federally approved. The primary difference is TANF requires the individual to participate in certain activities to receive benefits, while a SNAP recipient is encouraged, but not required to participate in SNAP E&T activities.

Each jobseeker is assigned to a DSS personnel who monitors the status of the case from open to close. This includes an assessment, development of an employment plan for remediating any barriers (situations that must be addressed prior to education or job searching) and placing the individual in the next appropriate activity. Activities may include: obtaining a G.E.D. through the Department of Education's Adult Education program; obtaining technical certification through one of the technical colleges or another provider for SNAP E&T participants; employment preparedness training; participation in a work site placement such as community service, work experience, or on-the-job training; or any other reasonable activity designed to remediate a participant's barriers to employment.

The goal of the DSS personnel is to assist the individual in (1) becoming job ready (e.g., help them overcome any non-job-related barriers like emotional issues from abuse, etc.); and then (2) employed. They strive for long term successful employment, not just a job, because they want the individual to become independent and not need to return.

SC Voucher (Child care assistance) - The SC Voucher program provides child care subsidies for parents that are eligible, based on state and federal requirements, while the parent is (1) receiving training to obtain employment, (2) attending school or (3) employed. If an individual whose income is at or below 300% of the federal poverty level needs child care to attend work, or a work activity, DSS arranges child care for the individual.

SC Endeavors (Child care training and professional development system) - Provides a range of professional development opportunities for child care providers and helps ensure they receive appropriate credits for training hours required under state and federal law. Services include: an online calendar of all certified child care training offered in the state; credentialing and registry of training hours; certification of trainers and training; train-the-trainer sessions led by national experts; scholarships to complete coursework in early childhood education; and grants to the state's technical colleges to support early childhood classes.

Vocational Rehabilitation Department (VR)

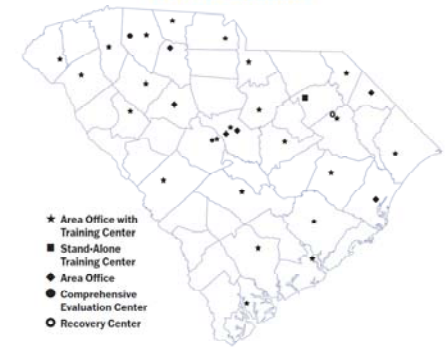
LOCATION IN THE WORKFORCE PIPELINE

- Workforce supplier
- Connect qualified job seekers with disabilities to employers who have a need for the skill set they possess
- Develop people with disabilities for jobs they are seeking

Note: “Consumer” is an individual that has been determined eligible to receive services that are independent of financial contingency (e.g. counseling and guidance, vocational assessment, rehabilitation technology assessment, transition services, job search and placement) as well as those that are purchased for which VR pays (e.g. medically-related rehabilitation services, certifications and skills gains required for employment, and supportive services like clothing and transportation needs for employment). Every consumer is assigned a VR counselor who guides the consumer through the life of their individual case. A case closes when the consumer is successfully employed, or requests a case closure, or if they require additional post-employment services. Successfully employed means the consumer has been verified by the counselor to have maintained employment for at least 90 days.

“WIOA” is the federal Workforce Innovation and Opportunity Act.

SCVRD Locations



OUTCOMES AND INFORMATION

What are the outcomes sought from the services the agency provides?

- Job placement for individuals with disabilities the agency serves
(Correct vocational match for consumer and employer is vital to minimize repeat customers)

How does the agency determine whether the outcomes are achieved?

- Initial confirmation of employment from consumer, then verification consumer is still employed during second and fourth quarter after case closure.
- Agency also must track over 300 data points pursuant to federal law requirements

Where does the agency obtain the information?

- VR sends information on its consumers to the Department of Employment and Workforce (DEW). DEW matches the information with data in DEW's Unemployment Insurance (UI) Wage database to verify employment and wages. DEW provides VR the information free of charge through a federally required data sharing agreement between DEW and VR.
- VR uses other sources to verify employment and wages of individuals working as self-employed, out of state or for the federal government. Currently, there is no database of federal employees, but VR understands there is one in development. To verify employment of those working out of state, VR utilizes the following: (a) State Wage Interchange System (interstate agreement that searches UI wage information from other participating states); (b) WorkNumber (Equifax product); and (c) surveys to former consumers.

What are the limits on information the agency can share?

- VR cannot send information to another entity, even if the other entity would only produce it in aggregate form. However, VR can produce information on its consumers in aggregate form if requested.

COLLABORATION

- Workforce Innovation and Opportunity Act (WIOA) Collaboration – Will be explained with Current Collaborations at the end
- Department of Education (SCDE) - Recently added addendum to data sharing with SCDE through which VR informs SCDE which VR consumers obtain employment, after exiting school and while receiving VR services, based on information VR obtains directly from the consumer (not post-service info VR obtains from DEW) and DoE informs VR which VR consumers advance grade level or receive diploma)

EDUCATION AND WORKFORCE PROGRAMS

Pre-employment transition services (Pre-ETS) for students with disabilities (non-consumer)

Available in every S.C. high school for students ages 14+ with a disability as outlined in an IEP, 504 plan, or self-identified (other than blindness, which are served by the Commission for the Blind). Services are educational/exploratory and include: (1) Work-based learning experiences (performing task of particular job); (2) self-advocacy; (3) counseling on options for post-secondary education; (4) job exploration counseling; and (5) workplace readiness training (soft skills). 15% of VR's federal money must go toward these services (e.g., employee salaries or vendor contracts for direct education)

Transition services for students with disabilities (consumer)

Ages 14+ that apply and meet eligibility criteria (i.e., barrier to employment documented by a medical professional, require and can benefit from VR services in order to obtain competitive employment). VR continues Pre-ETS services and also provides additional services to address disabling condition (counseling, medication, money for transportation, uniform for work etc.) and advice on seeking employment or post-secondary education.

Project SEARCH sites (consumer)

14 sites across S.C. provide classroom training plus internship with real world experience (e.g., hospital, etc.). Goal is for consumer to obtain employment at host site or another site.

VR Services (consumer) - 80% of agency's work

Adults who experience injury/illness and require services to obtain new employment or maintain current employment. Services include: (1) Assessment of need/disabling condition, (2) individualized planning, and (3) providing needed service (e.g., physical and mental restoration; physical, occupational, aquatic therapies; counseling to identify interests/direct to proper career path; etc.) Approx. 50% of cases utilize **Job Readiness Training Centers** that provide soft skills (learning how to get through a full work day, etc.) and real world training experience. VR approves (based on employer demand discovered by VR Business Development Specialists; SCWorks data; etc.) some centers to offer training that enables consumers to take and pass certification tests (e.g., forklift, custodial, etc.)

Job Retention Services (consumer)

Services for employees whose jobs are jeopardized by disabling conditions, including substance abuse recovery.

Post-employment services (consumer)

Available to former VR consumers who, after entering employment, determine they need additional services to address acute needs so they can maintain employment.

Employer services (company)

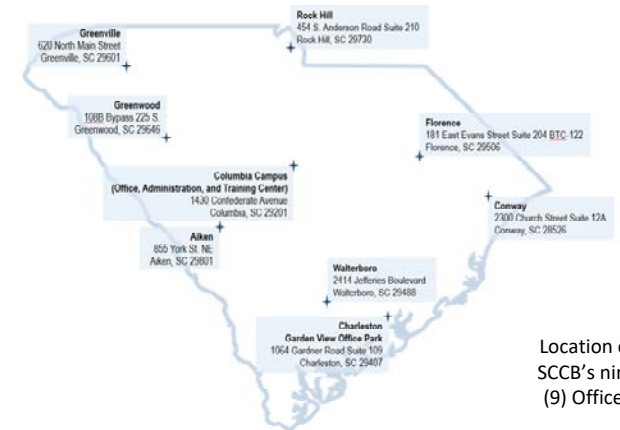
Available to any business in S.C. that expresses interest in hiring or outsourcing work for training current or future VR consumers. Services include: (1) Information and Referral; (2) Training (e.g., create program to train individuals with disabilities to work in positions a company needs); (3) Strategic Planning; (4) Job Recruitment; (5) Accessing untapped labor pools (e.g., all VR consumers). *Example of recruiting new facility to S.C.* – VR helped SC gain a Walgreens facility because Walgreens wanted 30% of facility employees to be people with disabilities.

Commission for the Blind (SCCB)

LOCATION IN THE WORKFORCE PIPELINE

- Assist eligible individuals who are blind or have a visual impairment (consumers) to obtain, maintain, or regain competitive integrated employment through the provision of vocational rehabilitation services.
- Provide vocational rehabilitation service to consumers to support career advancement.
- Assist employers in finding qualified employees who are blind or have a visual impairment in order to ensure a diverse workforce.
- Assist consumers in becoming entrepreneurs through operating vending facilities throughout the state.
- Administer federal Rehabilitation Services Administration programs and state Children's Services program that support competitive integrated employment.

Note: WIOA = Workforce Innovation and Opportunity Act



Location of
SCCB's nine
(9) Offices

OUTCOMES AND INFORMATION

What are the outcomes sought from the services the agency provides?

Successful job placement or retention of competitive integrated employment, which leads to increased independence for consumers in their community and in the state's workforce.

How does the agency determine whether the outcomes are achieved?

Increases in the following WIOA measures:

- Successful employment outcomes (consumer remains employed in second and fourth quarter after exiting from services).
- Median earnings of consumers employed in second quarter after exit.
- Credential attainment rate of consumers.
- Measurable skills gain of consumers.
- Effectiveness in serving employers.

Where does the agency obtain the information?

- Second and fourth quarter Unemployment Insurance wage data from SC Department of Employment and Workforce.
- Documentation of employment (provided by the consumer or employer).
- Content Management System that tracks federally required data.

What are the limits on information the agency can share?

- SCCB can share appropriate information with signed consent of consumer.
- There are no limits on the provision of aggregated information.

COLLABORATION

- Workforce Innovation and Opportunity Act (WIOA) Collaboration – Will be explained with Current Collaborations at the end
- Department of Education – Have a memorandum of understanding (MOU) for the referral of students who are blind or have a visual impairment for Children's Services, Pre-employment Transition Services, and Transition Services.
- Department of Employment and Workforce – MOUs for cost sharing, infrastructure, staff co-location.
- Vocational Rehabilitation Department – Currently revising a MOU for dual-service provision so that consumers can benefit from specialized services offered by each agency.
- Department of Veterans Affairs – Through the VA Veteran Readiness and Employment services, SCCB utilizes the work experience program to provide training to veterans with disabilities.

EDUCATION AND WORKFORCE PROGRAMS

Pre-employment Transition Services - Available for students ages 13-21 who are blind or have a visual impairment. Services offered include job exploration counseling, work-based learning experiences, counseling on opportunities for comprehensive transition or postsecondary educational programs, workplace readiness training, and instruction in self-advocacy.

Transition Services - Available for eligible individuals ages 13-24 who are blind or have a visual impairment. Services may include tuition assistance and training and provision of assistive technology to help the student achieve their education and employment goals.

Student Internship Program (SIP) - SIP provides the opportunity for eligible consumers who are post-secondary students to participate in hands-on, in-depth internships in their area of study. Internships are provided by community and business partners.

Summer Teen Program - Internship experiences, opportunities for personal growth, and exploring career options provide students who are blind or have a visual impairment with knowledge, skills, and resources needed to achieve academic and career goals.

Vocational Rehabilitation Services (VR) - Our largest program helps eligible consumers find, maintain, or regain employment. Services may include counseling and guidance, educational opportunities, vocational training, and assistive technology to prepare them for career opportunities.

Building Readiness for Individualized Development of Gainful Employment (BRIDGE) - This pre-apprenticeship training provides a career path into employer-based apprenticeships or direct placement, providing skill sets that meet specific needs of industries and align with a consumer's vocational goals.

Employer Services - Provide employers throughout SC with skilled workers by establishing long-term, productive relationships and delivering quality services.

Business Enterprise Program - Helps qualified individuals become entrepreneurs and operate their own vending or food service facilities.

OTHER SERVICES

Children's Services – Assists children ages 3 to 12, ensuring they have assistive technology available at home (not just in school) and building confidence and self-sufficiency from an early age.

Prevention Services – Provides financial assistance for sight-saving surgeries for individuals who otherwise could not afford it. Education on blindness prevention and eye safety is also provided around the state.

Department of Veterans Affairs (SCDVA)

LOCATION IN THE WORKFORCE PIPELINE

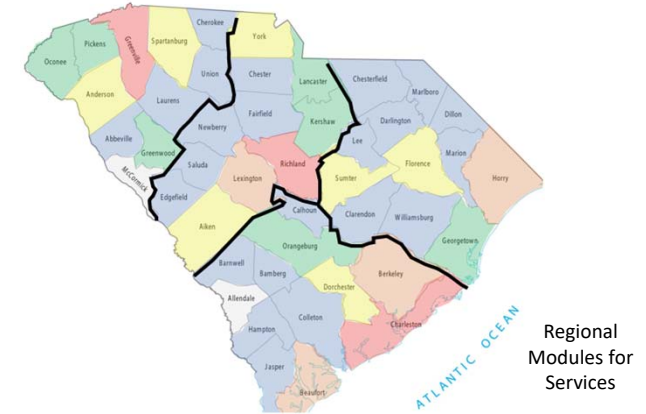
- Transition from military service to civilian service, immediately upon leaving military service, or at anytime after departure
- Lead and enable partners who are interested in veterans

Note:

The first Secretary of the S.C. Department of Veterans Affairs was confirmed in March 2020.

Veteran means a person who served in the active military, naval, or air service, and who was discharged or released there from under conditions other than dishonorable.

Quality Employee is one who places Veterans in position of responsibility and compensation appropriate to the Veteran's experience and demonstrated capabilities.



OUTCOMES AND INFORMATION

What are the outcomes sought from the services the agency provides?

- Reduce unemployment rate of Veterans in S.C.
- Career advancement to ensure Veterans are in jobs matching their skill sets and unique abilities (Get the right veteran into the right job)

How does the agency determine whether the outcomes are achieved?

- Monitor unemployment rate for Veterans in the state

Where does the agency obtain the information?

- Unemployment rate is obtained from S.C. Department of Employment and Workforce and U.S. Department of Labor
- Verification of employment by Veterans assisted directly comes from verbal reporting by employers and other partners at different intervals after veteran is hired (e.g., 30, 60, 90 days)

What are the limits on information the agency can share?

- SCDVA openly shares aggregated employment data with any interested party. Sharing of data with personally identifiable information (PII) typically requires a due diligence process and a formal data-sharing-agreement. SCDVA does find not all data the agency would like to have is available.

COLLABORATION

- Training and Educational Institutions – Referrals to internships and apprenticeships
- DEW – Receive resumes of veterans when SCDVA knows of employers looking because DEW can sort their SCWorks Job Accounts by veterans
- ReadySC
- DoA – Hiring initiatives and job fairs for veterans
- Non-profit entities (e.g., Veteran Bridge Homes, Upstate Warrior Solutions, Vantage Point, Operation Palmetto Employment)

EDUCATION AND WORKFORCE PROGRAMS

Transition Assistance Program – SCDVA personnel speak on a monthly basis to transition classes at military installments around the state (e.g., Ft. Jackson, Shaw Air Force Base, Joint Base in Charleston). These classes begin as early as 12 months before a service member transitions back to civilian life. Approximately six months prior to transition is when service members start looking for employment. SCDVA personnel are meeting with service members as well as their family members.

Palmetto Pathfinder Program - Service member and veterans can be assigned a Palmetto Pathfinder who is a peer mentor that has received training on how to connect their mentees to services they need in the community (e.g., healthcare, employment, family member needs). Pathfinders assist transitioning service members, as well as veterans.

Employer Services – SCDVA personnel identify employers who desire to hire veterans. They meet with employers to perform business analysis and assist the employers in drafting job descriptions that allow for easier matching with position descriptions/skills from each branch of the military (e.g., MOS/Ratings/etc.), many of which do not easily translate into civilian job codes.

Retraining Services – In terms of employers, SCDVA place highest priority on those willing to invest in retraining of the veteran. Personnel encourage employers to invest in veteran technical training and education.

Referral Services – SCDVA personnel refer transitioning service members and veterans to a number of services available (e.g., technical college for education that can be paid for with money from the post 911 GI Bill; Vocational Rehabilitation Education and Training provided by the U.S. Department of Veteran Affairs that provides services to service connected disabled veterans)

Job and Career Fairs - Coordinate venues to connect veterans to quality employers including, but not limited to, hosting job and career fairs individually and co-hosting job/career fairs tailored completely to veterans and veteran families.

Programs in the works

Virtual TAP program - Virtual platform that would connect transitioning service members to services available and jobs in the community.

Off-base transitional training (OBTT) – Extension of the Department of Labor's Transition Assistance Program adapted for veterans, including those currently serving in the Reserve Component (National Guard and Reserve members), and their spouses.

Combined Arms - Enables collaboration among all entities that provide services to assist veterans. Once a veteran registers in the system, the system sends their information to all related service entities (e.g., employment, housing, etc.), who then reach out to the veteran directly. It will serve as a one stop portal for veterans to learn of services available to them in their area and be contacted by service providers.

Department of Commerce

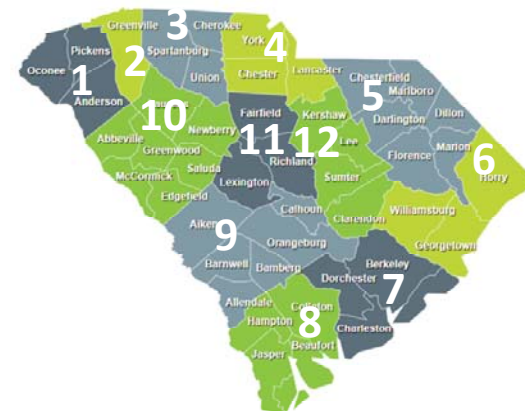
LOCATION IN THE WORKFORCE PIPELINE

- Industry Recruitment
- Workforce Education and Resources
- Community Engagement

Regional Workforce Advisors

(Note: Commerce utilize the same areas for RWA as the local workforce development areas set in federal law)

- | | |
|--------------|-------------------|
| 1=Worklink | 7=Trident |
| 2=Greenville | 8=Lowcountry |
| 3=Upstate | 9=Lower Savannah |
| 4=Catawba | 10=Upper Savannah |
| 5=Pee Dee | 11=Midlands |
| 6=Waccamaw | 12=Santee-Lynches |



OUTCOMES AND INFORMATION

What are the outcomes sought from the services the agency provides?

- Increase number of jobs available
- Recruit new businesses in particular industries
- Grow existing businesses in particular industries

How does the agency determine whether the outcomes are achieved?

- Jobs recruited statewide
- Capital investment statewide
- Jobs recruited in rural areas
- Percentage of jobs recruited in rural areas as compared to percentage of labor pool residing in rural counties

Where does the agency obtain the information?

- Internal data collection
- Federal and state resources

What are the limits on information the agency can share?

- The agency is willing to provide information, as long as it is only produced in aggregated formats, without any individual business information.

COLLABORATION

- SC Tech – Industry recruitment and initial hiring (readySC)
- CCWD Partners – SC Workforce Journey's Storytelling and Engagement Project

EDUCATION AND WORKFORCE PROGRAMS

12 Regional Workforce Advisors - Regional Workforce Advisors (RWAs) are the South Carolina Department of Commerce's resource for helping to create a workforce of the future by bridging gaps at the local level between educators and the business community. Activities include: conducting Career Development Facilitator training for educators and counselors; coordinating career fairs, business/industry showcases and tours; and implementing Educators in Industry initiatives and STEM Educator Days.

Talent Management Services - Concierge style resource to support recruitment and retention for existing SC industries; Up-to-date, relevant knowledge of in-demand workforce skills in SC

Coordinating Council for Workforce Development - Engages in discussions, collaboration and information sharing concerning the state's ability to prepare and train workers to meet current and future workforce needs.

SC Future Makers- A public-private partnership among South Carolina's manufacturing and technology communities with middle and high school students, technical college students and four-year college students. Working with Tallo (see below), Future Makers engages children and their parents to provide information about endless career opportunities available and pathways to get there.

Tallo and Ping by Tallo - An end-to-end ecosystem of solutions for all phases of workforce and development. All SC high schools are provided dashboards to see how students are connecting with business and industry. Tallo Connect Campaigns and Ping by Tallo are additional awareness and events including an online platform that hosts and powers virtual fairs to match talent and recruiters. Tallo is based out of Mt. Pleasant, SC.

Drone Initiative- Similar to the Locate SC drone program, this initiative will result in drone footage of businesses and industries within counties and regional economic development alliance regions to better engage the community and promote local employers.

South Carolina Workforce Journey's (Roadtrip Nation) – A SC documentary and online platform aimed at increasing awareness about the types of jobs and the people within those jobs. SC is partnering with Road Trip Nation, an Emmy Award winning media and career guidance non-profit, with a mission of empowering people to define their own roads in life.

Workforce Training Pilot Program - Due to rapidly changing technology, the Skills Advancement and Modernization Investment pilot grant program addresses the need to support advancing skills for current employees of South Carolina companies. Funds will be used for training programs to provide individuals with the skills, knowledge and experience to meet the needs of business and industry.

South Carolina
Education and Workforce Development Pipeline

Current Established Collaborative Groups

Current Established Collaborative Groups

Early Childhood Advisory Council (ECAC)

Required in State Law

Workforce Innovation and Opportunity Act (WIOA)

Required in Federal Law

Education and Economic Development Coordinating Council (EEDCC)

Required in State Law

Coordinating Council for Workforce Development (CCWD)

Required in State Law

STATE AGENCIES INVOLVED

First Steps
Responsible for Convening Group
Department of Education
Commission on Higher Education (4-year colleges)*

Department of Employment and Workforce
Responsible for Convening Group
Department of Education – G.E.D. Program

Department of Education	Department of Commerce
Responsible for Convening Group	
Department of Employment and Workforce	
Commission on Higher Education (4-year colleges)	
Technical College System	
First Steps	

Department of Commerce
Responsible for Convening Group
Department of Education
Department of Employment and Workforce
Commission on Higher Education (4-year colleges)
Technical College System
First Steps^

Department of Social Services
Department of Health and Environmental Control
Department of Health and Human Services
Department of Disabilities and Special Needs
Department of Mental Health*
Education Television Network*
State Library*
Head Start
Children's Trust

Department of Social Services
Vocational Rehabilitation Department
Commission for the Blind

Education Oversight Committee

S.C. Workforce Development Board^
Revenue and Fiscal Affairs Office^

^Indicates member of Strategic Partner Group

COLLABORATION OUTLINED

Data Integration (Child and Program Data)

- Early Childhood Integrated Data System (ECIDS), integrates data within early childhood programs and links them to other longitudinal data systems
- S.C. Early Learning Extension, will answer questions about children while they are enrolled in early childhood care and education programs and linking that information to K-12 outcomes, through use of an ID unrelated to social security number or other personal identifying information, to articulate the return on public investment in early childhood.

Family-facing Portals for Knowledge Building and Access to Resources

- First Five SC enables families and their advocates to find information about child care, health, early intervention, nutrition, and parenting support programs for which they qualify in their area by answering a few questions from a single online portal (first5sc.org)
- Palmetto Pre-K Portal is one-stop shop for finding free or subsidized educational pre-k programs for 3 and 4 year olds in S.C. Portal allows you to search based on zip code and eligibility to see at a glance available options (palmettoprek.org)

4-year state plan

- Requires modification and update in year two
- Agencies meet bi-monthly to discuss status of implementation
- Plan includes common elements on which all partners work, common operational concerns, and individual sections on each respective partner

Data sharing (Unemployment Insurance Wage data)

- Employment and wage data of customers WIOA agencies served may be shared between the agencies for purposes of reporting outcomes of agency services to the federal government.

Cost sharing and staff co-locating in “one stop centers”

- One stop centers in S.C. are called SC Works Centers

Integrated business services

- These personnel inform businesses about services of WIOA agencies

- **Ensure implementation of Education and Economic Development Act** - Advise the Department of Education (SCDE) and the Department of Commerce (Commerce) to ensure the components of the Act are implemented with fidelity.

- Act requires “the development of a curriculum organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills.” More specifically, it requires the needs of students “at risk for being poorly prepared for the next level of study or for dropping out of school” be addressed.

- **Review Performance** - Review accountability and performance measures for implementation of the Act.

- **Report annually** - Report on the progress, results, and compliance with the Act to specifically include progress toward career pathways and its ability to provide a better prepared workforce and student success in postsecondary education to the Governor, the General Assembly, Commerce, the State Board of Education (SBE), and other appropriate governing boards.

- **Marketing recommendations** - Making recommendations for the development and implementation of a communication and marketing plan to promote statewide awareness of the provisions of the Act to the SCDE and Commerce.

- **Input on regulations** - Provide input for the promulgation of regulations to carry out the provisions of the Act including, but not limited to, enforcement procedures, which may include monitoring and auditing functions, and addressing consequences for noncompliance to Commerce, SBE, and other appropriate governing boards.

- **Identify and address long-term needs** - Developing a method for identifying and addressing long-term workforce needs;

- **Information sharing** - Developing and implementing procedures for sharing information and coordinating efforts among stakeholders to prepare the state’s current and emerging workforce;

- **Legislation recommendations** - Making recommendations to the General Assembly concerning matters related to workforce development that exceed the CCWD member agencies’ scope of authority to implement and legislation is required;

- **Program recommendations** - Recommending programs intended to increase student access to and incentivize workforce training within state training programs offered by businesses through scholarships, grants, loans, tax credits or other programs documented to be effective in addressing current and future workforce needs;

- **Workforce Program inventory** - Conducting an ongoing inventory of existing workforce programs to identify duplications among and within the programs and identify ineffective programs

Coordinating Council for Workforce Development (CCWD)

Required in State Law

PARTNER ENTITIES

Note: Only state agency entities are listed, other entities like associations or members of the education or Business Community may also be required members

Required

- Department of Commerce
- Department of Employment and Workforce
- Department of Education
- Technical College System
- Commission on Higher Education (4-year colleges)

Strategic Partners

- First Steps
- Office of the Governor
- S.C. Workforce Development Board
- Revenue and Fiscal Affairs Office

OUTCOMES/METRICS

- Engage in discussions, collaboration and information sharing concerning the state's ability to prepare and train workers to meet current and future workforce needs.
- Develop statewide workforce plan

COLLABORATION OUTLINED

- **Identify and address long-term needs** - Developing a method for identifying and addressing long-term workforce needs
- **Information sharing** - Developing and implementing procedures for sharing information and coordinating efforts among stakeholders to prepare the state's current and emerging workforce
- **Legislation recommendations** - Making recommendations to the General Assembly concerning matters related to workforce development that exceed the CCWD member agencies' scope of authority to implement and legislation is required
- **Program recommendations** - Recommending programs intended to increase student access to and incentivize workforce training within state training programs offered by businesses through scholarships, grants, loans, tax credits or other programs documented to be effective in addressing current and future workforce needs
- **Workforce Program inventory** - Conducting an ongoing inventory of existing workforce programs to identify duplications among and within the programs and identify ineffective programs

Education and Economic Development Coordinating Council (EEDCC)

Required in State Law (S.C. Code Section 59-59-10, et. al.)

PARTNER ENTITIES

Note: Only state agency entities are listed, other entities like associations or members of the education or Business Community may also be required members

Required

- Department of Commerce
- Department of Employment and Workforce
- Department of Education
- Technical College System
- Commission on Higher Education (4-year colleges)
- First Steps
- Education Oversight Committee
- Member of House of Representatives
- Member of Senate

OUTCOMES/METRICS

All high schools must annual evaluate their dropout-prevention programs using, at a minimum, the following:

- Number of at-risk students identified and specific risk factors identified;
- Extent of parental involvement in the school's dropout-prevention efforts
- Number of students served
- Formative assessment of strengths and weaknesses of the program; and
- Qualitative assessment of desired outcomes
 - Decreased percentage of truancy, absenteeism, discipline problems, and retentions;
 - Increase in students' grade point averages; and
 - Increased percentages of students who are on grade level and students who graduate on time

COLLABORATION OUTLINED

- **Ensure implementation of Education and Economic Development Act** - Advise the Department of Education and the Department of Commerce to ensure the components of the Act are implemented with fidelity.
 - Act requires "the development of a curriculum organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills." (S.C. Code Ann. § 59-59-10 et seq.). More specifically, it requires the needs of students "at risk for being poorly prepared for the next level of study or for dropping out of school" (S.C. Code Ann. § 59-59-150) be addressed.
- **Review Performance** - Review accountability and performance measures for implementation of the Act.
- **Report annually** - Report on the progress, results, and compliance with the Act to specifically include progress toward career pathways and its ability to provide a better prepared workforce and student success in postsecondary education to the Governor, the General Assembly, the Department of Commerce, the State Board of Education, and other appropriate governing boards.
- **Marketing recommendations** - Making recommendations for the development and implementation of a communication and marketing plan to promote statewide awareness of the provisions of the Act to the Department of Education and Department of Commerce.
- **Input on regulations** - Provide input for the promulgation of regulations to carry out the provisions of the Act including, but not limited to, enforcement procedures, which may include monitoring and auditing functions, and addressing consequences for noncompliance to the Department of Commerce, State Board of Education, and other appropriate governing boards.

Workforce Innovation and Opportunity Act (WIOA)

Required in Federal Law

PARTNER ENTITIES

Note: Only state agency entities are listed, other entities like associations or members of the education or Business Community may also be required members

Required

- Department of Employment and Workforce
- Vocational Rehabilitation Department
- Commission for the Blind
- Department of Education's Adult Education Program

Optional

- Department of Social Services

OUTCOMES/METRICS

WIOA requires tracking of the following information:

- Employer Penetration Rate
- Repeat Business Customer Rate
- Number of Adult, Dislocated Worker, and Youth Participants Served
- Number of Participants that Received Training Services
- Number of Participants that Received Credentials
- Employment Rate Q2
- Employment Rate Q4
- Median Earning
- Obligation Rate of Program Funds
- Fund Utilization Rate
- Participant Cost Rate

COLLABORATION OUTLINED

WIOA requires collaboration on:

• 4-year state plan

- Requires modification and update in year two
- Agencies meet bi-monthly to discuss status of implementation
- Plan includes common elements on which all partners work, common operational concerns, and individual sections on each respective partner

• Data sharing (Unemployment Insurance Wage data)

- Employment and wage data of customers WIOA agencies served may be shared between the agencies for purposes of reporting outcomes of agency services to the federal government.
- Note: Vocational Rehabilitation Department (VR) recently added an addendum to its data sharing agreement with the Department of Education (SCDE). The addendum authorizes (1) VR to inform SCDE of VR consumers that obtain employment, after exiting school and while receiving VR services, based on information VR obtains directly from the consumer (not post-service info VR obtains from DEW) and (2) SCDE to inform VR when VR consumers advance grade level or receive a high school diploma.

• Cost sharing and staff co-locating in "one stop centers"

- One stop centers in S.C. are called SC Works Centers

• Integrated business services

- These personnel inform businesses about services of WIOA agencies

Early Childhood Advisory Council (ECAC)

Required in State Law

PARTNER ENTITIES

Note: Only state agency entities are listed, other entities like associations or members of the education or Business Community may also be required members

Required

- First Steps
- Department of Education
- Department of Social Services
- Department of Health and Human Services
- Department of Health and Environmental Control
- Department of Disabilities and Special Needs
- Children's Trust
- Head Start

Interagency Collaboration Committee

- Commission on Higher Education
- Education Television Network
- Department of Mental Health
- State Library

OUTCOMES/METRICS

ECAC will track the following key measures of progress via the South Carolina Birth through Five (2022-2027) strategic plan. By 2027...

1. Increase the percentage of children, ages 0-35 months, who have full immunization coverage from 68.0% to 78.0%.
2. Increase the percentage of children, ages 1-5, who have received at least one preventive dental visit in the past year from 60.8% to 65.8%.
3. Increase the percentage of kindergartners who are ready for school from 27.0% to 40.0%.
4. While increasing kindergarten readiness for all students, reduce the disparity between Black and white kindergartners by 25.0%, from 18.0% to 13.5%.
5. While increasing kindergarten readiness for all students, reduce the disparity between Latino and white kindergartners by 25.0%, from 22.0% to 16.5%.
6. Reduce the percentage of children in counties with low child care access from 40.0% to 35.0%.
7. Increase the percentage of child care providers participating in ABC Quality from 45.4% to 55.0%.

COLLABORATION OUTLINED

Shared Goals

- Children arrive at school ready to reach their highest potential
- Youngest children are healthy and safe
- Youngest children are actively supported by their families and communities
- Early childhood system is aligned, coordinated, and family-centered

Data Integration (Child and Program Data)

- ECAC serves as the governing body for the Early Childhood Integrated Data System (ECIDS), a framework for data governance for any initiatives whose goals include integrating data within early childhood programs and linking them to other longitudinal data systems
- One current ECIDS initiative, the S.C. Early Learning Extension, will create an aligned system for data-informed decisions and policies by answering questions about children while they are enrolled in early childhood care and education programs and linking that information to K-12 outcomes, through use of an ID unrelated to social security number or other personal identifying information, to articulate the return on public investment in early childhood.

Family-facing Portals for Knowledge Building and Access to Resources

- First Five SC enables families and their advocates to find information about child care, health, early intervention, nutrition, and parenting support programs for which they qualify in their area by answering a few questions from a single online portal (first5sc.org)
- Palmetto Pre-K Portal is one-stop shop for finding free or subsidized educational pre-k programs for 3 and 4 year olds in S.C. Portal allows you to search based on zip code and eligibility to see at a glance available options (palmettoprek.org)

Technical College Initiative

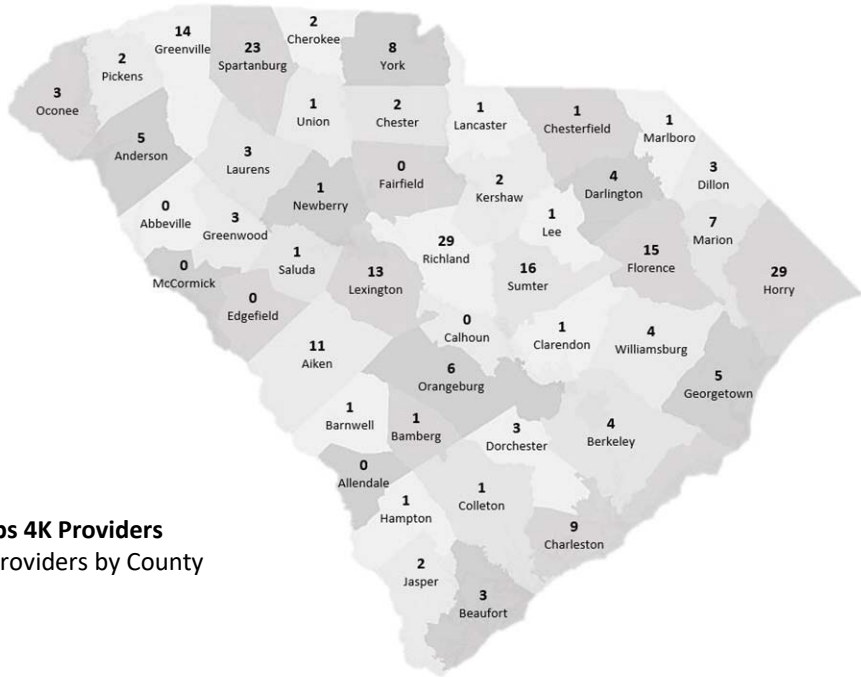
- Provide scholarships to parents of young children to short-term certificate programs at all technical colleges in the state

South Carolina Agency
Education and Workforce Development Pipeline

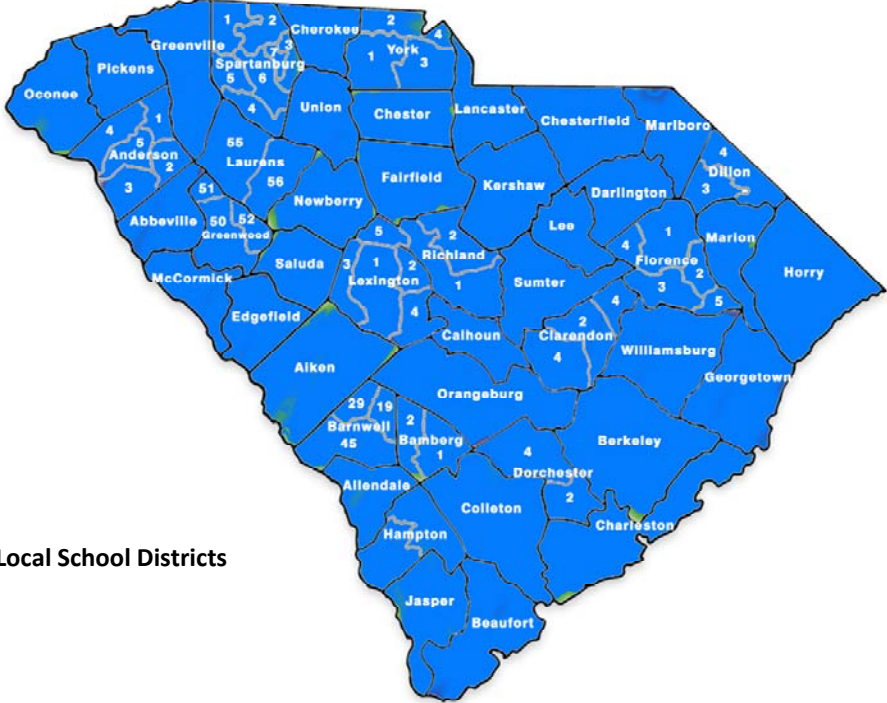
Maps

Maps: Education

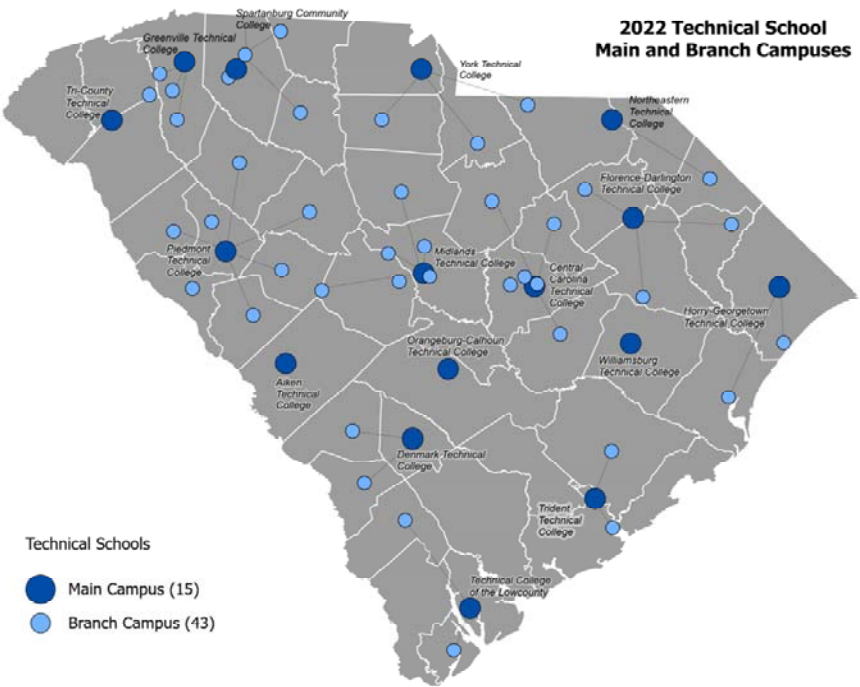
First Steps 4K Providers
Number of Providers by County



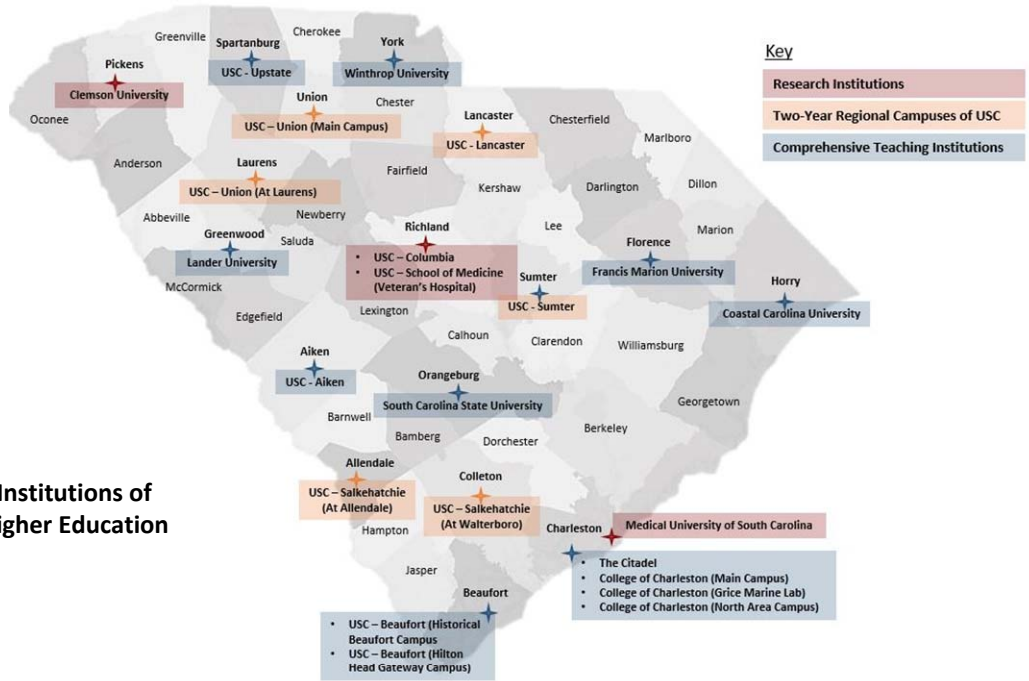
Local School Districts



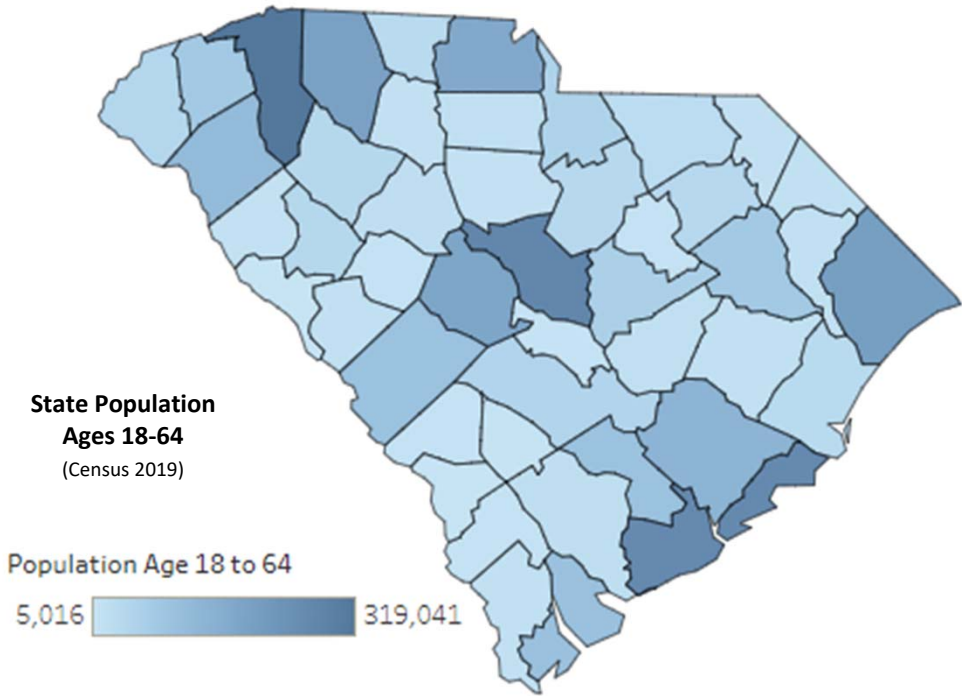
2022 Technical School
Main and Branch Campuses



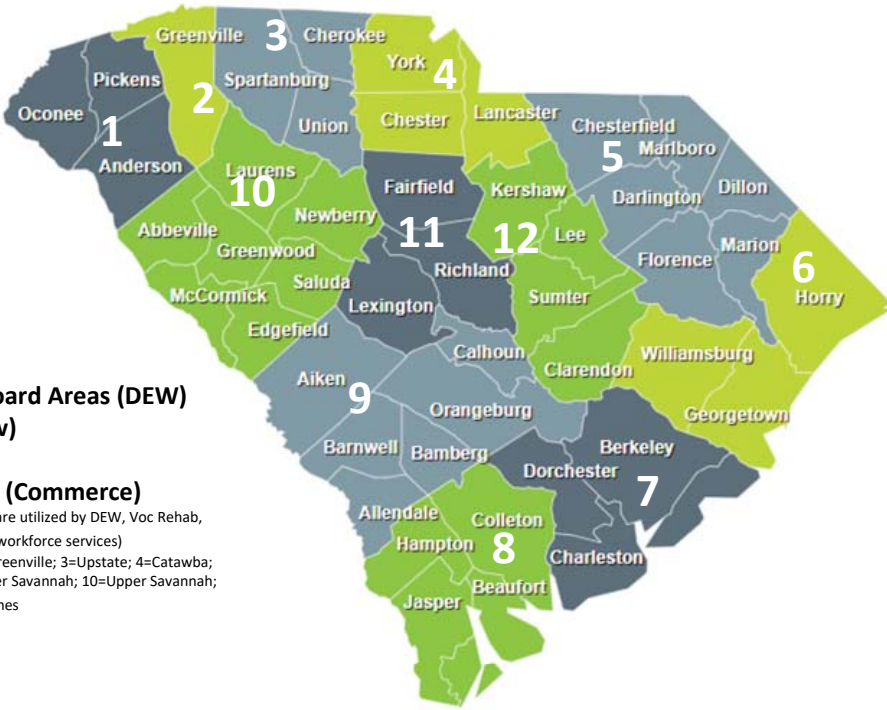
Institutions of
Higher Education



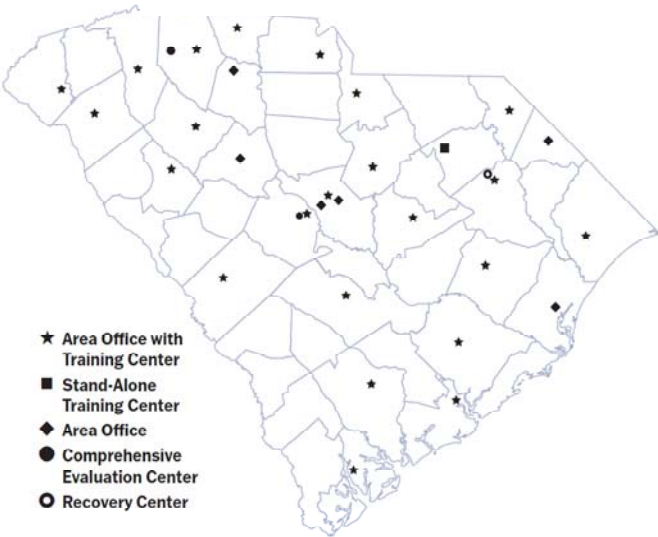
Maps: Workforce



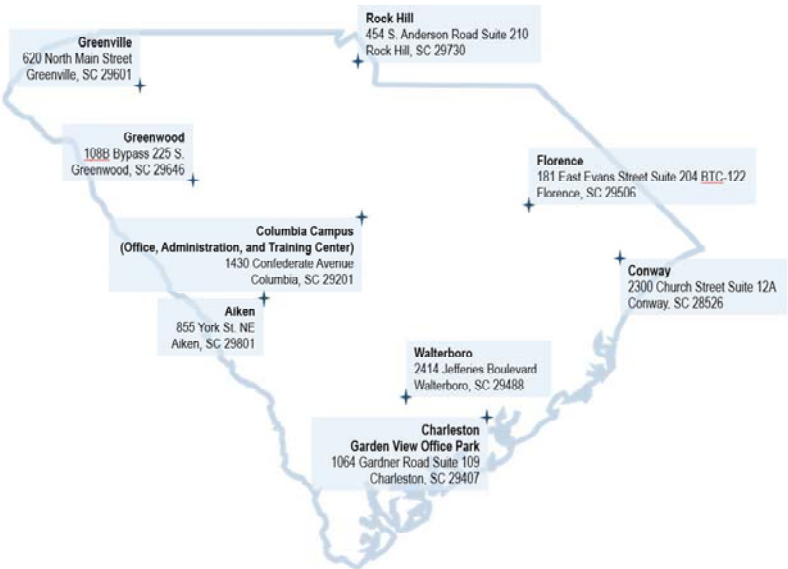
**Local Workforce Development Board Areas (DEW)
(set by federal law)**
and
Regional Workforce Advisors (Commerce)
(Workforce areas are set in federal law; SC Works centers are utilized by DEW, Voc Rehab, Commission for the Blind, and DSS to provide workforce services)
Regional Workforce Advisor Areas include: 1=Worklink; 2=Greenville; 3=Upstate; 4=Catawba; 5=Pee Dee; 6=Waccamaw; 7=Trident; 8=Lowcountry; 9=Lower Savannah; 10=Upper Savannah; 11=Midlands; 12=Santee-Lynches



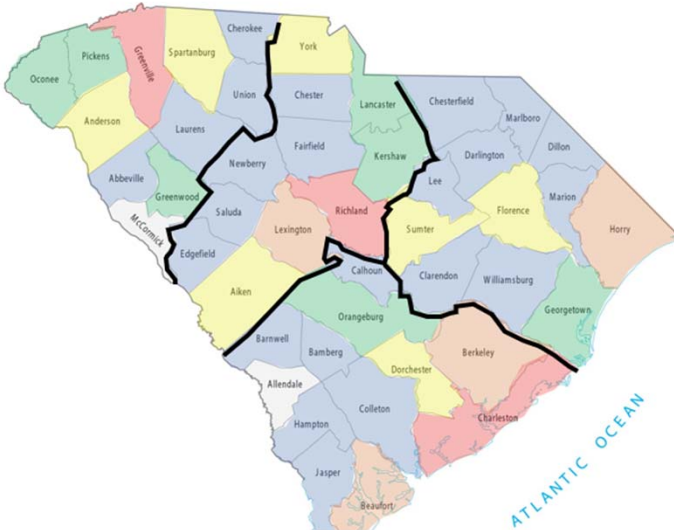
Vocational Rehabilitation Locations
(Set by the agency)



Commission for the Blind Office Locations
(Set by the agency)



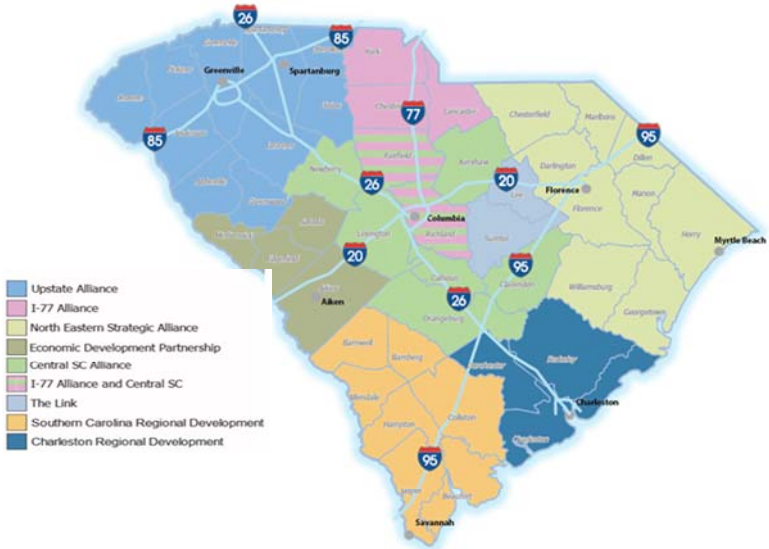
**Department of Veteran's Affairs
Regional Modules for Services**
(Set by the agency)



Maps: Economic Development

Regional Non-Profit Economic Development Alliances

(Can change whenever a county chooses to join a different alliance; no county is required to join an alliance.
Funded in part by the General Assembly and in part by the local counties that are members of each alliance)

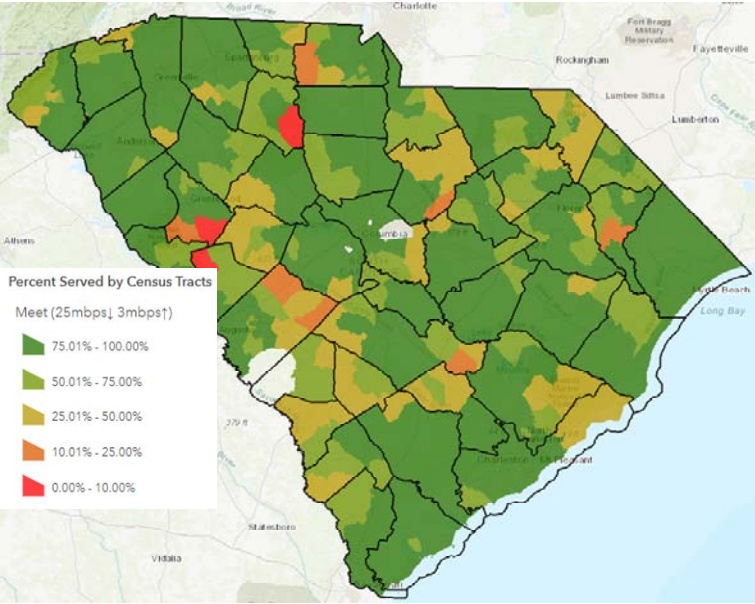


Interstates and Ports as of 2021

(Quick and cost effective transportation of products and supplies is vital to manufacturing businesses and suppliers)

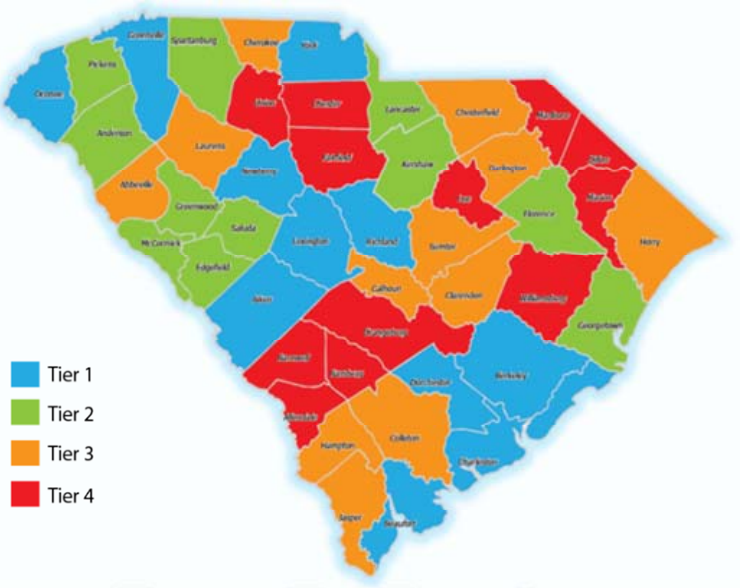


Broadband Availability as of 2021

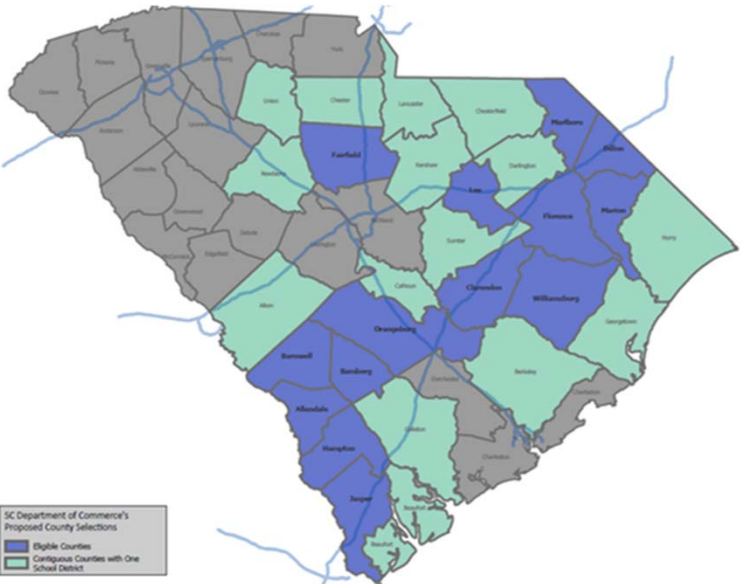


County Tiers (updated annually)

(Utilized to determine incentives available. Tier 4 has the most incentives available, Tier 1, the least. Department of Revenue updates the tiers every December based on three-year average of the unemployment rate, which they obtain from the Department of Employment, and per capita income, which they obtain from the Board of Economic Advisors)



Counties eligible for State Rural Development Grants



Counties eligible for Appalachian Regional Commission Grants



OTHER AGENCY MATERIALS



For Our Future: South Carolina's Investments in Early Childhood

Georgia Mjartan, Executive Director

South Carolina First Steps

SC Early Childhood Advisory Council



South Carolina
**Early Childhood
Advisory Council**

South Carolina First Steps

Our Impact

37,163

infants, toddlers &
preschoolers directly served

60,000+

children reached in child cares
& preschool classrooms

What We Do



In every county, **First Steps partnerships** offer direct services and act as local hubs for early childhood resources and referrals.



First Steps 4K offers free four-year-old kindergarten to qualifying children in private, nonprofit, and faith-based centers across the state.



As the connector and convener of the state's early childhood system, SC First Steps coordinates the activities of the **Early Childhood Advisory Council** (ECAC).

Why It Matters

Disadvantaged children who experience quality early care and education **earn up to 25% more** in wages as an adult.



Children with access to quality early care and education are:



more prepared for kindergarten



more likely to graduate from high school and pursue higher education



more likely to earn higher wages, experience better health, and build strong families and communities



Early Childhood Advisory Council

As the connector and convener of all early childhood serving agencies, South Carolina First Steps operates the Early Childhood Advisory Council (ECAC), a collaborative body representing the state's early childhood system.



South Carolina
**Early Childhood
Advisory Council**



For Our Future: South Carolina's Birth through Five Plan

7

GUIDING
PRINCIPLES

4

GOALS

19

OBJECTIVES

62

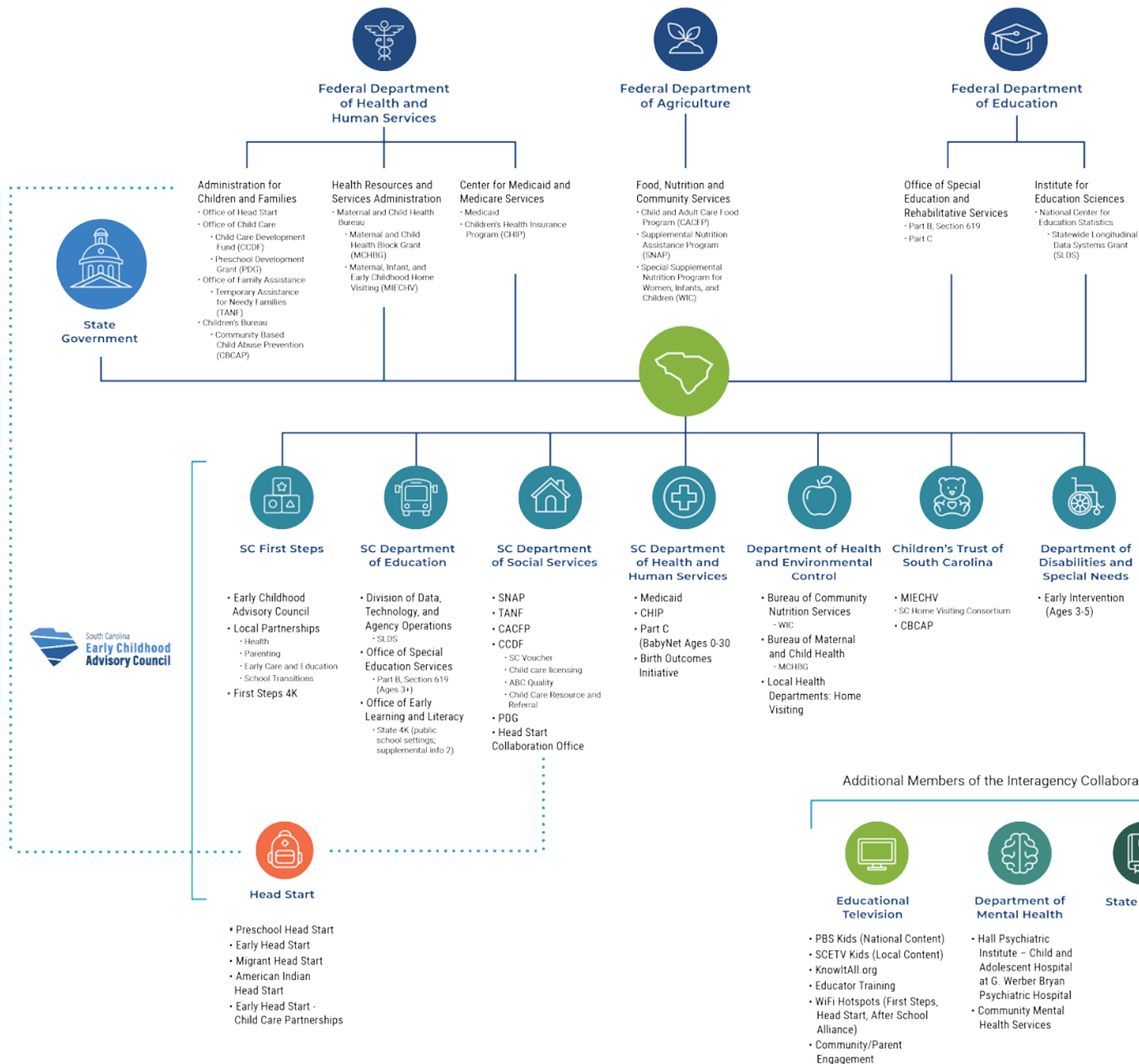
STRATEGIES

7

KEY MEASURES
OF PROGRESS

When we are successful,
every young child in South Carolina will be:





**Child Care &
Early Education**

Health & Safety

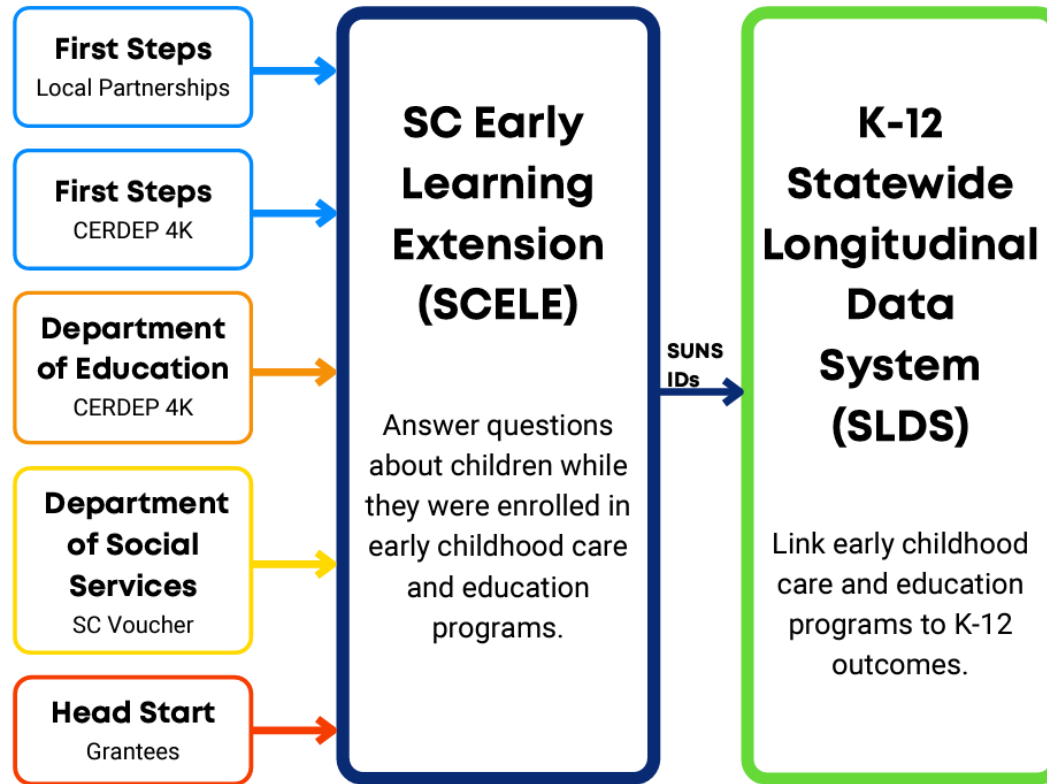
**Special Needs
& Early
Intervention**

Food & Nutrition

**Parenting &
Family Support**



Actionable Data for Decision Making





Our Approach



HEALTH



PARENTING



**EARLY CARE &
EDUCATION**



**SCHOOL
TRANSITION**

We take a holistic approach to accomplishing our mission, offering services that improve children's health, strengthen families, expand access to quality child care, increase participation in four-year-old kindergarten, and help transition rising kindergartners into school.



First Steps 4K



First Steps 4K, First Nazareth Child Development Center, Columbia

First Steps 4K offers curriculum-driven, full-day pre-K in private, nonprofit, and faith-based child care centers and schools. Teachers support early learning across multiple domains: learning and inquiry, physical development and motor skills, language and literacy, social and emotional development, and mathematical thinking.

Economic Impact of Child Care in SC



183,665

child care slots



183,665

parents can now go
to work



\$49,390

median income of a
one-earner household



\$9.1 billion

Taxable wage income available
because of child care centers



South Carolina
**Early Childhood
Advisory Council**



For Our Future

South Carolina's
Birth through Five Plan

2022 - 2027



South Carolina
**Early Childhood
Advisory Council**

Acknowledgments

This plan was made possible because of the thousands of South Carolinians who shared their experiences, ideas, and feedback to strengthen the state's early childhood system and improve outcomes for young children and their families.

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Special thanks to Bill Potapchuk, Mary Beth Salomone Testa, and Abby Thorman, who facilitated the development and preparation of this plan; to the staff of South Carolina First Steps who supported the process: Karen Oliver, Georgia Mjartan, Beth Moore, and Chelsea Richard; and to Cait Maloney for illustration and design.



EarlyChildhoodSC.org

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Executive Director

Member Agencies



A Message from the Chair



Gov. Henry McMaster directed the Early Childhood Advisory Council to develop South Carolina's Birth through Five Plan, recognizing the need to make big, bold, transformative investments in the earliest years of a child's life, when the impact is greatest. He challenged us to work synergistically across agencies, to engage parents, and to ensure children are safe, healthy, and ready to start school.

This plan delivers. We know that parents are their child's first and most important teachers. Families are responsible for their children's health, safety, learning, and development. Ninety percent of brain development happens before age five. This plan outlines our commitment to dramatically expand access to evidence-based parenting programs, which are proven to get kids ready for kindergarten, reduce child abuse and neglect, and catch developmental and health concerns early.

This plan recognizes that for children to thrive from birth into adulthood, they need a healthy start to life – a nurturing and safe home, food security and nutrition, access to prenatal and medical care, immunizations, and when needed, early intervention and mental health services.

For parents of young children to work, they need safe, nurturing, high-quality care for their children. In South Carolina, nearly half the population lives in a child care desert. You'll see in this plan South Carolina's commitment to building the supply of child care to meet the demands of parents and employers in every part of the state. Doing so supports the workforce of today and builds the workforce of tomorrow.

The development of this plan involved parents, providers, early childhood system leaders, legislators, and policy makers. We grounded this plan in data, with clear and quantifiable measures of progress. This is our call to action, building on what we know from brain science and leveraging this time of great opportunity – both in our state and in the lives of our state's children.

A handwritten signature in black ink, appearing to read 'David Morley'. The signature is stylized with a large, looping 'D' and 'M'.

David Morley, Chair

Governor's Designee

South Carolina Early Childhood Advisory Council

A photograph showing the back of a young child with a green backpack, walking hand-in-hand with an adult on a paved path. The child is wearing a grey shirt and blue shorts. The adult is wearing a blue dress and a light green bag. They are walking away from the camera on a path lined with greenery.

Our Vision

We will be successful
when all children reach
their highest potential.

South Carolina's long-term prosperity depends on the health and well-being of our state's 350,000 babies, toddlers, and young children. From birth through age five, a child's growth and development will set the course for a lifetime of health, learning, and well-being. When children thrive, we all benefit from stronger families, a more capable workforce, safer communities, and greater economic prosperity.

For Our Future: South Carolina's Birth through Five Plan is a roadmap for optimizing our state's early childhood system and moving toward a shared vision of success for every child. Led by the South Carolina Early Childhood Advisory Council, a collaborative body representing the state's early childhood system, the plan was developed with input from thousands of families and service providers.*

This plan is intended as a framework for elected officials, state agencies, business, philanthropy, and other partners to implement strategies, make investments, and change policy to improve opportunity and outcomes for our youngest children and their families. It builds on our current strengths and previous investments and plans, while setting forth new objectives and strategies under four key goals.

Because measuring our success is an essential part of this plan, metrics are included to help us understand when and where we are making progress. As representatives of the state's early childhood system, we are accountable to taxpayers, to our funders, and—most importantly—to South Carolina's children.

*For more on the development of the plan, see appendix A.

Guiding Principles

All children and families deserve a fair chance at a good life.

We envision universal access to strategies that work, and in this five-year plan we are starting where there are known disparities: by family income, race, geography, home language, and for adults and children with disabilities.

A focus on equity proactively addresses disparities and levels the playing field.

Addressing disparities ensures all children have the opportunities and resources to be successful.

Parents are a child's first and most important teachers.

Parents, including all adult caregivers in parenting roles, need and want to connect with their infants and young children in positive ways that help children grow, thrive, and achieve their full potential.

Children do better when they are raised in healthy, stable, and attached families.

Our work to improve outcomes for children must also include efforts to help families thrive and prosper.

Policies and programs are more effective when inclusive, developmentally appropriate, culturally and linguistically responsive, and delivered with excellence and respect.

We must meet children and families where they are, be respectful and compassionate, and deliver the highest quality programs possible.

Policies and programs become more effective when we authentically reflect the voices of families, including their ideas, concerns, and aspirations.

Families understand what they need and want better than anyone else.

South Carolina has an excellent opportunity to build on and reinforce our strong state and local infrastructure to better support and serve children and families.

Our impact is greatest when we align initiatives, work collaboratively, and focus on healthy and thriving children, their families, and the places where they live.

The Plan at a Glance

The opportunity to reach our highest potential begins in the first five years of life. To lay the strongest foundation possible for our children and our state, this plan sets forth:



When we are successful,
every young child in South Carolina will be:



Our Best Investment

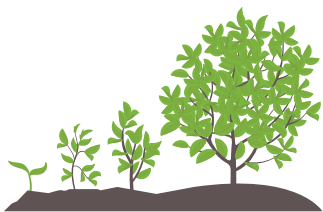
Why Early Childhood Matters for South Carolina

Why should South Carolina prioritize early childhood investment? The early years are the single most formative time of human development and the period during which strategic investment has the greatest and longest lasting impact. We know what works. In South Carolina, we have developed proven models that change the trajectory of children's lives. To maximize their impact, we must align and scale these investments to increase efficiency and reach. We must give every child the opportunity to reach their full potential.



Brain development

During the first five years of life, the brain develops more—and more rapidly—than it ever will again. This rapid development makes the brain both highly receptive to learning and profoundly sensitive to neglect or adversity. Investments in early learning, health, and well-being promote the positive experiences necessary for optimal brain development and mitigate the negative effects of trauma and toxic stress.



A lifetime of results

The positive effects of early childhood investments can extend well into adulthood, particularly for children from low-income families. Forty years of research has shown that those who experience a high-quality preschool program are more likely to graduate from high school, retain employment, and earn more money compared to those who do not receive any preschool education. They also had fewer teenage pregnancies and committed fewer crimes.



Stronger families, now and in the future

Children are not the only ones positively impacted by access to high-quality early childhood programming; the economic security of entire families is elevated. When mothers have access to child care, they are more likely to pursue higher education, participate in the workforce, and earn a higher income. An increase in family income can, in turn, improve both short- and long-term outcomes for children. This dual impact on children and families is known as the two-generation (2Gen) effect. Rather than focus solely on children, we recognize that for the whole child to thrive, their entire family must thrive as well.



A more prosperous South Carolina

Investments in high quality early childhood programs can reduce the need for special education and grade repetition, decrease involvement with the criminal justice system and social services, lower expenditures on health care, and increase tax revenue due to higher productivity and wage-earning. Research shows that for every dollar invested, our society gains between \$4 and \$16 in economic returns.

A Solid Foundation

South Carolina's Early Childhood System

South Carolina has both a solid foundation of investment in the early years and a long history of public policy innovation in the field. Maximizing federal, state, and local resources, South Carolina's programs form a system that improves health, strengthens families, expands access to quality early care and education, and prepares children for success in school and life. Our approach prioritizes parent choice, local decision-making, and the individual needs of children. For those who can access services, the impact is significant, measurable, and long-lasting. If we build on this foundation to meet the needs of all children and families, South Carolina can realize significant economic, social, and other benefits.

Children are healthier, beginning at birth

Health and nutrition, beginning in pregnancy, play key roles in improving outcomes for children and generating cost savings for society. Research has shown children whose mothers participated in WIC while pregnant scored higher on assessments of cognitive development at age 2 than similar children whose mothers did not participate, and they later performed better on reading assessments while in school. Meanwhile, the state's infant mortality rate has seen a 28% drop since 2005, thanks to innovative strategies that promote improved pregnancy and health outcomes for mothers, babies, and families in our state.

Parents and communities are equipped

South Carolina's home visiting programs improve early childhood outcomes by connecting families with trained professionals who provide intensive, one-on-one support. The research shows that these investments keep children healthy and safe, promote early literacy, and boost school readiness.



Now acknowledged as a critical need across the nation as part of the federal government's Maternal Infant Early Childhood Home Visiting (MIECHV) program, South Carolina has a decades-long commitment to supporting parents in their role as their children's first and best teachers. In 1993, some 17 years before the federal government's investment, the South Carolina General Assembly passed Act 135, the "The Early Childhood Development and Academic Assistance Act," which provided funding for school districts to implement parenting and family literacy programs statewide.

This investment grew in 1999 with the creation of SC First Steps to School Readiness, as local partnerships matched state funds with community resources, greatly expanding the reach of evidence-based home visiting strategies including Parents as Teachers and Parent-Child Home (now ParentChild+). First Steps was also critical to the launch of the acclaimed Nurse-Family Partnership model, providing early leadership and making the initial \$1 million investment that launched the model in South Carolina, which has since grown to cover a majority of the state.



Kindergarten readiness is a state priority

South Carolina's commitment to early childhood education dates back to 1984's Education Improvement Act, which enabled the state's first publicly funded prekindergarten classrooms for at-risk four-year-olds. In 1996, the state became one of the first in the southeast to implement full-day five-year-old kindergarten. In 2006, South Carolina launched the public-private Child Development Education Pilot Program (CDEPP), a full-day four-year-old kindergarten program in both public and private schools and child cares. The pilot gradually expanded to more districts and was ultimately codified as the Child Early Reading and Development Education Program (CERDEP) as part of the Read to Succeed Act in 2014. The program was expanded statewide to serve all eligible four-year-olds in 2021.

South Carolina is also a national leader in developing innovative, system-level approaches to school readiness. It was the third state in the nation to create a statewide public-private partnership for comprehensive early childhood services—the SC First Steps to School Readiness initiative—in 1999. A new benchmark of success was established in 2014, when the SC General Assembly adopted the state's first-ever legal definition of school readiness. After a decades-long history measuring school readiness, initially via the Cognitive Skills Assessment Battery (CSAB) and later the South Carolina Readiness Assessment (SCRA), the SC Department of Education began measuring the preparedness of incoming kindergartners using the Kindergarten Readiness Assessment (KRA) in 2017. This tool provides families, service providers, and policymakers with a set of common metrics to measure and improve outcomes for young children. Through the state's integrated data system, established in 2000, KRA and other early childhood data can be connected to health, K-12 education, and other outcomes. Few states have these advantages: the structure to efficiently and effectively address local needs combined with the common goals and clear data to guide state and local decision making.

South Carolina has a clear structure for governing and coordinating its early childhood state system

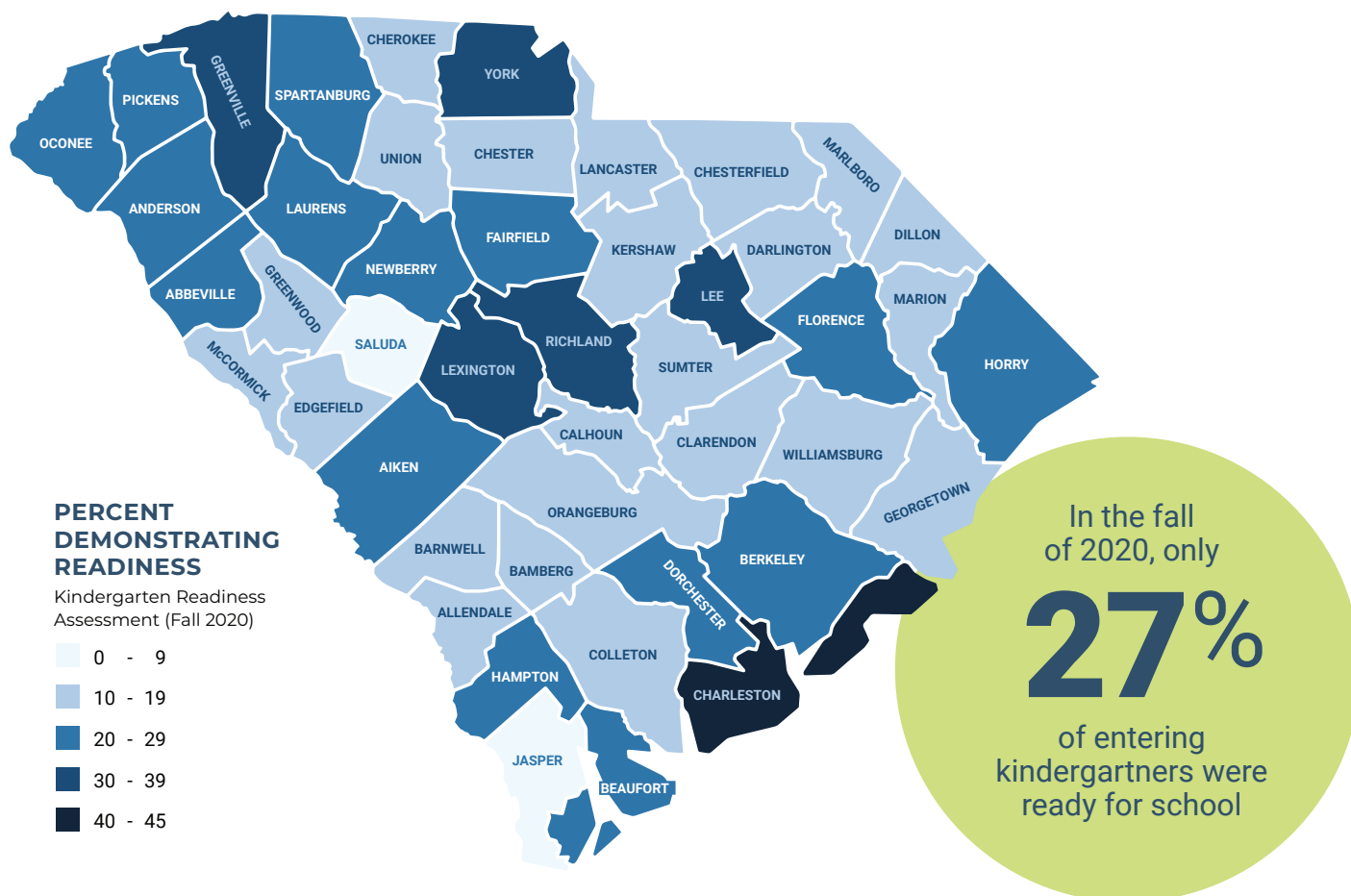
To support further coordination and collaboration among early childhood initiatives at the state level, the Early Childhood Advisory Council (ECAC) was established in 2010 by Executive Order and later codified in legislation. The ECAC represents the state's early childhood system and works collaboratively to coordinate and streamline programs, funding, and services. With support from the federal Preschool Development Grant Birth through Five (PDG B-5), the ECAC has accelerated its efforts to strengthen and align existing programs, maximize parental choice, and leverage data for continued improvement.

In short, South Carolina has the infrastructure and vision needed to address the fact that less than half of our state's children are arriving at kindergarten prepared for success. With more strategic investment, we can expand access to the programs and services that work and ensure that all children have the opportunity to reach their full potential.



The Need Persists

Our state's investments in early childhood are working, but they are reaching too few children. By the time South Carolina's children arrive at school, many have already fallen behind. Unfortunately, those who start behind often stay behind, leading to an achievement gap that persists into adulthood.



Children are considered “ready for school” if they score “demonstrating readiness” on the South Carolina Kindergarten Readiness Assessment (KRA). This developmentally appropriate test is administered to all students entering publicly funded kindergarten within the first 45 days of the school year.

The KRA determines each child’s readiness level across four domains:

- 1. Language and literacy**
- 2. Mathematics**
- 3. Physical well-being and motor development**
- 4. Social foundations**

At the beginning of the 2020-2021 school year, due to the COVID-19 pandemic, a modified version of the KRA was administered to 48,521 kindergartners. This test included 33 of the 50 items on the full KRA.

Children in poverty are falling behind

Among our state's 342,000 children under age 6, 46% live in poverty or a low-income household. These children start school at a major disadvantage compared to their more affluent peers. In South Carolina, at the beginning of the 2020-21 school year:

18%

of kindergartners in poverty
were ready for school

44%

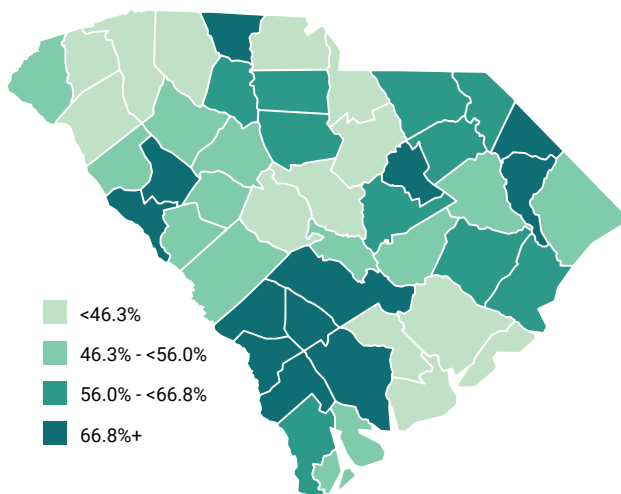
of kindergartners not in poverty
were ready for school

Poverty impacts children and families in every county of the state

Counties with the highest percentage of children under 6 living in poverty or a low-income household are concentrated in rural counties, like those along the I-95 corridor. The counties with the highest *number* of children under age 6 in poverty are concentrated in densely-populated regions, like those near major metropolitan areas.

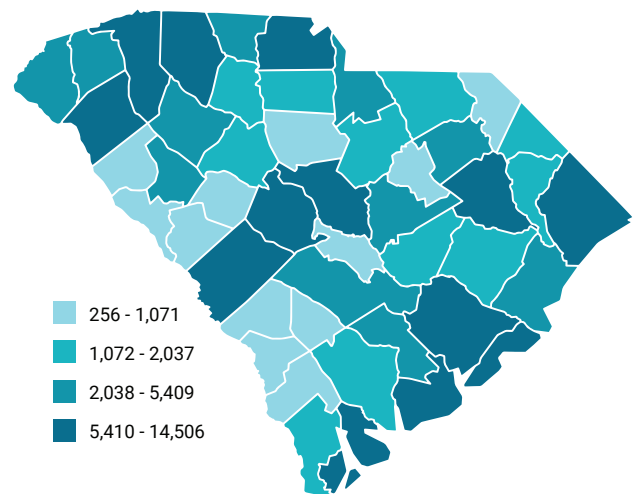
PERCENT OF CHILDREN UNDER AGE 6 IN POVERTY OR A LOW-INCOME HOUSEHOLD

American Community Survey (2019), U.S. Census Bureau



NUMBER OF CHILDREN UNDER AGE 6 IN POVERTY OR A LOW-INCOME HOUSEHOLD

American Community Survey (2019), U.S. Census Bureau



Achievement gaps disproportionately impact Black children

In South Carolina, approximately 1 in 3 young children are Black, and there are 2 young Black children living in poverty or a low-income household for every 1 young white child living in the same circumstances. Twice as many Black children enter kindergarten at a disadvantage as their white counterparts. In South Carolina, at the beginning of the 2020-21 school year:

17%

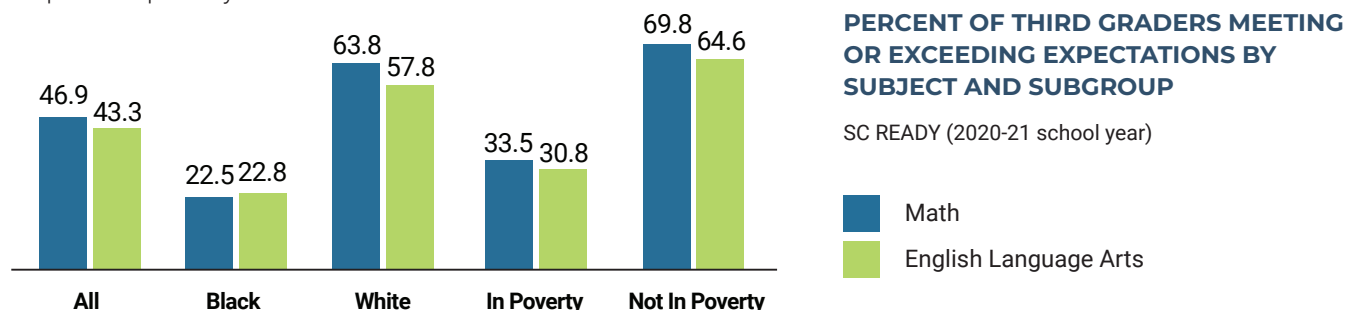
of Black kindergartners
were ready for school

35%

of white kindergartners
were ready for school

Achievement gaps continue beyond kindergarten

In South Carolina, at the end of the 2020-21 school year, less than half of third graders in South Carolina met or exceeded expectations in math and English language arts. White third graders met or exceeded expectations three times more than their Black counterparts. Affluent third graders met or exceeded expectations two times more than their peers in poverty.



What South Carolina parents are saying

In 2019, a needs assessment was conducted to understand statewide priorities for preschool development. An online survey garnered 3,114 responses, including 1,216 from parents and caregivers. Respondents were asked to identify their top priorities in three domains: health and well-being, family and community, and early learning and development. For parents and caregivers, the top priorities were knowledge of child development, time with their children, and finding quality child care.

HEALTH & WELL-BEING



said the most important thing was **understanding child development**

FAMILY & COMMUNITY



said the most important thing was **having enough family time to spend with their children**

EARLY LEARNING & DEVELOPMENT



said the most important thing was **finding high-quality child care and early education programs**

The state of child care

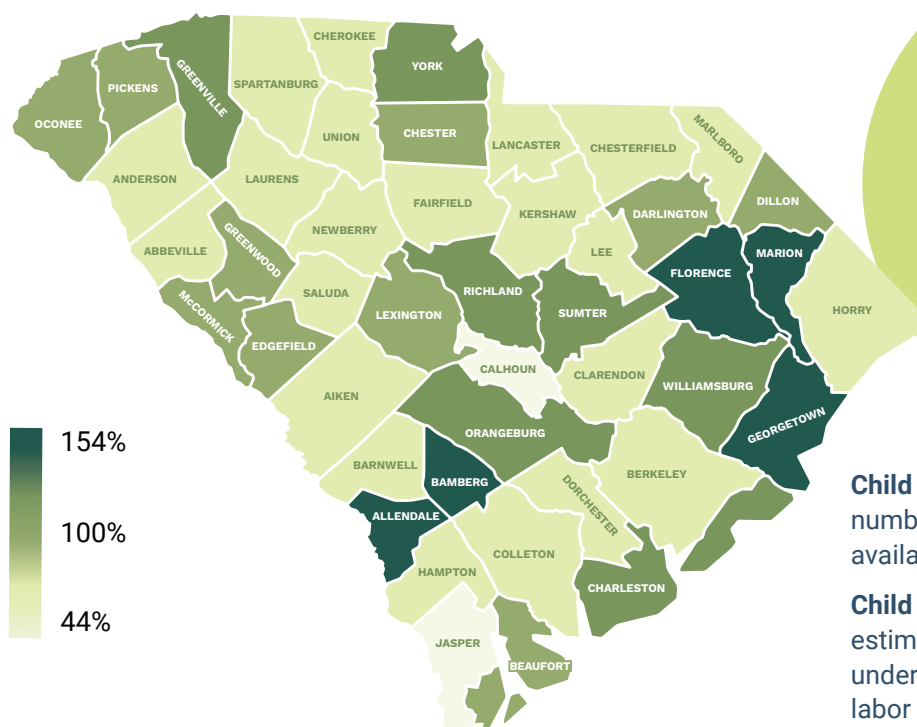
We know from decades of research and direct experience that high quality early care and education programs are essential for South Carolina parents in preparing children for kindergarten. But parents struggle to find options they can afford, since high-quality child care is limited and expensive—often more than in-state college tuition. Because quality child care costs more than families are able to pay, providers are plagued by low wages and high turnover.

South Carolina's supply of quality child care does not currently meet the needs of working families. As of July 23, 2021, 52% of the state's counties did not have enough child care supply to meet estimated demand. That means that 40% of children under age 5 live in counties where child care is scarce. The COVID-19 pandemic has exacerbated the problem, with many programs forced to close their doors or reduce the numbers of children they can serve. All of this makes it harder for parents to work, threatens the viability of our state's businesses, and hurts children's school readiness and success.



50% of child care workers in South Carolina earn **\$10 per hour or less**

CHILD CARE SUPPLY VERSUS DEMAND



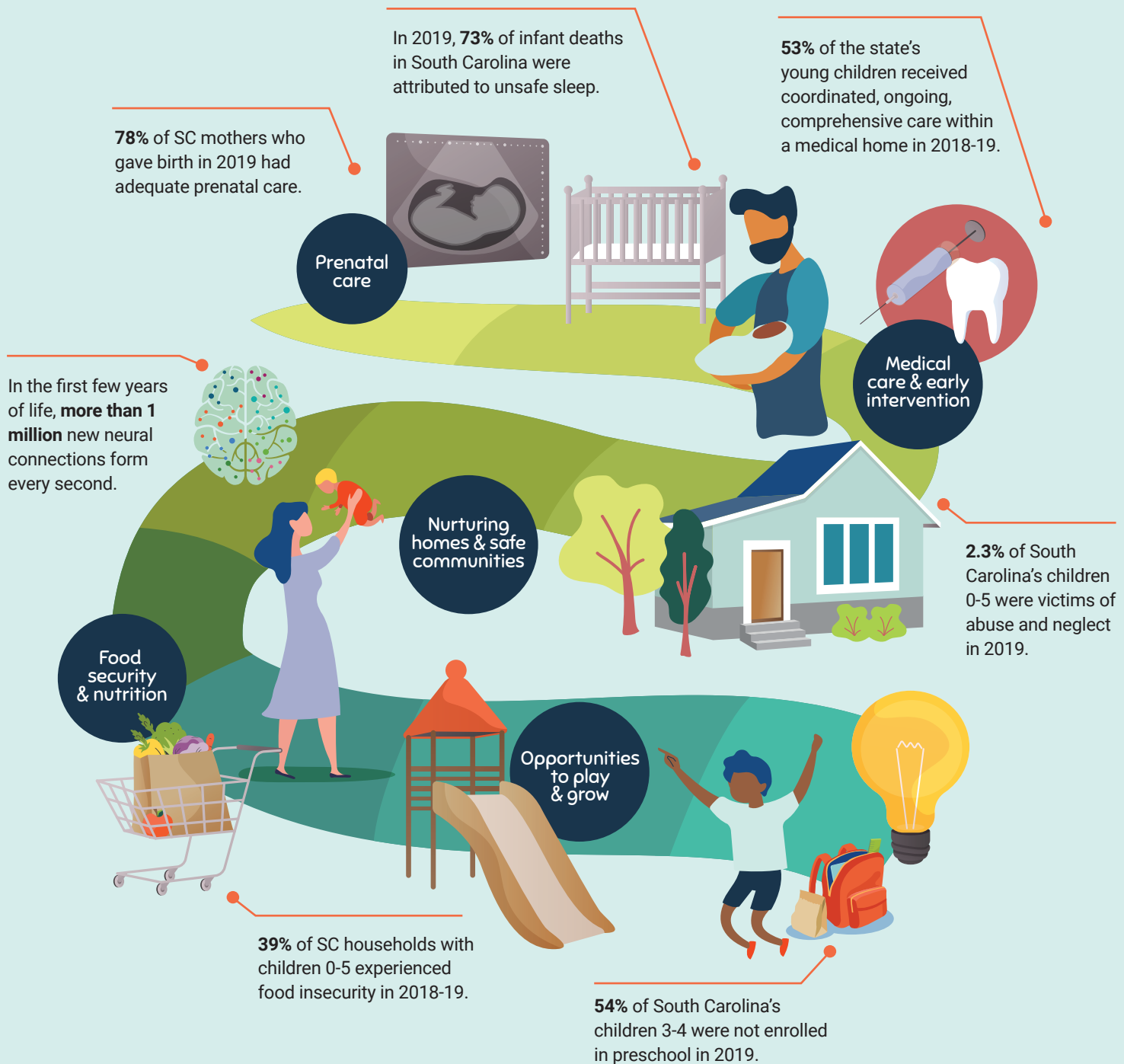
40%

of children under age five live in counties where child care is scarce.

Child care supply is defined as the total number of licensed or approved slots available in each county.

Child care demand is defined as the estimated number children in each county under age 5 with all available parents in the labor force.





GOAL 1

South Carolina's youngest children are healthy and safe.

The path to a bright future begins before birth. To learn and grow appropriately, a child's brain must be well nourished and protected from harm.



OBJECTIVE 1.1

Mothers and infants are healthy, safe, and supported before, during, and after birth.

1.1.1

Expand access to health care before, during, and after the birth of a child. Increase the number of medical providers in underserved areas. Equip providers to make referrals to community programs. Offer alternative care models, like group care and telehealth. Expand support for doulas, breastfeeding, and postpartum wellness. Reduce the financial burden of obtaining health care, especially for vulnerable populations. Implement policies and practices that lower barriers to access. Ensure parents receive training on infant safety and mothers receive support and education about breastfeeding.

1.1.2

Improve the quality of health care before, during, and after the birth of a child. Assure care addresses social determinants of health and risk behavior reduction. Enhance population surveillance to determine receipt of guideline-recommended care.

OBJECTIVE 1.2

Young children receive consistent, coordinated medical care and meet recommendations for well-child visits, immunizations, and oral health.

1.2.1

Expand access to consistent, coordinated pediatric medical care. Connect families of young children to health benefits through public outreach. Give families tools to maximize the benefits they receive. Expand the use of team-based or alternative care models, like those delivered by community health workers and parent educators, including services in the child's home. Reduce administrative barriers to accessing health benefits.

1.2.2

Improve the quality of pediatric care and ancillary services. Ensure care addresses positive and adverse childhood experiences. Increase access to developmental specialists in pediatric settings to expand family knowledge of early childhood health and development. Expand quality improvement initiatives in pediatric settings that develop doctor-led peer networks and tools that lead to better health outcomes.

OBJECTIVE 1.3

Young children are screened, assessed, identified early, and connected with services that address developmental, intellectual, chronic, or acute health concerns.

1.3.1

Expand access to screening, identification of disabilities, and referrals for treatment and services. Expand availability of evidence-based models of comprehensive screening and referral to quickly identify delays or disabilities. Enhance provider training and expand the number of professionals to screen and to whom referrals can be made.

1.3.2

Ensure young children receive timely, appropriate early intervention services for disabilities. Optimize the number of specialists and alternative providers to deliver services and meet demand. Reduce administrative barriers to receiving necessary therapies and transitioning between service providers. Embed networks of system navigators and care coordinators within practices and communities.

1.3.3

Improve efficiency and responsiveness of early intervention services through better data collection and reporting.

Establish a statewide developmental screening registry. Streamline data sharing at the child-level for improved care coordination. Explore data strategies to better identify unmet needs and expand access to services.

OBJECTIVE 1.4

The behavioral and mental health of young children and their families is promoted and supported through: nurturing, responsive and caregiver relationships; supportive environments; targeted social-emotional supports; and intensive interactions including, when appropriate, intervention and treatment.

1.4.1

Promote and support personal- and social-skill building.

Expand curricula and evidence-based programs that promote persistence, self-management, and relationship



skills development. Enhance professional development of early childhood workforce to include training on behavioral and mental health and personal/social skill development. Implement policies and practices that eliminate suspension and expulsion from early childhood settings.

1.4.2

Expand access to behavioral and mental health care.

Ensure sufficient capacity to meet the behavioral and mental health needs of young children, their families, and their care providers. Improve policies and practices related to reimbursement of diagnosis and treatment planning.

1.4.3

Improve the quality of behavioral and mental health care.

Increase the number of providers trained in trauma-informed interventions that build children's resilience.

OBJECTIVE 1.5

Young children are safe and nurtured in their families, homes, and communities.

1.5.1

Improve child safety. Increase parent knowledge of safe sleep, poisoning and injury prevention practices, like car seats, water safety, firearm injury prevention, and heat-related death or injury. Expand access to resources, like credentialed safety specialists, within community and pediatric settings.

1.5.2

Reduce child abuse and neglect. Increase the footprint of prevention programs and resource centers that reduce child welfare involvement, improve child safety, and enhance parent-child attachment. Increase the utilization of services that are reimbursable by the Family First Prevention Services Act and other recurring funding sources. Improve policies and practices relating to identifying, reporting, and investigating child maltreatment.

1.5.3

Promote social norms that protect against violence and adversity, and intervene to lessen the immediate and long-term harms of adverse childhood experiences. Promote community norms around a shared responsibility for the health and well-being of all children. Support parents and positive parenting, including norms around safe and effective discipline. Foster healthy and positive norms around gender, masculinity, and violence to protect against violence towards

intimate partners, children, and peers. Increase access to enhanced primary care, victim-centered services, treatment to lessen the harms of adverse childhood experiences (ACEs) and family-centered treatment approaches.

1.5.4

Build resilience within children and families through

policies and practices. Expand availability of family-centered interventions and ensure parent mental health and family therapy services are accessible and affordable. Educate policymakers and business leaders on the importance of addressing adverse childhood experiences and supporting positive childhood experiences.

OBJECTIVE 1.6

Families are food secure and utilize education and resources that address nutrition and physical activity.

1.6.1

Improve food security. Increase uptake and utilization of public nutrition benefits. Increase the network of food outlets, particularly those that offer various local fruits and vegetables and accept public nutrition benefits. Integrate healthy eating principles into municipal and county comprehensive plans, which are required under the South Carolina Local Government Comprehensive Planning Enabling Act of 1994 and updated at least every five years.

1.6.2

Increase opportunities for physical activity in

neighborhoods and communities. Create accessible public spaces for physical activity and play. Improve walkability and safety of neighborhoods and communities. Integrate pedestrian and active living plans into municipal and county comprehensive plans.

1.6.3

Connect families to nutrition and physical activity

resources. Train health care and child care providers about available nutrition benefits and the importance of physical activity and play. Increase parent and caregiver confidence and knowledge of the importance of and tools for healthy eating and active living for their young children, inclusive of family and cultural preferences.





GOAL 2

South Carolina's youngest children are actively supported by their families and communities.

Stable, nurturing homes are the foundation on which children, families, and communities thrive.



OBJECTIVE 2.1

Parents have the knowledge and skills to be excellent caregivers and are actively engaged in their children's development, health, learning, and transitions.

2.1.1

Expand proven home visiting programs so more families can participate. Expand the footprint of evidence-based home visiting models in the state. Ensure state offices implement coordinated efforts through participation in the Home Visiting Consortium. Nest home visiting programs within and increase referrals from other early childhood settings, like child care and pediatric medical providers. Align child and family-level data of those being served in home visiting through the Early Childhood Integrated Data System (see 4.3.1) to better understand who is being served and impact of services.

2.1.2

Expand access to information and resources that promote children's health and safety and strengthen families' ability to participate more fully in the development of their children. Offer community-level education campaigns that build knowledge about child development and ensure parents have a variety of means to have questions about their children's health and learning answered.

2.1.3

Help parents support successful transitions from home to early childhood programs and to school entry. Use *South Carolina's Profile of the Ready Kindergartner* and other tools to promote shared understanding between parents and education professionals.

OBJECTIVE 2.2

Parents have the time, ability, and resources to attach to their infants and care for their children.

2.2.1

Streamline family access to services that meet their needs. Create user-friendly ways to access programs and services that support family stability and economic self-sufficiency. Identify opportunities to implement presumptive eligibility across programs.

2.2.2

Expand support to help families access the services and supports they need. Expand access to programs that connect parents to services that meet their family's needs. Establish family resource centers, engage community partners, and deploy navigators to help parents obtain the range of services their families need.

2.2.3

Recognize and increase family-friendly workplace policies. Recognize and expand the number of businesses and organizations that provide paid sick leave, paid family leave, on-site child care, child care scholarships, reliable scheduling, or other supports to provide their employees with time and resources to care for their children.

OBJECTIVE 2.3

Parents have skills, training, and education to obtain good jobs and achieve financial stability.

2.3.1

Increase opportunities for parents of young children to participate in training and education programs to ensure more parents of young children have jobs with family-sustaining wages. Reduce the cost, adjust the timing, and address other barriers, such as lack of child care, that prevent parents from engaging in training or additional education. Enhance data collection to better understand the prevalence and specific needs of student parents, particularly first-generation students and first-time parents.

2.3.2

Support parents to grow small businesses and build good jobs that work for families with young children. Develop clear pathways for parents to achieve their educational, entrepreneurial, and family economic goals.



OBJECTIVE 2.4

South Carolina's communities provide children with healthy environments, enriching opportunities, and community resources like libraries, schools, outdoor learning environments, community centers, and museums.

2.4.1

Provide training and materials grants to library and museum staff for specific 0-3 and pre-K programs and activities.

Offer programming to increase the number of young children and families using and enjoying local libraries and museums.

2.4.2

Increase the prevalence of natural outdoor learning environments for use by children and their families.

Provide training and materials grants for child care providers and other early childhood settings to create outdoor learning environments.

2.4.3

Increase participation in a community's cultural resources.

Promote reduced or no-cost admission to families that use public benefits.

2.4.4

Provide training to local parks, recreation, and other community services staff about ways to deliver recreational programs and activities to families with young children.

Create and disseminate resources for staff to expand programming and supports for families with young children. Partner with the wide array of organizations that provide this kind of training.



52% of eligible four-year-olds did not participate in publicly-funded, full-day preschool programs in 2020-21.

45% of child care providers participate in ABC Quality, South Carolina's voluntary quality rating and improvement system.



GOAL 3

South Carolina's children arrive at school ready to reach their highest potential.

High-quality child care and early education is proven to improve outcomes for both children and the adults in their lives. But to work, it must be accessible.



GOAL 3: South Carolina's children arrive at school ready to reach their highest potential.

OBJECTIVE 3.1

Early care and education programs operate with demonstrated quality in schools, child care centers, and family child care homes.

3.1.1

Strengthen design and impact of quality improvement investments. Engage with early childhood program leaders and staff in family child care, centers, and school-based pre-K to design and implement quality improvement policies and practices and strategies.

3.1.2

Increase family child care and child care center participation in South Carolina's ABC Quality system and other quality initiatives. Recruit additional programs to participate in ABC Quality and in quality initiatives. Refine and streamline standards across licensing/quality initiatives, with input from the providers, to reduce burden on programs. Revise standards to embrace and recognize high quality Montessori programs.

3.1.3

Increase investment in family child care programs and child care centers. Use cost modeling tools to set grant amounts to reflect the true costs of operation. Ensure grants are equitably distributed across the state and across child care centers and family child care settings.

3.1.4

Increase child care center and family child care program enrollment in the Child and Adult Care Food Program (CACFP). Streamline paperwork and reporting systems to simplify participation for providers. Target child care providers located in food deserts and fast food swamps for CACFP participation.

OBJECTIVE 3.2

Families have choices for reliable, safe, affordable, high-quality early care and education for their children that meets their family's needs in all areas of the state and especially in areas of low child care access.

3.2.1

Increase the number of child care centers and family child care homes to maximize slots available to families.

Distribute federally funded stabilization grants based on true operating costs to help existing programs sustain and expand programs. Provide start-up grants and incentives, working with local partners, to create new, high quality child care slots in areas where there is inadequate child care access.

3.2.2

Increase business supports to child care providers with a focus on new and struggling programs. Provide coaches that can help centers develop a financial plan, build pricing models, and other effective business practices. Create connections between child care providers and available supports through employers, chambers, housing authorities, and other economic development agencies.

3.2.3

Increase access to quality early learning options.

Recruit and incentivize license-exempt family child care programs into the licensed child care system. Increase and incentivize programs to improve quality through the state's quality rating and improvement system (ABC Quality). Develop and foster community-level networks of small child care providers, like family and group child care homes, to promote resource sharing and enhance professional development for increased quality.

3.2.4

Expand access to Head Start and Early Head Start

programs. Recruit children to participate in existing Head Start or Early Head Start programs with open slots. Leverage Head Start and Early Head Start funding and expand access to comprehensive services through community-based child care centers and family child care homes.



OBJECTIVE 3.3

Families have support to afford reliable, safe, high-quality early care and education for their children that meets their family's needs.

3.3.1

Expand access to 4K for more four-year-olds to participate.

Increase funding for 4K, including funding for slots for 4K in community-based child care and 4K + Siblings.

3.3.2

Increase supply of infant and toddler care. Recruit new infant and toddler slots at existing programs. Establish contracted slots at high quality centers and family child care homes that reflect the true cost of operations. Make infant and toddler slot capacity data publicly available to better inform potential providers in underserved areas.

3.3.3

Increase the number of family child care homes and child care centers that accept subsidy. Increase payment rates to reflect the true cost of operations. Increase family income eligibility so more families have more choices.

3.3.4

Create tax credits to help more families use and pay for quality care. Design tax credits to reduce the financial burden of paying for quality child care.

3.3.5

Reduce hurdles and increase supports to make it easier for families to apply for and enroll in care and services. Align and foster customer focused improvements among state child care programs.

OBJECTIVE 3.4

The early care and education workforce is prepared, skilled, supported in their work, and appropriately compensated for the critical role they play in South Carolina's success.

3.4.1

Increase funding for programs to support quality improvements and benefit the early childhood workforce.

Increase subsidy payment rates to family and group child care homes and child care centers. Increase the per-child amount for 4K in community-based child care. Create guidance to ensure increased payments result in increased compensation and quality.

3.4.2

Create accessible career pathways that reward achievement. Offer competency-based stackable content that focuses on the full continuum of child development—from infancy to toddlerhood to preschool—that leads to badges, certificates, credentials, and college credit/degrees. Reward achievement of these milestones.

3.4.3

Recruit and retain a diverse and well-prepared early childhood workforce. Develop a compensation strategy that incentivizes professional growth and includes salary, health, and retirement benefits for professionals in child care centers, family and group homes, and school settings.

3.4.4

Expand professional learning opportunities for the early care and education workforce to support their practice in family child care homes, child care centers, and schools. Professional learning opportunities should include a focus on child development and learning starting in infancy, early childhood mental health, engaging parents, inclusion/serving children with disabilities, health and wellness, and other key topics.



GOAL 4

South Carolina's early childhood system is aligned, coordinated, and family-centered.



OBJECTIVE 4.1

Public programs and resources for young children and their families are aligned and easily accessed, holistically address all aspects of children's and families' well-being, and provide choice for parents and caregivers.

4.1.1

Create shared outreach, eligibility, application, and enrollment processes. Allow families to understand and apply for multiple services and programs simultaneously across agencies, state and local entities, and funding sources.

4.1.2

Conduct an annual analysis of eligibility versus enrollment of South Carolinians for programs referenced in this document. Inventory where there are spaces available for expanding enrollment and explore options for expanding availability where more spaces are needed.

4.1.3

Pursue funding to address service gaps, those that impact families with fewer resources, or those that address the lack of comprehensive support for young children and their families. Use tactics such as fiscal mapping and data analysis (available through the Early Childhood Integrated Data System) to understand where more investment is needed. Explore innovative funding strategies, especially those that can help local communities meet families' needs.

4.1.4

Connect early childhood system efforts with other public systems like housing, transportation, higher education, workforce training, and technical education to ensure the concurrent and interconnected success of children and their parents.

OBJECTIVE 4.2

Families are at the center of system and service design, programming, and implementation—their voices solicited, heard, and amplified—to ensure services are available, accessible, and acceptable.

4.2.1

Deepen and expand local parent leadership formally and informally. Foster skill building among parents to more effectively advocate for their children's needs. Deepen their engagement with Head Start policy councils, parent representatives on local First Steps partnership boards, school improvement councils, Children's Trust parent councils, and other groups which guide the development of effective policies and programs.

4.2.2

Increase family input to statewide plans. Ensure the participation of parents and families in all statewide plans, such as the Child Care Development Fund, the Maternal Infant and Early Childhood Home Visiting plan, Title IV-E Prevention Plan, and the Maternal and Child Health Title V plan.

4.2.3

Ensure the needs of families inform state-level decision making. Create a Family Voice Council to provide feedback to ECAC and other partners on cross-agency issues, policies, and products that affect young children and their families. Learn from the thousands of voices participating in the Preschool Development Grant planning processes and other statewide planning processes.

OBJECTIVE 4.3

Early childhood program data are connected across agencies, funding streams, and programs to enhance service delivery, to build an effective early childhood system, to report on outcomes and investments, and to reduce redundancies to benefit young children, their families, their communities, service providers, and policymakers.

4.3.1

Establish an Early Childhood Integrated Data System.

Use common data standards and best practices to integrate program, family, and child-level data across programs, to improve data quality, and to address data gaps. Enhance measurement of early childhood outcomes and services to determine impact and identify needs. Disaggregate data by race, disability, gender, and home language to inform policy, enhance program efficacy, and ensure equity for all children.



GOAL 4: South Carolina's early childhood system is aligned, coordinated, and family-centered.

Transfer data at the child-level during child transitions, such as from pre-K to kindergarten, to service providers for improved program delivery. Connect information about participants in early childhood programs with K-12, workforce, and other longitudinal data.

4.3.2

Implement and foster sound data governance policies and practices for an Early Childhood Integrated Data System that is flexible and sustainable. Leverage the existing infrastructure at the Office of Revenue and Fiscal Affairs for data integration. Establish and operationalize a sustainability plan, including funding, technological infrastructure, and personnel capacity, for the Early Childhood Integrated Data System. Incorporate stakeholder voice throughout ongoing data governance processes.

4.3.3

Build and sustain web-based data visualization tools that incorporate child, family, program, outcome, and population data. Provide data that are actionable, up to date, and easily understood by multiple audiences. Complete fiscal mapping to better understand the resources invested in young children and their families. Disaggregate data by subgroups and geography to understand gaps and potential disparities in program availability, enrollment, and outcomes. Enhance data-driven decision making, resource allocation, and understanding of community needs.

OBJECTIVE 4.4

South Carolina's early childhood system governance structure ensures coordination, accountability, and effective and efficient use of public resources.

4.4.1

Drive accountability and outcomes through monitoring and action. The ECAC and its members will track progress on the metrics in this plan and, when progress is not sufficient, develop strategies to improve outcomes.

4.4.2

Adopt a two-generation approach to early childhood system governance, policy making, outcomes, and analysis. Actively support two-generation approaches that seek positive outcomes for entire families and include a focus on supporting the ready child as well as the adults in the child's life.

Integrate whole-family programs and services within ECAC member agencies by connecting and integrating across agencies and funding sources.

4.4.3

Strengthen and align local service delivery systems.

Bring services closer to families and communities, including First Steps local partnerships, community-based mental health centers, and the Infant and Early Childhood Mental Health Consultation network. Ensure collaboration across local and regional systems. Utilize the triennial needs assessment conducted by First Steps local partnerships to analyze capacity and alignment issues and opportunities.

4.4.4

Strengthen and expand the Early Childhood Advisory Council.

Strengthen the ECAC role by systematically fostering joint action by members to address high-priority needs with a particular focus on disparities. Include additional agencies and leadership that have responsibility for ensuring the health, safety, education, and well-being of young children and their families. Complete regular needs assessments and strategic planning to ensure the needs of South Carolina children and families inform ECAC priorities.

OBJECTIVE 4.5

Create innovative public-private partnerships that maximize the skills, knowledge, and assets of business, philanthropy, and state and local government.

4.5.1

Expand public-private partnerships on behalf of young children and their families. Maximize the unique assets of philanthropy, business, and state and local government to develop, pilot, and scale new innovations that will meet the needs of young children, their families, and the professionals that serve them.

4.5.2

Engage business and civic leaders to serve as early childhood champions and to promote the economic value of early care and education in the state. Educate business leaders about the importance of the early years as the foundation and opportunity for future success. Build strategic partnerships with business, workforce, and civic organizations to expand support for young children and their families.

Key Measures of Progress

2022 – 2027

To ensure accountability and drive results, the Early Childhood Advisory Council and its members will track progress on the metrics in this plan and, when progress is not sufficient, develop strategies to improve outcomes. The following is a list of key, but not exhaustive, indicators of progress with targets for the year 2027. We acknowledge that progress is not enough. We will only be successful when all children have the resources and opportunities necessary to reach their highest potential and disparities are eliminated.

1

Increase the percentage of children, ages 0-35 months, who have full immunization coverage from 68.0% to 78.0%.

2

Increase the percentage of children, ages 1-5, who have received at least one preventive dental visit in the past year from 60.8% to 65.8%.

3

Increase the percentage of incoming kindergartners who are ready for school from 27.0% to 40.0%.

4

While increasing kindergarten readiness for all students, reduce the disparity between Black and white kindergartners by 25%, from 18% to 13.5%.

5

While increasing kindergarten readiness for all students, reduce the disparity between Latino and white kindergartners by 25%, from 22% to 16.5%.

6








Reduce the percentage of children in counties with low child care access from 40% to 35%.

7

Increase the percentage of child care providers participating in ABC Quality from 45.4% to 55.0%.

The Planning Process

Thousands of families, service providers, and leaders from a variety of sectors played an essential role in the development of this plan:

-  Over 4,400 South Carolinians informed the development of the 2019 SC Early Childhood Needs Assessment as part of the work of the federally-funded Preschool Development Grant Birth through Five, which was foundational to the creation of this plan.
-  This plan is also grounded in the findings of a 2020 survey conducted by the ECAC in partnership with the United Way Association of South Carolina and South Carolina First Steps. The survey report, “Understanding the Impact of COVID-19 on Young Children, their Families, and Child Care Needs in South Carolina,” reflects the experiences and needs of 1,245 parents and caregivers from 42 of 46 counties across the state.
-  This document builds on existing plans, including the Child Care Development Fund State Plan, the DHEC State Health Improvement Plan, the DHEC Maternal and Child Health Title V State Action Plan, the Preschool Development Grant Birth through Five Plan, the Pritzker Children’s Initiative South Carolina 0-3 Plan, and the South Carolina MIECHV Program Plan.
-  Development of the principles, objectives, strategies, and measures of progress was guided by more than 30 stakeholder interviews with agency leaders and staff, legislators, and expert practitioners in the early childhood field across the four goal areas of the plan.
-  The governor’s office, state agency directors, and elected officials provided leadership throughout the development process. Members of the ECAC and the Interagency Collaboration Committee, a working committee of the ECAC, engaged in the plan’s development and provided strategic feedback in the fall of 2021.
-  The draft plan was presented for public comment in September 2021. ECAC Family Voice Council members, parents, providers, community-based organizations, stakeholder groups, and others were invited to offer feedback. In total, more than 130 members of the public provided reactions and comments.
-  The plan’s principles, goals, objectives, strategies, and key measures of progress were presented for approval and adopted by the Early Childhood Advisory Council in October and December 2021.

Appendix B

South Carolina's Early Childhood Programs By Category

Families can access these programs at first5sc.org.
A detailed system flow chart is available at earlychildhoodsc.org

** The list below represents publicly-funded family-facing programs and services. We recognize the important role of quality enhancement and early childhood workforce and professional development initiatives not listed here.



HEALTH & SAFETY

Child Adolescent and Family Services – Dept. Mental Health
Child Passenger Safety Program – Dept. Health & Environmental Control
Child Welfare Services – Dept. Social Services
Daniel's Law – Dept. Social Services
Healthy Families America – First Steps
Health Services Coordination – First Steps
HealthySteps – First Steps
Lead Paint / Water Testing – Dept. Health & Environmental Control
Maternal and Child Health Programs – Dept. Health & Environmental Control

- First Sound
- Newborn Blood Screening
- Perinatal HEP-B Case Management
- Postpartum Home Visiting
- Sickle Cell Program
- Vaccination Program

Medicaid & Partners for Health Children – Dept. Health & Human Services
Nurse Family Partnership – Dept. Health & Environmental Control, First Steps
Reach Out and Read – Dept. Health & Environmental Control, First Steps, State Library

Special Needs & Early Intervention

BabyNet – Dept. Health & Human Services
Children With Special Health Care Needs – Dept. Health & Environmental Control
Early Identification and Referral – First Steps
PASOs Connections for Child Development – First Steps
Special Education Services (IDEA Part B and C) – Dept. Education
Early Intervention – Dept. Disabilities & Special Needs
SC School for the Deaf & the Blind

Food & Nutrition

Supplemental Nutrition Assistance Program (SNAP) – Dept. Social Services
Supplemental Nutrition Assistance Program Education (SNAP-Ed) – Dept. Health & Environmental Control
Women, Infants, and Children Nutrition Program (WIC) – Dept. Health & Environmental Control
Weekend Backpacks – First Steps



PARENTING & FAMILY SUPPORT

BOOST – First Steps
Child Support – Dept. Social Services
Early Steps to School Success – First Steps
Family Literacy – First Steps
HIPPI – First Steps
Incredible Years – First Steps
LENA Home – First Steps
Nurturing Parenting – First Steps
Parents as Teachers – First Steps
ParentChild+ – First Steps

Maternal, Infant, and Early Childhood Home Visiting (MIECHV) – Children's Trust
Motherread/Fatheread – First Steps
Positive Parenting Program (Triple P) – Children's Trust, First Steps
Raising A Reader – First Steps
SC Educational Television – ETV
SC State Library
Strengthening Families – Children's Trust, First Steps
Temporary Assistance to Needy Families (TANF) – Dept. Social Services



CHILD CARE & EARLY EDUCATION

Child Care Scholarships – First Steps
Countdown to 4K – First Steps
Countdown to Kindergarten – First Steps
Dolly Parton Imagination Library – First Steps
Early Head Start
Early Learning & Literacy – Dept. Education
First Steps 4K

First Steps 4K + Siblings
Head Start
Library Programs – First Steps
Public School 4K – Dept. Education
Ready 4K – First Steps
SC Child Care Resource & Referral – Dept. Social Services
SC Vouchers – Dept. Social Services

Our Best Investment

Brain Development: “InBrief: The Science of Early Childhood Development.” Center on the Developing Child. Harvard University. [Available from: <https://developingchild.harvard.edu/resources/inbrief-science-of-eed/>].

A lifetime of results: “Perry Preschool Project.” High Scope. [Available from: <https://highscope.org/perry-preschool-project/>].

Stronger families: “What is 2Gen?”. Ascend: The Aspen Institute. [Available from: <https://ascend.aspeninstitute.org/two-generation/what-is-2gen/>].

A more prosperous South Carolina: Knudsen, Heckman, Cameron, Shonkoff. Economic, Neurobiological, and Behavioral Perspectives on Building America’s Future Workforce. Proceedings of the National Academy of Sciences. 2006. 103 (27): 10155-10162.

A Solid Foundation

Children are healthier: Jackson M. Early childhood WIC participation, cognitive development, and academic achievement. Soc Sci Med. 2015(126):145-153.

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The Need Persists

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Percent demonstrating readiness by county: Ready for school defined as “demonstrating readiness” on the fall 2020 Kindergarten Readiness Assessment”. Calculated by Chelsea Richard at South Carolina First Steps (August 2021) from data by district from the South Carolina Education Oversight Committee (June 2021 KRA Report: <https://eoc.sc.gov/sites/default/files/Documents/KRA/KRAforweb.06152021.pdf>). Lexington/Richland 5 results included in both Richland and Lexington County calculations.

Rate and count of children under age 6 in poverty or a low-income household by county: Poverty or low-income defined as <185% of the federal poverty level. American Community Survey (5-year estimates; 2015-2019). Table B17024. US Census Bureau.

Approximately 1 in 3 young children are Black: Young children defined as children under age 6; Black children defined as non-Hispanic Black. Estimates from the 2019 Bridged Race Estimates from the National Center for Health Statistics.

There are 2 young Black children living in poverty or a low-income household for every 1 young white child living in the same circumstances: Black and white both defined as non-Hispanic. Poverty or low-income defined as <185% of the federal poverty level. American Community Survey (5-year estimates; 2015-2019). Public Use Microdata Sample. US Census Bureau. Calculated by Chelsea Richard at South Carolina First Steps. (31.2% of non-Hispanic white children under age 6 <185% FPL; 65.2% of non-Hispanic Black children under age 6 <185% FPL).

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GOAL 1

78.3% of South Carolina mothers, who gave birth in 2019, had adequate prenatal care, meaning they met recommendations for initiation and duration. Births (2019). Vital Statistics. South Carolina Department of Health and Environmental Control. [Available from the South Carolina Community Assessment Network].

72.8% of infant deaths in South Carolina in 2019 were attributed to unsafe sleep. State Child Fatality Advisory Committee Annual Report (2019). [Available from: <https://scfacsc.wordpress.com/annualreports/>].

1 million neural connections. Center for the Developing Child, Harvard University. 2021.

53.0% of South Carolina's children 0-5 received coordinated, ongoing, comprehensive care within a medical home in 2018-19. National Survey of Children's Health (2018-19). [Available from: <https://www.childhealthdata.org/learn-about-the-nsch/NSCH/data>].

2.34% of South Carolina's children 0-5 were victims of abuse and neglect in 2019. Numerator: number of children in South Carolina who were victims ages <1 through 5 (8275; Table 3-6); Denominator: number of children in South Carolina ages <1

through 5 (353082; Table C-3). Child Maltreatment 2019. U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2021). [Available from: <https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment>].

38.6% of South Carolina's households with children 0-5 experienced food insecurity in the past year (2018-19). National Survey of Children's Health (2018-19). [Available from: <https://www.childhealthdata.org/learn-about-the-nsch/NSCH/data>]. Defined as "could not always afford good, nutritious meals during the past year."

54.3% of South Carolina's children 3-4 were not enrolled in preschool or nursery school in 2019. American Community Survey 5-year Estimates (2015-2019). Table S1401. US Census Bureau.

GOAL 2

39.7% of South Carolina's children 0-5 live in a single-parent household. American Community Survey 1-year estimate (2019). Table C23008. US Census Bureau.

32.0% of South Carolina's children 0-5 do not have all available parents participating in the labor force. American Community Survey 5-year Estimates (2015-2019). Table B23008. US Census Bureau.

38.4% of babies born in South Carolina in 2019 were to mothers with a high school education or less. Births (2019). Vital Statistics. South Carolina Department of Health and Environmental Control. [Available from the South Carolina Community Assessment Network].

23% of undergraduate students in South Carolina are parents. Investing in Single Mothers' Higher Education in South Carolina: Costs and Benefits to Individuals, Families, and Society. Institute for Women's Policy Research Center for Equity in Higher Education. [Available from: <https://iwpr.org/wp-content/uploads/2020/08/South-Carolina.pdf>].

GOAL 3

52% of eligible four-year-olds did not participate in publicly-funded, full-day preschool programs in 2020-21. State-Funded Full-Day 4K Annual Report: FY 20-21 & FY 21-22. Education

Oversight Committee. January 2022. [Available from: <https://eoc.sc.gov/sites/default/files/Documents/CERDEP%202022/CERDEP%20Annual%20Report%202022.GA01142022.pdf>]. 39.7% of South Carolina's children 0-5 live in a single-parent household. American Community Survey 1-year estimate (2019). Table C23008. US Census Bureau.

32.0% of South Carolina's children 0-5 do not have all available parents participating in the labor force. American Community Survey 5-year Estimates (2015-2019). Table B23008. US Census Bureau.

38.4% of babies born in South Carolina in 2019 were to mothers with a high school education or less. Births (2019). Vital Statistics. South Carolina Department of Health and Environmental Control. [Available from the South Carolina Community Assessment Network].

22.0% of undergraduate students nationwide are parents. Institute for Women's Policy Research (IWPR). 2018. Institute for Women's Policy Research (IWPR) analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

GOAL 4

The average annual cost of center-based infant care in South Carolina is \$9,100, which is 17.1% of the median household income. South Carolina. The US and the High Price of Child Care: 2019. Child Care Aware of America. [Available from: <https://www.childcareaware.org/our-issues/research/the-us-and-the-high-price-of-child-care-2019/>].

45.4% of child care providers participate in ABC Quality, South Carolina's voluntary quality rating and improvement system. South Carolina Department of Social Services, report on ABC Quality Enrolled Providers as of August 31, 2021.

40.0% of South Carolina's children under age 5 reside in counties where the supply of child care is scarce. Provided by South Carolina Department of Social Services.

10.2% of South Carolina's children 0-5 live in a household where a family member had to quit a job, not take a job, or significantly change their job because of problems with child care. National Survey of Children's Health (2018-19). [Available from: <https://www.childhealthdata.org/learn-about-the-nsch/NSCH/data>].

Key Measures of Progress

1: Definition: Birth year 2017. Combined 7 series vaccination coverage is 4+ doses of DTap, 3+ doses of Polio, 1+ doses of MMR, Hib full series (3 or 4 doses depending on product), 3+ doses of HepB, 1+ doses of Varicella, and 4+ doses of PCV. Source: South Carolina. National Immunization Survey-Child. Centers for Disease Control and Prevention. Accessed 28 Jul 2021. [Available from: <https://www.cdc.gov/vaccines/imz-managers/coverage/childvaxview/interactive-reports/index.html>].

2: Source: South Carolina. National Survey of Children's Health (2018-2019). Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB). Accessed 18 Jul 2021. [Available from: <http://www.childhealthdata.org/>].

3: Source: "Kindergarten Readiness Assessment: Analysis of the Fall 2020 Results." South Carolina Education Oversight Committee. [Available from: <https://eoc.sc.gov/sites/default/files/Documents/KRA/KRAforweb.06152021.pdf>].

4: Source: "Kindergarten Readiness Assessment: Analysis of the Fall 2020 Results." South Carolina Education Oversight Committee. [Available from: <https://eoc.sc.gov/sites/default/files/Documents/KRA/KRAforweb.06152021.pdf>].

5: Source: "Kindergarten Readiness Assessment: Analysis of the Fall 2020 Results." South Carolina Education Oversight Committee. [Available from: <https://eoc.sc.gov/sites/default/files/Documents/KRA/KRAforweb.06152021.pdf>].

6: Source: South Carolina Department of Social Services.

7: Source: South Carolina Department of Social Services, report on ABC Quality Enrolled Providers as of August 31, 2021.



South Carolina
**Early Childhood
Advisory Council**

EarlyChildhoodSC.org



House Legislative Oversight Committee

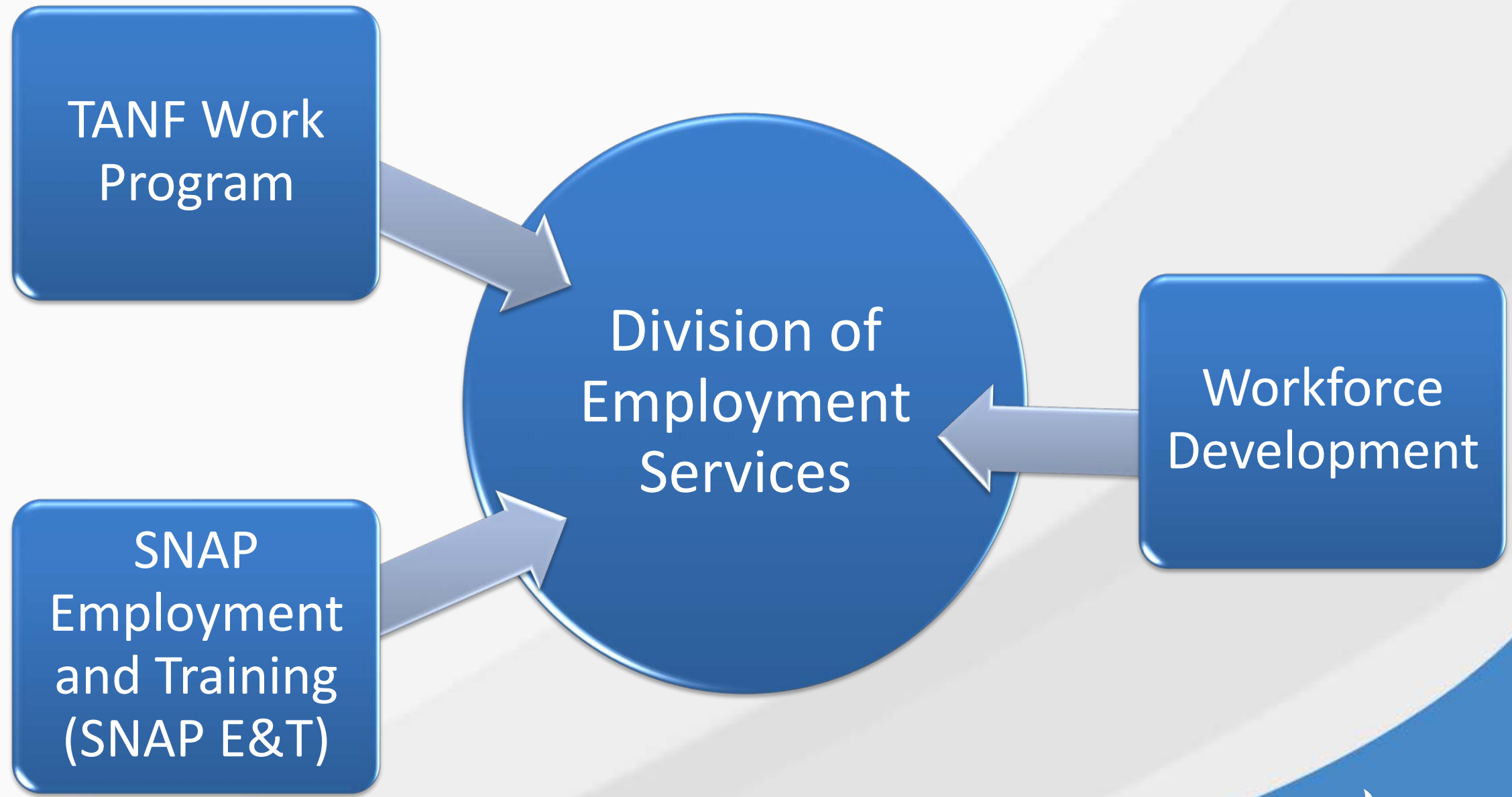
DSS Employment Services Division
February 28, 2022

Tammy James, Director

DSS Agency Mission



To serve South Carolina by promoting the safety, permanency and well-being of children and vulnerable adults, **helping individuals achieve stability and strengthening families.**



Temporary Assistance for Needy Families (TANF)



The TANF program helps families obtain or regain financial independence.

Employees work with TANF recipients to remediate barriers to employment as quickly as possible.

How Does DSS Assist TANF Recipients In Becoming Self-Sufficient?

- Cash assistance
- Support services
- Wraparound case management services
 - Participation requirements for work eligible individuals in federally mandated activities



Supplemental Nutritional Assistance Program Employment & Training Program (SNAP E&T)



The SNAP Employment & Training (E&T) Program provides training and employment opportunities to SNAP households to increase their income in order to reduce their dependency on SNAP benefits and lead to self-sufficiency.

How Does DSS Accomplish the Goal of Self-Sufficiency for SNAP E&T Participants?

SNAP E&T participants are offered a number of service options, including work readiness training, educational or basic literacy activities, vocational training, workfare, and work experience components.

Third Party Reimbursement Program: SNAP E&T partners with numerous community based organizations, non-profit organizations, state agencies, and technical colleges in order to maximize services available.



Workforce Development



DSS works to support members of the business community who hire DSS program participants entering the workforce.



DSS

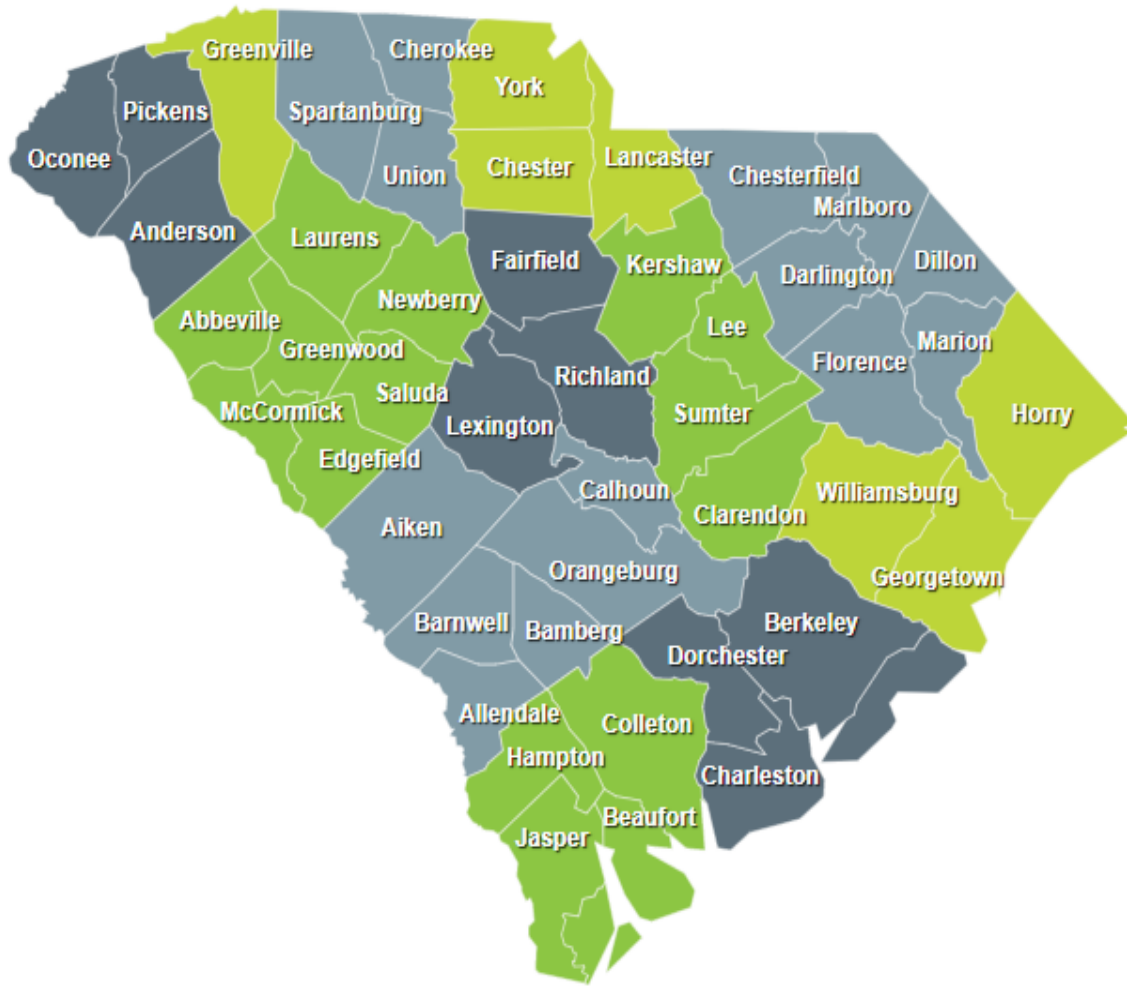
How Does DSS Assist Employers?

When a SNAP or TANF recipient is hired, a business may become eligible for a variety of benefits, incentives and supports.

- Tax credit opportunities for employers
- Workforce Consultants statewide
- Vocational assessments
- Pre-screened job referrals
- Background screening
- Ongoing assistance



DSS' Involvement in the Workforce Ecosystem



In order to better align and coordinate programs that help individuals prepare for competitive employment, both SNAP and TANF employees are co-located in each of the comprehensive SC Works Centers across the state.

Contact Information

For questions or more information about **DSS Employment and Workforce programs**, please contact:

Tammy James

Director, Employment Services Division

SC Department of Social Services

(803) 898-1097

Tamara.James@dss.sc.gov

For questions or more information about **DSS Child Care programs**, please contact:

Amber Gillum

Deputy State Director, Economic Services

SC Department of Social Services

(803) 331-7350

Amber.Gillum@dss.sc.gov



South Carolina DSS Employment Services and SC Voucher Program



What is SNAP Employment and Training (SNAP E&T)?

The **SNAP Employment & Training (E&T) Program** provides training and employment opportunities to SNAP households to increase their income in order to reduce their dependency on SNAP benefits and lead to self-sufficiency. Program participants are offered a number of service options, including work readiness training, educational or basic literacy activities, vocational training, workfare, and work experience components. **SNAP E&T** partners with numerous community based organizations, non-profit organizations, state agencies, and technical colleges in order to maximize the services available for participants.

SNAP E&T Data:

- In 2021, **SNAP E&T** provided training for over 2,400 SNAP participants.
- In 2021, **SNAP E&T** participants engaged in 2,710 employment enhancing activities.
- In January 2022, **SNAP E&T** assisted 463 participants with either enrolling in a training program or gaining employment.
- In January 2022, **SNAP E&T** assisted 25 participants with obtaining employment with an average wage of \$14.37 per hour.

What is Temporary Assistance for Needy Families (TANF)?

South Carolina's **TANF Program** is designed to move families toward financial independence within 24 months by providing assessments, counseling, job training, employment opportunities and financial support. Families enrolled in the program are offered employment training and placement, child care and transportation subsidies while in employment or training activities, and a monthly stipend.

TANF Family Success Coaches (case managers) work with TANF recipients to customize a plan to remediate barriers to employment as quickly as possible. Upon remediation of barriers, locally established Workforce Consultants are assigned to assist with job preparation, employment readiness, and career exploration. Workforce Consultants work with hundreds of employers throughout South Carolina to connect job seekers with meaningful employment.

TANF Data:

- In 2021, DSS assisted more than 1,600 TANF recipients with obtaining employment.
- In January 2022, DSS assisted 25 TANF work program participants with obtaining employment with an average wage of \$13.50 per hour.

What is SC Voucher?

The **SC Voucher Program** (formerly known as "ABC Vouchers") provides assistance to eligible families to help address the high costs of child care. Payments are made directly to child care providers. Maximum weekly payments vary by categories of care (centers, family child care homes, etc.), urban or rural settings, ages of children served, and quality level of the child care provider.

DSS now offers child care assistance (SC Vouchers) for working parents. In order to qualify, parent income must be at or below 300% FPL, and be working at least 15 hours a week or in school or training program. This category of child care assistance is provided for up to 52 weeks. Child care providers must be enrolled in ABC Quality to receive vouchers for eligible children.

During calendar year 2021, **27,781 children** were approved for SC child care vouchers and placed in a slot.



South Carolina Commission for the Blind

Darline Graham, Commissioner

Matt Daugherty, Operations Director

Karma Marshall, Consumer Services Director

Agency Information

South Carolina Commission for the Blind



Our mission is to provide quality individualized vocational rehabilitation services, independent living services and prevention-of-blindness services to blind and visually impaired consumers, leading to competitive employment and social and economic independence.

Agency Information

South Carolina Commission for the Blind

We offer **specialized and personalized services for individuals age 3 and up who are blind or have vision loss** that lead to social and economic independence.

- ▶ **Employment:** In our Vocational Rehabilitation program we help eligible consumers find, maintain, or regain employment. We provide counseling and guidance, educational opportunities, vocational training, and assistive technology to prepare them for career opportunities.
 - ▶ Our Business Enterprise Program helps qualified individuals become entrepreneurs and operate their own vending or food service business.

Agency Information

South Carolina Commission for the Blind

- ▶ **Independence:** We help consumers remain independent within their homes and communities:
 - ▶ Children's Services assists children ages 3 to 12, ensuring they have assistive technology available at home (not just in school) and building confidence and self-sufficiency from an early age.
 - ▶ Older Blind Services assists those 55 and older in remaining independent by providing specialized training and low vision devices.
- ▶ **Prevention:** We provide financial assistance for sight-saving surgeries for individuals who otherwise could not afford it. Education on blindness prevention and eye safety is also provided around the state.

Increased Skills

South Carolina Commission for the Blind

Summer Teen 2021

Launch Your Way to Success



Work Experience



"Interning with the Richland County Public Defender's Office was an awesome experience. The judicial field is a lot more complicated than I thought and it makes me even more appreciative of the work that those involved do."

—Zion Askins



"I learned how to create a lesson plan, how to talk to children, organize a classroom and about various resources. I am so thankful that I got to work with Ms. Candice. She shared so many great tips about working in early childcare."

—Staycee Etheredge

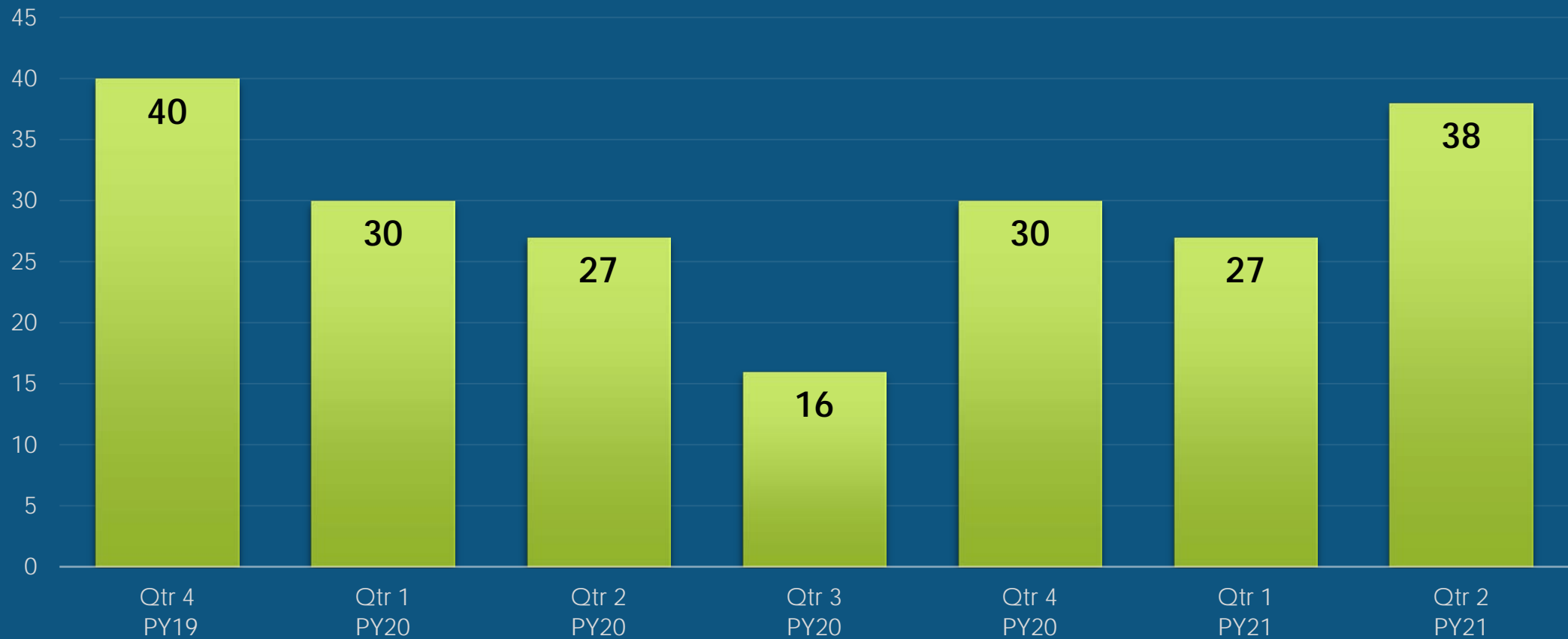
Training

Pre-Apprenticeship: Building Readiness for Individualized Development of Gainful Employment

- ▶ Soft skills development
 - ▶ Workplace etiquette
 - ▶ Successful conflict resolution
 - ▶ Resume preparation and interview techniques
- ▶ Customer Service Training
 - ▶ National Retail Federation Customer Service and Sales training curriculum and certification
- ▶ Job Shadowing
 - ▶ Participate in a work environment similar to occupational goal

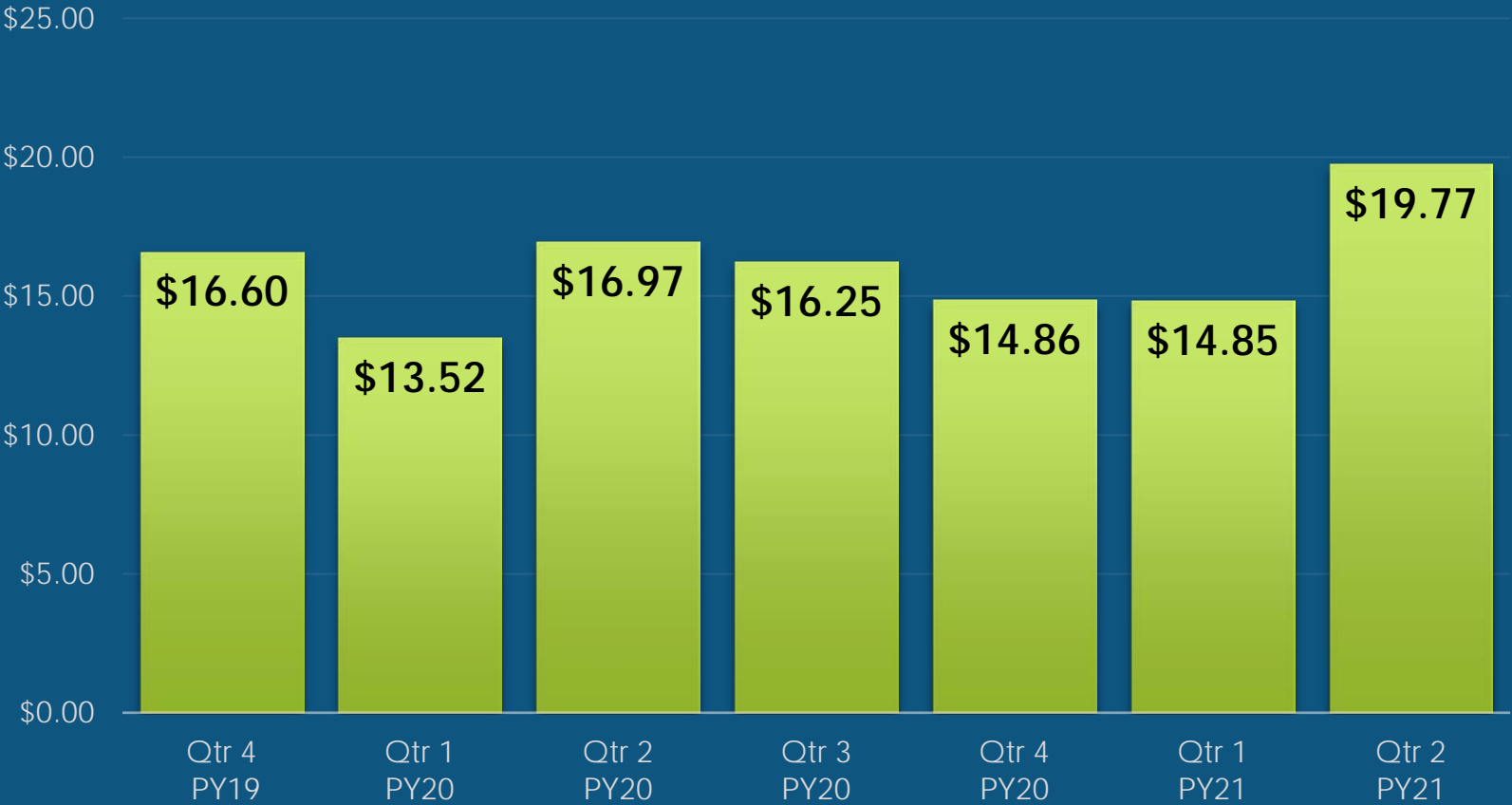
Results

Successful Employment Outcomes



Results

Average Hourly Wages



Position	Hourly Wage
Construction Worker	\$45.00
Accessibility Consultant (Computer Occupation)	\$39.42
Production Worker	\$30.00
English Teacher	\$28.55
Registered Nurse	\$24.68

Wrap Up

Forestry Association

O F S O U T H C A R O L I N A

Representing South Carolina's \$21 Billion Forest Industry

February 23, 2022

The Honorable Bill Hixon, Chairman
Economic Development, Transportation,
and Natural Resources Subcommittee
416A Blatt Building
Columbia, South Carolina 29201

Dear Rep. Hixon,

The Forestry Association of South Carolina is looking forward to the Economic Development, Transportation, and Natural Resources Subcommittee and the Education and Cultural Subcommittee discussion about education and workforce development on February 28, 2022. The Forestry Association urges support of the highly successful Be Pro Be Proud SC partnership during these discussions.

Be Pro Be Proud SC leads the effort to encourage a new generation of trade skilled professionals through a unique private/public partnership with the SC Department of Employment and Workforce (SCDEW) and the Associated Industries of SC, a 501 C 3 organization. The Associated Industries of SC is led by the Trucking Association, Home Builders Association, Carolinas AGC, State Chamber of Commerce, and the Forestry Association to help fund and steer Be Pro Be Proud SC. The high-profile Be Pro Be Proud SC mobile workshop is a custom-designed, 53-foot, double expandable, 18-wheeler that travels around the state attending schools and other events to promote trade skills to students using hands-on simulators for commercial driving, forklift operation, diesel technology, utility bucket operation, heavy equipment operation, carpentry, and welding. According to SCDEW, 4,771 people visited the mobile unit during 103 tour stops since this partnership began in September 2020.

The Forest Industry has a \$21 Billion annual economic impact in our state. Qualified commercial drivers license (CDL) and heavy equipment operators that harvest, load, and transport timber are critical to the success of wood and paper products manufacturers and timberland owners. Be Pro Be Proud SC can play a key role in helping meet the demand for trade skills including CDL and heavy equipment operators provided it continues receiving support from state leaders.

Sincerely,



Cam Crawford
President & CEO

CC: The Honorable Jeff Johnson, Chairman, Education and Cultural Subcommittee

February 25, 2022

The Honorable Bill Hixon, Chairman
Economic Development, Transportation,
and Natural Resources Subcommittee
416A Blatt Building
Columbia, South Carolina 29201

Dear Rep. Hixon,

The South Carolina Trucking Association (SCTA) looks forward to the Economic Development, Transportation, and Natural Resources Subcommittee and the Education and Cultural Subcommittee discussion about education and workforce development on February 28, 2022. SCTA urges support of the highly successful Be Pro Be Proud SC partnership during these discussions.

Be Pro Be Proud SC leads the effort to encourage a new generation of trade skilled professionals through a unique private/public partnership with the SC Department of Employment and Workforce (SCDEW) and the Associated Industries of SC, a 501 C 3 organization. The Associated Industries of SC is led by the Trucking Association, Home Builders Association of SC, Carolinas AGC, State Chamber of Commerce, and the Forestry Association to help fund and steer Be Pro Be Proud SC. The high-profile Be Pro Be Proud SC mobile workshop is a custom-designed, 53-foot, double expandable, 18-wheeler that travels around the state attending schools and other events to promote trade skills to students using hands-on simulators for commercial driving, forklift operation, diesel technology, utility bucket operation, heavy equipment operation, carpentry, and welding. According to SCDEW, 4,771 people visited the mobile unit during 103 tour stops since this partnership began in September 2020.

Be Pro Be Proud SC will play a key role in helping meet the demand for trade skills including CDL and heavy equipment operators provided it continues receiving support from state leaders.

Sincerely,



J. Richards Todd
President & CEO

CC: The Honorable Jeff Johnson, Chairman, Education and Cultural Subcommittee

SOUTH CAROLINA MOVES BY TRUCK

Chairman:

Allen Ard, Ard Trucking Co., Darlington

President & CEO:

J. Richards Todd

Vice Chairman:

Coleman Thompson, Hunter Transportation, Charleston
Jeremy Godwin, H. K. Steele, Columbia
Shawn Godwin, Palmetto Corp., Conway

Treasurer:

Chris Garrett, Golden Strip Transfer, Simpsonville

Immediate Past Chairman:

Richard Bogan, Southeastern Freight Lines, W. Columbia

COMMITTEE CONTACT INFORMATION AND UPCOMING MEETINGS

Legislative Oversight Committee



South Carolina House of Representatives

Committee Mission

Determine if agency laws and programs are being implemented and carried out in accordance with the intent of the General Assembly and whether they should be continued, curtailed or eliminated. Inform the public about state agencies.

Website: <https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee.php>

Phone Number: 803-212-6810

Email Address: HCommLegOv@schouse.gov

Location: Blatt Building, Room 228

UPCOMING MEETINGS

Full Committee
Wednesday, March 2
8:45 a.m.
Blatt Room 110

**Economic Development,
Transportation, and
Natural Resources
Subcommittee**

TBD

**Education and Cultural
Subcommittee**

TBD