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March 25, 2022

via email (BillHixon@SCHouse.gov)
The Honorable William M. "Bill" Hixon
Subcommittee Chair, Legislative Oversight Committee
South Carolina House of Representatives
PO Box 11867
Columbia, SC 29211

Dear Representative Hixon:

Thank you for the opportunity to provide information on the Department of Employment and Workforce's (DEW) workforce development efforts in the February 28, 2022 meeting. The following information is provided in response to the questions posed in your March 11, 2022 letter.

- 1. Please provide the number of unemployed individuals and open positions, by education level and region of the state, at the following times:**
 - a. February 2019**
 - b. February 2020**
 - c. February 2021**
 - d. August 2021**

Open Positions

There is no mechanism by which DEW can determine the true number of open positions in the state at any specific point.

There are two sets of data available to DEW about open positions: jobs advertised through SC Works Online Services (SCWOS) and data available to DEW by subscription to the Conference Board's Help Wanted OnLine™ (HWOL) program.

SCWOS is the state's workforce development database to connect employers and jobseekers and provide labor market information. Employers can post positions, search for candidates, and review job market trends. Jobseekers, and not just those that are unemployed, can utilize SCWOS as a one-stop resource to view and apply for job positions posted directly by employers in addition to job opportunities pulled (and de-duplicated) from other job-listing websites (e.g., Monster, CareerBuilder, Indeed, local media, etc.), create up to ten résumés highlighting various strengths and skills, build cover letters, and find training opportunities. Detailed and historic data about these external listings pulled, or "scraped," into SCWOS is not readily available; therefore, the numbers provided in Table 1 (statewide summary) and Attachment A (data by geographic area) represent *only* the sum of positions for job orders entered *directly* into SCWOS in each of the requested months.

Table 1: Summary of Positions Advertised via SC Works Online Services Statewide*

Education Requirement	February 2019	February 2020	February 2021	August 2021
No Minimum Education Requirement	3,798	4,166	5,336	4,508
High School Diploma or Equivalent	6,421	3,339	3,521	4,242
1 Year of College or a Technical or Vocational School	20	27	8	16
2 Years of College or a Technical or Vocational School	22	13	34	26
3 Years of College or a Technical or Vocational School	1	0	3	1
Vocational School Certificate	43	7	11	24
Associate's Degree	322	266	288	497
Bachelor's Degree	1,007	1,146	1,180	1,520
Master's Degree	37	57	98	155
Doctorate Degree	23	28	39	57
Specialized Degree (e.g. MD, DDS)	11	2	4	1
Total Positions	11,705	9,051	10,522	11,047

**Does not include advertised positions displayed from external sources*

The HWOL data series maintained by the Conference Board, a nonprofit business membership and research organization, measures the number of online job advertisements in the United States by collecting advertisements in real-time from online job boards. Advertisements are deduplicated and the number of unique job advertisements are aggregated each month to determine the number of new and total job advertisements.¹

While the primary purpose for collecting job advertisements in SCWOS is to connect South Carolina jobseekers with employers, HWOL collects job advertisements to measure the demand for labor. HWOL therefore indexes and categorizes job listings in a way that allows for deeper analysis than the internal SCWOS system permits. In many cases, but not all, HWOL is able to assign a level of credential required for the job. The HWOL data for open positions by education level and region (the state's twelve workforce development areas) for each of the requested months is provided in Attachment B. While the data provided in Attachment B may not be representative of all open positions, or even all advertised open positions, the data reflect the information available to share with the committee.

Unemployed Individuals

To provide the committee with a comprehensive view of the information available, DEW is providing information about unemployed individuals by education level in two forms:

- (1) estimates for unemployed individuals produced by the U.S. Bureau of Labor Statistics (BLS) in conjunction with DEW, and
- (2) a summary of unemployment insurance (UI) claimant data (Attachment C).

¹ Technical notes for the HWOL data series are available from the Conference Board at https://conference-board.org/pdf_free/press/2020%20HWOL%20Technical%20Note.pdf.

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Table 2 shows the total number of unemployed individuals in each of the four requested time periods as calculated by DEW and BLS via the Local Area Unemployment Statistics (LAUS) program; this is the highest quality data quantifying the total number of unemployed individuals in South Carolina. The LAUS program is a federal-state cooperative effort in which monthly estimates of total employment and unemployment are prepared by state workforce agencies, like DEW, under an agreement with BLS. The concepts and definitions underlying LAUS data come from the Current Population Survey (CPS), the household survey sponsored jointly by the U.S. Census Bureau and BLS that is the source of the national unemployment rate. Because its definition of an unemployed person is broader than the eligibility criteria for UI benefits,² the total number of unemployed persons in South Carolina, as calculated by DEW and BLS via LAUS program, is a larger number than the count of individuals claiming UI benefits.³

Table 2: Number of Unemployed Individuals by Workforce Development Area

	February 2019	February 2020	February 2021	August 2021
Catawba Chester, Lancaster, York	6,841	6,099	10,189	8,330
Greenville Greenville	7,501	6,527	11,367	9,367
Lowcountry Beaufort, Colleton, Hampton, Jasper	3,772	3,245	5,493	4,486
Lower Savannah Aiken, Allendale, Bamberg, Barnwell, Calhoun, Orangeburg	5,441	4,884	7,878	6,749
Midlands Fairfield, Lexington, Richland	11,159	9,555	17,178	14,412
Pee Dee Chesterfield, Darlington, Dillon, Florence, Marion, Marlboro	6,751	5,176	9,225	8,004
Santee-Lynches Clarendon, Kershaw, Lee, Sumter	3,508	3,417	5,254	4,425
Trident Berkeley, Charleston, Dorchester	11,356	9,830	18,832	15,451
Upper Savannah Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, Saluda	3,889	3,577	5,959	4,839
Upstate Cherokee, Spartanburg, Union	5,884	5,430	10,307	8,797
Waccamaw Georgetown, Horry, Williamsburg	9,224	7,697	12,742	9,935
Worklink Anderson, Oconee, Pickens	5,878	5,226	8,559	7,116

Source: Local Area Unemployment Statistics (LAUS) program data

² The definition includes all persons who had no employment, “were available for work, except for temporary illness, and made specific efforts to find employment...during the 4 week-period ending with the reference week.”

³ For example, LAUS data show approximately 82,000 South Carolinians were unemployed in January 2022, but there were approximately 12,000 UI claimants in January 2022. See U.S. Department of Labor’s *Characteristics of the Unemployment Insurance Claimants* at <https://oui.doleta.gov/unemploy/chariu.asp>.

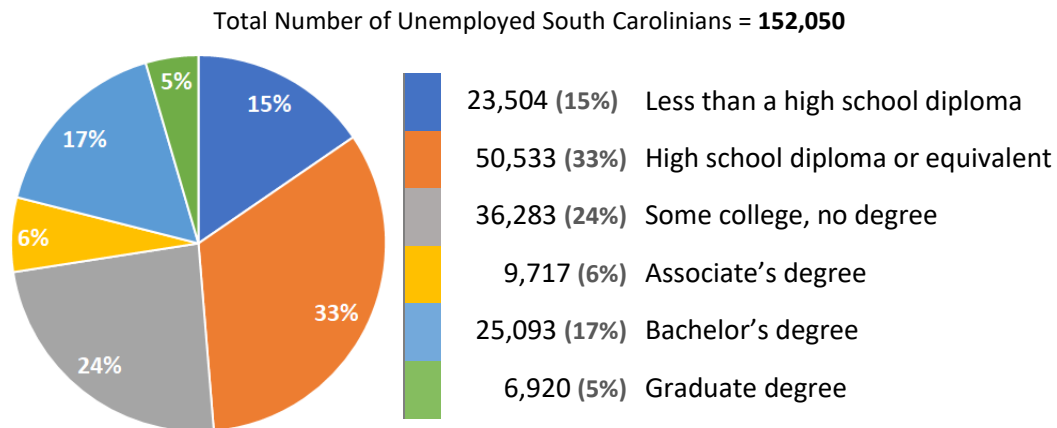
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While LAUS program data can be relied upon for high quality estimates of the number of individuals who are employed and unemployed, the limitations of CPS do not allow for reliable analysis of characteristics of the state's unemployed individuals. CPS is administered to about 65,000 households per month, with only a few hundred being South Carolina households. This means that the number of unemployed households among those surveyed in the state is too small to produce reliable estimates about the education level of all unemployed individuals.

However, utilizing the experimental American Community Survey (ACS) microdata from 2020, it is possible to estimate characteristics of the unemployed population in South Carolina with respect to education level.⁴ This estimate is provided in Table 3 below. The ACS, which collects information on social, housing, and economic characteristics for demographic groups, has a much larger sample size than the CPS, collecting data from approximately 876,000 addresses a month. One-year estimates are published about nine months following the reference year, so the most recent data available comes from 2020. Data from that year are considered "experimental" due to pandemic-related survey disruptions.

Table 3: Estimate of Unemployed South Carolinians by Educational Attainment



Source: Analysis of 2020 American Community Survey microdata

2. Please provide a list of the data fields the agency maintains on each business in the state and, for each, any limitations in how that information can be shared.

In general, DEW maintains the following information on businesses:

- Business Name
- Doing Business As (Trade Name)
- FEIN
- Industry Code (6-digit NAICS)
- Address (physical, legal, benefit, mailing, etc.)
- Email address (when provided)
- Phone number
- Third Party Agent (if applicable)
- Taxable Wages Paid
- Account Status (active, inactive, cancelled)
- Owner/Officer information (if applicable)
- UI Tax Rate
- Benefit Charges Against
- Total Wages Paid
- Liability/Start Date
- Liability/End Date
- Tax Reporting Type (contributory/reimbursable)
- Acquisition Information (if applicable)

⁴ These estimates of veteran status and disability status are provided in response to Question 9.

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- UI Taxes Owed
- UI Taxes Paid
- Tax Lien Status
- Hours Worked (if provided)
- Individuals Paid by Quarter
- # employees reported on 12th of each month
- Employed Trade-affected worker group

All wage data and nearly all the other information the Department maintains on employers is gathered in the course of the administration of the state's Unemployment Compensation (UC) program and subject to the rules below.

Confidentiality: Unemployment Compensation Information

In addition to the state-level confidentiality provisions (S.C. Code Ann. § 41-29-150 through 170), the confidentiality requirements for UC information are governed by 20 CFR 603. This regulation requires that DEW keep confidential any information which does identify or could be combined with publicly available information to identify any individual or employing unit, but it does not generally restrict the disclosure of aggregated or de-identified information that cannot be used to identify an individual or employing unit.

DEW can disclose confidential UC information to other state agencies for use in the performance of their official duties, subject to certain safeguards like a confidentiality agreement and limitations on redisclosure. (20 CFR § 603.9 and § 603.10).

Confidentiality: Trade Adjustment Assistance Information

The Department collects a much smaller amount of data in its administration of the Trade Adjustment Assistance Program and 20 CFR § 618.852 requires DEW to keep that information confidential and only disclose that information in the same manner and to the same extent as the rules permit UC information to be disclosed.

3. Please explain the State Wage Interchange System (SWIS) and benefits of using it.

The State Wage Interchange System (SWIS) is a data sharing tool jointly managed by the federal Departments of Education and Labor. It provides a means by which states can exchange interstate wage data for required performance reporting under the various workforce develop laws, including the Workforce Innovation and Opportunity Act (WIOA) and Wagner-Peyser. Every state is a member of the SWIS, and this system allows approved South Carolina entities to access interstate wage data on participants so the state can more efficiently and accurately report on the performance of workforce training and education programs. Without access to SWIS, South Carolina would either have to enter into individual data sharing agreements with other states to obtain interstate wage data or omit wage data on participants who leave the state.

4. Please explain the Federal Employment Data Exchange System (FEDES) and benefits of using it.⁵

The Federal Employment Data Exchange System (FEDES) has been temporarily suspended since February 2018. FEDES was the wage data exchanges system that provided state agencies with an efficient way to include Federal employment information in performance and evaluation reports required by Federal and state law. It was used in a similar manner to the SWIS data outlined above. While it is not currently being used, Wagner-Peyser and

⁵ See page 62 of WIOA State Plan

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WIOA performance data through December 2017 would have utilized matches from FEDES to provide more complete and accurate performance reporting.

5. Please explain information available to DEW, and any limitations on that information, as it relates to industry and occupational categories and codes.⁶ Also, please explain information available to DEW at the NAICS sub-sector levels, if any, and additional clarification that information may provide in analysis.

LMI produces data for the Quarterly Census of Employment and Wages (QCEW) and the Occupational Employment and Wage Statistics (OEWS) programs operated by the U.S. Bureau of Labor Statistics (BLS). QCEW reports the number of firms, employees, and wages paid by six-digit NAICS code, which identifies individual industries. OEWS reports the number of workers and various wage levels by six-digit Standard Occupational Classification (SOC) codes, which identify specific occupations. These data are publicly available, but some QCEW data cannot be published in instances where it could be possible to determine information about a specific company. The official BLS statement on the matter is:

In accordance with the BLS [Confidentiality](#) policy, data reported under a promise of confidentiality are published in a way so as to protect the identifiable information of respondents. BLS withholds the publication of UI-covered employment and wage data for any industry level when necessary to protect the identity of employers. Totals at the industry level for the states and the nation include the undisclosed data suppressed within the detailed tables without revealing those data. QCEW confidentiality concepts and practices are largely based on the [Statistical Policy Working Paper 22](#) (PDF) developed by the Federal Committee on Statistical Methods. For more information about Confidentiality concepts, as it relates to QCEW data disclosure, please see this document about [Confidentiality and Data Disclosure](#).

Data from OEWS is generated from surveys of businesses on individuals employed by occupation code. DEW does not have individual level occupation data for each employee in the state as that information is not required from businesses on their quarterly wage record reports. Thus, aggregate information on occupations in the state are accurate, but determining whether an individual employee is employed in a particular occupation is not currently feasible.

⁶ State WIOA plan speaks to occupational categories and provides statistics by occupational category (see Current and Future Employment By Occupation Section starting on page 14, which includes a chart with Total number employed, hourly mean wage, and hourly median wage by occupational title). However DEW's response in the 2.22.22 letter from CCWD seems to imply it may not be possible to obtain accurate information on occupations, only industry types ("While the wage records could provide the industry of the employer for which the individual is employed, state law does not currently require businesses to report occupation information within their quarterly reports. So, while it would be possible to tell if the individual were working in a business that is in the manufacturing industry, it would not be possible determine (using DEW wage records) if the individual was employed in a manufacturing occupation. According to national estimates from the Bureau of Labor Statistics, nearly half of all individuals who work within the manufacturing industry work in "non-production" occupation including: transportation, management, engineering, etc.")

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6. Please provide North American Industry Classification System (NAICS) codes, to the lowest subsector possible, to RFA now, and going forward.

A full set of six-digit industry codes for all active and inactive employers in the UI tax system were securely transmitted to RFA on Thursday March 10, 2022. Future data extracts sent to RFA will include any updated industry codes.

7. Please explain ideas for how information maintained by entities like Commerce, DEW, Department of Education, and federal agencies can be aligned to provide cohesive data on types of industries, companies, and/or occupations recruited by Commerce, those in demand in the state, career clusters in individualized graduation plans, etc. (e.g., NAICS industry codes or subgroups, Standard Occupational Codes, etc.)

In conjunction with the federal government, DEW's Labor Market Information Division produces copious amounts of data on employment and wages by industry (NAICS) and occupation (SOC). Projections extrapolate current trends in labor demand into the future, both in two- and ten-year windows. The Department of Commerce's efforts to attract firms to our state might factor into these forecasts, so if there are any targets or goals for such efforts, knowing this would better refine future projection methodology.

However, demand is only half of the equation. Labor supply data is very much incomplete. Meaningful data in this space would identify the number of workers with specific degrees, credentials, or other skills, as well as the inflows and outflows of such attributes to our state. Leveraging the existing Integrated Data System housed at the Office of Revenue and Fiscal Affairs (RFA) could allow for quantification of how many workers required for certain industries and occupations are being brought into the workforce by our state. This would involve merging DEW records with those from the Department of Education, Technical College System, and Commission on Higher Education (CHE). This would ideally be augmented with information from private sector providers of degrees, credentials, and training (including not just colleges but also, e.g., trucking schools, trade apprenticeships, etc.). While publicly available data from the U.S. Department of Education is available on credit program completions, data on non-credit coursework and certifications is less accessible. The BLS Occupational Outlook Handbook has data on how likely someone with a given educational background is to be employed in a particular industry or occupation, ensuring a complete analysis.

Having visibility only within South Carolina limits the ability to identify emerging trends and track inflows and outflows of labor supply, particularly in the portions of our state in the Charlotte/Rock Hill and Augusta/Aiken labor markets. Other states have recognized this need and begun to act accordingly. One approach would be for our state's higher education institutions to participate in the U.S. Census Bureau's Post-Secondary Employment Outcomes program. This would allow the federal government to connect DEW's wage data already housed there under the Longitudinal Employer-Household Dynamics partnership to data from colleges and universities to "provide earnings and employment outcomes for college and university graduates by degree level, degree major, and post-secondary institution." States like Virginia, Texas, Indiana, and Louisiana use this resource extensively.

Another approach is more collaborative in nature. The Coleridge Initiative, National Association of State Workforce Agencies (of which DEW is a member), State Higher

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Education Executive Officers Association, and others are actively facilitating the development of regional collaboratives for sharing such information across states. One promising result thus far is the Multi-State Postsecondary Report published by the Kentucky Center for Statistics, which allows employment outcomes to be tracked across a four-state region. A similar analysis would allow for greater visibility regarding our state's educational performance and labor market outcomes relative to other states, data on the performance of those trained in our state working elsewhere, and perhaps most importantly, the ability to identify and attract potential sources of workers outside South Carolina.

8. What information was researched to conduct the 2017 study that determined the information about S.C. college graduates related to (1) percentage found working in S.C. one- and five-years post-graduation, (2) annual earnings, (3) median earnings one- and five-years post-graduation, and (4) industry of employment one- and 5-years post-graduation?⁷

There was a data sharing agreement between the CHE and DEW to match all individuals who graduated from a public or independent institution of higher education in Fiscal Year 2009-10 and Fiscal Year 2014-15 with wage records. Information on the students' degree level, state of origin, and Classification of Instructional Program code (major) was provided by CHE while the wage record information was provided by DEW.

9. Please provide information on the percentage of unemployed individuals that have one or more barriers to employment listed in the WIOA State Plan (e.g., Juvenile Offenders; Homelessness; Veterans; Ex-Offenders; Low-Income; Individuals with Disabilities).⁸

DEW does not collect or maintain data on all groups identified in the WIOA plan.

As described in response to Question 1, "unemployed individuals" is a much larger group than the number unemployment insurance (UI) claimants because many unemployed individuals captured by BLS data are ineligible for UI benefits. However, to provide the committee with the most comprehensive response to this question, this response will address both unemployed individuals generally and UI claimants.

UI Claimants

Analysis of August 2021 South Carolina UI claimants showed **1.35%** had a disability and **3.52%** were veterans.⁹

Unemployed Individuals

Utilizing the American Community Survey (ACS) experimental microdata from 2020, as explained in the response to Question 1, we have estimated the characteristics of the unemployed population in South Carolina (about 152,050 people) with respect to veterans and individuals with disabilities.

- With respect to veterans, the experimental 2020 ACS estimates show that **9,151** (6%) were veterans. This information is shown in Table 4. Note that an individual's service may fall within more than one of the periods given as survey options.

⁷ See page 30 of WIOA State Plan

⁸ See page 28-30 of the WIOA State Plan

⁹ This analysis is for the week of August 15, 2021 – August 21, 2021, the Current Population Survey reference week for August 2021.

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- With respect to individuals with disabilities, the experimental 2020 ACS estimates show that **16,338** (11%) had a disability. This information is shown in Table 5. Note that an individual may have more than one type of difficulty.

Table 4: Estimated Number of Veterans among Unemployed South Carolinians (2020)

9,151 (6%) of unemployed individuals were veterans

Served	Est. # of Unemployed Individuals
September 2001 or later	3,987
August 2001 – August 1990	2,854
July 1990 – May 1975	3,512
April 1975 – August 1964	921
July 1964 – February 1955	84

Source: Analysis of 2020 American Community Survey microdata

Table 5: Estimated Number of Unemployed Individuals with a Disability (2020)

16,338 (11%) of unemployed individuals had a disability

Type of Difficulty	Est. # of Unemployed Individuals
Cognitive difficulty	7,602
Ambulatory difficulty	5,897
Independent living difficulty	3,995
Hearing difficulty	3,617
Vision difficulty	2,457
Self-care difficulty	1,257

Source: Analysis of 2020 American Community Survey microdata

10. Are there any prohibitions to co-enrollment among not only federal funded, but also state funded programs?¹⁰

WIOA encourages co-enrollment and even requires that Local Workforce Development Boards, in consultation with partners and other community service providers, to coordinate the use of other resources and services in the local area when serving program participants. Specifically, WIOA requires local boards to develop policies and procedures that ensure that supportive services are WIOA-funded only when those services are not available through other agencies.

11. Please explain the supply gap analysis mentioned by personnel during the Subcommittee meeting including, analysis performed in the past, benefits it provides, why there is a need for another analysis now or on a regular basis, and who may be appropriate to perform such an analysis.

Explanation

A data-based industry supply gap analysis seeks to compare projected occupational demand information within an industry with the current and projected supply of workers qualified to assume the anticipated positions. This analysis is the basis for making appropriate training

¹⁰ The federal instructions for the WIOA State Plan appear to encourage the ability of individuals to co-enroll in more than one program to assist them in getting skills and employment.

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and related investment decisions at both the state and regional levels. Completing a gap analysis involves drilling down into the occupations that compose the current workforce in each industry identified as high-demand and gathering the number of postsecondary completers for those same occupations from education agencies. The difference between the two represents the forecasted “gap” between employer demand and labor supply.

Analysis Performed in the Past

In 2016, the Department of Education, the State Technical College System, the Department of Commerce, the Commission on Higher Education, and DEW conducted a data analysis and determined that the highest-demand industries with family-sustaining wages:

- Construction
- Information Technology
- Diversified Manufacturing
- Transportation and Logistics
- Healthcare

South Carolina occupational demand data from BLS was then matched with related educational completion data (IPEDES) to determine what occupations had critical shortages. This analysis was reproduced in 2018, once again identifying occupations where there was a significant gap between the number of educational completers and the demand for skilled workers.

Regionally, the Charleston Metro Chamber of Commerce with support from Charleston Regional Development Alliance, produced Charleston’s first “Talent Demand Study” in 2014 to compare the fastest-growing and in-demand occupations as well as assess talent supply gaps. This information was updated 2016 and 2018.

Need, Benefits, and Appropriate Parties

South Carolina should assess the latest occupational demand to determine the most high-demand occupations and assess the number of completers for relevant post-secondary education as well as work-based learning through Registered Apprenticeships. This analysis should be completed annually, especially during periods of significant economic transition.

A key benefit of a supply gap analysis is that it serves as a blueprint in identifying where public training resources should be invested and common goals across workforce and education partners in prioritizing certificates, degrees, and curriculum development.

As to the appropriate parties, a supply gap analysis could be accomplished by RFA or a vendor.

- 12. To allow the General Assembly and public to access information related to multiple agencies in a single location, would your agency be willing to contact the Revenue and Fiscal Affairs Office (RFA) and provide information necessary for RFA to create and regularly update, through data sharing, maps applicable to your agency? Below is a list of initial maps for consideration (Note: Not all will be applicable to your agency). Please include others agency leadership believes may be useful to members of the General Assembly or public.**

Location/Boundaries

- a. Local Workforce Development Board Areas/Regional Workforce Advisors
- b. S.C. Works Center and Connection Point Locations
- c. Vocational Rehabilitation Facilities and Locations (e.g., job readiness training centers and other facilities)

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- d. **Vocational Rehabilitation Regions**
- e. **Commission for the Blind Office Locations**
- f. **Commission for the Blind Vocational Rehabilitation Office Territories**
- g. **Department of Veteran's Affairs Regional Modules for Service**
- h. **First Steps 4K Provider Locations**
- i. **First Steps Local Partner Office Locations**
- j. **Public 4K Provider Locations**
- k. **K-12 School Locations**
- l. **Local School District Boundaries**
- m. **SC School Report Card District Comparison**
- n. **Adult Education Technical Assistance Network Boundaries/Regions**
- o. **Technical College main and branch campus Locations**
- p. **Public and Private college and university (non-technical college) Locations**
- q. **Regional Non-Profit Economic Development Alliance Regions**
- r. **County Tiers for purposes of incentives**
- s. **Counties eligible for State Rural Development Grants**
- t. **Counties eligible for Appalachian Regional Commission Grants**

Data by County

Following information by county:

- a. **Percent of kindergartners who were ready for school based on kindergarten readiness assessment in total and by the following: (1) in poverty; (2) race; and (3) subject**
- b. **Child care supply v. demand**
- c. **Percent of children age 0-35 months who have full immunization coverage**
- d. **Percent of children ages 1-5 who have received at least one preventive dental visit in past year**
- e. **Percent of child care providers participating in ABC Quality**

DEW can supply RFA with both printed maps and geographic information systems (GIS) data for item (a), Local Workforce Development Board Areas/Regional Workforce Advisors, and (b), S.C. Works Center and Connection Point Locations. These are the items listed within DEW's purview.

13. Please state any changes that have occurred at your agency, or are planned at your agency because of the meeting with the Subcommittee (e.g., joining labor force participation rate taskforce after learning about during the meeting, etc.)

On March 10, 2022, DEW provided a file securely to RFA with a full list of all businesses in our tax system with their applicable industry (NAICS) code. This industry information will be included in all future data extracts submitted to RFA as part of DEW's normal process.

In addition, DEW will seek greater connectivity between WIOA and First Steps at the state and local level.

- DEW staff will provide an overview of the public workforce system and the available services to job seekers at the upcoming statewide First Steps conference as well as during a monthly leadership call of the SC First Steps local partners. We will encourage the availability of SC Works outreach material for First Steps families.
- In exploring the level of collaboration locally between workforce development areas and

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First Steps, there was affirmation that there are pockets of cross-agency referrals for services taking place. To strengthen this level of collaboration locally, DEW will soon host a statewide webinar with First Steps introducing the early childhood ecosystem, including the First 5 SC Portal to encourage greater connectivity to services.

14. To determine where the same information is held by multiple agencies and, therefore, may be used to link information in the different agency systems, please provide a data dictionary for all information the agency maintains related to each of the items below.

- a. S.C. employer
- b. S.C. job seeker
- c. S.C. K-12 school (public)
- d. S.C. student

DEW does not maintain information pertaining to (c) K-12 public schools or (d) students.

South Carolina Employers

For South Carolina employers, see the response provided for Question 2.

South Carolina Job Seekers

All job seekers can register in SCWOS, not just UI claimants. Generally, data maintained by DEW on job seekers would include:

- | | | |
|-----------------|-------------------------|-----------------------------|
| • Name | • Veteran/Military | • Current Employment Status |
| • Address | • Work Authorization | • UI Claimant Status |
| • Phone Number | • Email Address | • Looking for Work Status |
| • Email Address | • Gender | • Farmworker Information |
| • Date of Birth | • Citizenship | • Previous Occupation |
| • Gender | • Race | • Desired Occupation |
| • Citizenship | • Ethnicity | • Language |
| • Race | • Disability Status | • Public Assistance Receipt |
| • Ethnicity | • Education Information | |

Individuals who participate in Wagner-Peyser or WIOA services also provide additional information including:

- | | |
|---|--|
| • Registered Apprenticeship Status | • Receiving Educational Services Status |
| • Long Term Unemployed or Not in Labor Force Status | • Education History |
| • Length of Last Job | • Additional Public Assistance Status |
| • Attended Rapid Response Orientation | • Barriers (skills deficient, ex-offender, runaway, homeless, single parent, etc.) |
| • Full Employment History | |

15. Please provide a list of case management and other data systems utilized by your agency and the following for each:

- a. Does it include information on job seekers
- b. Does it include information on employers
- c. Does it include information on students
- d. Does it include information on teaching entities
- e. List of agencies with which the system can integrate data

See the following table:

System	Job Seeker	Employer	Student	Teaching	Integration
SCUBI <i>UI Benefits System</i>	Yes	Yes	No	No	Interfaces with SUITS and SCWOS
SUITS <i>UI Tax System</i>	No	Yes	No	No	Interfaces with SCUBI
SCWOS <i>Job Seeker & Job Posting Portal</i>	Yes	Yes	Yes	No	Interfaces with SCUBI and PATH
PATH <i>Eligible Training Provider Portal</i>	No	No	Yes	Yes	Interfaces with SCWOS

16. What data, outside of the data currently available to your agency, may be helpful to your agency reaching potential customers, if any?

Recent high school, or post-secondary graduates, who are seeking employment should post their resume in SC Works Online Services (SCWOS). This will provide them an opportunity to be viewed by recruiting businesses and increase the pool of available workers for businesses.

17. What data, outside of the data currently available to your agency, may be helpful to your agency in determining the results/impact your agency services are having on individuals it serves?

To some extent, this was answered in response to Question 7, which identified several data sources that could improve accountability for workforce ecosystem performance, particularly information from private education and training providers on enrollment and credentials. Building an infrastructure around the existing Integrated Data System—which is seen nationally as a model for other states to follow—would facilitate a comprehensive reporting and evaluation of employment and wage outcomes for those who work and train in South Carolina and beyond. There should also be the analytical capacity in both knowledge and technology to extract actionable policy recommendations from the longitudinal data archive. This would likely require partnering with outside academic and/or professional research teams, a path that many states have pursued.

It would likely be helpful for the state to sponsor surveys, focus groups, and other research methods to determine whether individuals who participated in both DEW-sponsored programs, where some such surveys are already conducted, and other education or training offerings were able to better meet their career goals with the credentials that they earned. Similarly, inquiring with employers to determine whether their workforce needs were met by recent hires would ensure that both supply and demand of labor are accounted for, as well as to help identify the causal mechanisms for particularly exceptional or substandard performance identified by mathematical analysis.

In addition, data on whether job seekers receiving our services are also receiving services from other partnering programs would be helpful; due to the measures in place to protect this data on the individual level, there is the potential for duplicate service delivery. Data on jobs recently recruited so that the workforce can be trained in advance could be helpful as well.

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18. Please list all entities, other than those listed in the Education and Workforce one pager from the previous subcommittee meeting, your agency believes may be involved in the education and workforce ecosystem and role of each.

These entities include:

- **Bamberg Job Corps Center:** The Bamberg Job Corps Center is federally funded by the U.S. Department of Labor and has been in operation since 1979. It is a residential training center for youth, providing a variety of workforce development and educational activities, including GED preparation and testing, academic coursework and support, career readiness training and assessment, and job placement services, among other activities.
- **SC Department of Mental Health:** Individual Placement and Support (IPS) is a collaboration between the South Carolina Department of Mental Health (SCDMH) and the South Carolina Vocational Rehabilitation Department (SCVRD). The goal of this partnership is to place people with severe mental illness in competitive employment. SCVRD and SCDMH provide an integrated and seamless employment service delivery that results in improved patient employment outcomes.
- **SC Department of Juvenile Justice:** The South Carolina Department of Juvenile Justice offers a wide range of education, prevention, job-readiness, work and other programs. These programs are designed to introduce young people to new interests and opportunities to enhance long-term outcomes, as well as support and invest in communities impacted by youth crime.
- **SC Department of Corrections:** The Division of Programs, Reentry and Rehabilitative Services provides numerous opportunities to assist inmates in all facets of rehabilitation. Inmates can learn new job skills, obtain their GED, earn vocational certificates, receive substance abuse treatment, learn about how crimes affect victims and even assist in teaching youth about life in prison.
- **SC Department of Aging:** The Department of Aging administers the Senior Community Service Employment Program (SCSEP) which is the only federal job-training program focused exclusively on helping low-income seniors. The program promotes personal dignity and self-sufficiency through work. People 55 and older who qualify for the program work in their local communities. The South Carolina Department on Aging is designated to administer all Older Americans Act programs, including Title V, SCSEP. The goal of South Carolina SCSEP is to provide participants with the training experiences, supportive services and information needed to improve their lives by becoming economically self-sufficient through gainful employment.
- **SC Council on Competitiveness:** SC Competes supports multiple statewide education initiatives that work collaboratively to optimize existing resources, expertise, and ideas to develop world-class talent in South Carolina including but not limited to TransformSC, Talent-Opportunity Program, student lunch and learns, and the Lemonade Supply Chain Game.
- **Centers for Independent Living (CIL):** CILs are designed and operated within a local community by individuals with disabilities and provide an array of independent living services, such as one-on-one and group training on topics such as employment soft skills,

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transportation utilization, accommodation requests, and transition from high school to postsecondary life. CILs have been strong resources to SC Works Centers, such as providing disability sensitivity awareness training, assessing centers for accessibility, and serving on local boards. South Carolina has three CILs: Able SC, Walton Options for Independent Living, and AccessAbility.

- **Goodwill Industries of Upstate/Midlands and Palmetto Goodwill:** Goodwill provides job training, employment placement services, and other community-based programs for people who have barriers to their employment. Goodwill also hires veterans and individuals who lack either education, job experience or face employment challenges.
- **SC Urban Leagues:** There are multiple Urban League affiliates in SC including Urban League of the Upstate, Columbia Urban League and Charleston Trident Urban League. The Urban League chapters are multi-service, non-profit agencies that promote financial stability and racial inclusion in the communities. For example, the Columbia Urban League offers programs designed to provide economic empowerment and educational opportunities for those in need. Among the many focus areas, education, economic and youth empowerment are closely related to the education and workforce ecosystem. Education and youth empowerment is supported through college scholarships, early childhood literacy, Head Start and after care programs. The Columbia Urban League also empowers individuals in attaining economic self-sufficiency through job training, good jobs, home ownership, entrepreneurship, and wealth accumulation.
- **Housing:** Developing more purposeful linkages with housing policy can only help support a broader education and workforce strategy.
 - **SC Housing** incentivizes private-sector development of new affordable rental homes in Opportunity Zones and near employment centers in its [Qualified Allocation Plan](#).
 - **Local Housing Authorities** often offer resident and family services to help residents create pathways promoting stability and resiliency to reach their full potential. They are voluntary, employment-based programs that promote family self-sufficiency. Short-term and long-term goals to overcome barriers to employment and self-sufficiency are identified.

19. What topics does your agency believe may be helpful to have in a statewide unified workforce plan (e.g., marketing plan, central portal for customers to enter information through which their information could be shared with all applicable entities, etc.)?

These topics include:

- Data Analytics to align education and training with demand occupations
- Utilization of Career Pathways across education and workforce partners
- Integrating multiple case management and reporting systems
- Universal performance goals (i.e. 60% certification rate)
- Prioritization of rural areas
- Confirmation from the business community (beyond manufacturing) on applicability of the unified workforce plan's priorities and goals

20. What potential obstacles can your agency think of that may have to be overcome to

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successfully implement a statewide unified workforce plan?

Potential obstacles include:

- Intentional implementation (versus checking the box)
- Measuring success (or failure)
- Program silos whether created by legislation and lack of flexibility or otherwise
- Technology infrastructure-based obstacles
- Funding required to implement new systems or technology
- Coordinating the alignment with federally mandated strategic plans (WIOA 4-Year Combined Plan and Perkins V 4-Year Plan)

DEW is committed to supporting the work of the committee as it studies the Department of Commerce and the role of its Coordinating Council for Workforce Development in the state's workforce development ecosystem. If you have any further questions, do not hesitate to contact me.

Sincerely,

DocuSigned by:



E8C49F7EC3144BE...
G. Daniel Ellzey

Executive Director

Attachments:

- Attachment A: Open Positions by Education Level and Geographic Area (SCWOS)
- Attachment B: Open Positions by Education Level and Geographic Area (HWOL)
- Attachment C: UI Claimants by Education Level and Geographic Area

Attachment A

Open Positions by Education Level and Workforce Development Area (SCWOS)

Open positions advertised within SC Works Online Services (SCWOS) include positions for job orders entered directly into SCWOS by the advertising employer or SCWorks staff as well as advertisements pulled (or “scraped”) from other sources (e.g., Monster, Indeed, CareerBuilder, etc.). Historic data for external job postings is not readily available. The numbers below represent *only* the sum of positions for job orders entered *directly* into SCWOS and are not representative of the total number of open positions advertised in SCWOS in the specified period.

Open Positions by Education Level and Workforce Development Area (SCWOS)				
	February 2019	February 2020	February 2021	August 2021
Statewide (Area Not Specified)				
No Minimum Education Requirement	386	619	616	250
Less than High School	0	0	0	0
High School Diploma or Equivalent	69	48	14	79
1 Year of College, Technical, or Vocational School	1	0	1	0
2 Years of College, Technical, or Vocational School	0	4	15	0
Some College	0	0	1	0
Vocational School Certificate	0	0	0	0
Associate's Degree	3	2	2	2
Bachelor's Degree	27	31	14	8
Master's Degree	1	0	0	0
Doctorate Degree	0	0	0	0
Specialized Degree (e.g. MD, DDS)	0	0	1	0
Catawba (Chester, Lancaster, and York)				
No Minimum Education Requirement	297	73	260	351
Less than High School	0	0	0	0
High School Diploma or Equivalent	523	425	270	360
1 Year of College, Technical, or Vocational School	1	0	0	0
2 Years of College, Technical, or Vocational School	8	0	3	3
Some College	0	0	0	0
Vocational School Certificate	1	0	1	0
Associate's Degree	21	20	13	17
Bachelor's Degree	73	145	154	180
Master's Degree	2	12	53	103
Doctorate Degree	3	0	1	0
Specialized Degree (e.g. MD, DDS)	0	1	0	0
Greenville (Greenville)				
No Minimum Education Requirement	418	187	322	469
Less than High School	0	0	0	0
High School Diploma or Equivalent	369	288	634	500
1 Year of College, Technical, or Vocational School	1	1	0	0
2 Years of College, Technical, or Vocational School	1	1	1	2
Some College	1	0	0	0
Vocational School Certificate	0	0	1	0
Associate's Degree	23	16	20	48
Bachelor's Degree	136	144	250	246
Master's Degree	1	1	5	3
Doctorate Degree	0	3	5	4
Specialized Degree (e.g. MD, DDS)	5	0	0	0

Open Positions by Education Level and Workforce Development Area (SCWOS)				
	February 2019	February 2020	February 2021	August 2021
Lowcountry (<i>Beaufort, Colleton, Hampton, and Jasper</i>)				
No Minimum Education Requirement	113	170	164	398
Less than High School	0	0	0	0
High School Diploma or Equivalent	274	407	270	308
1 Year of College, Technical, or Vocational School	0	0	0	0
2 Years of College, Technical, or Vocational School	0	0	0	0
Some College	0	0	0	0
Vocational School Certificate	1	0	0	0
Associate's Degree	24	6	16	27
Bachelor's Degree	25	22	12	19
Master's Degree	3	6	1	3
Doctorate Degree	5	0	1	0
Specialized Degree (e.g. MD, DDS)	0	0	0	0
Lower Savannah (<i>Aiken, Allendale, Bamberg, Barnwell, Calhoun, and Orangeburg</i>)				
No Minimum Education Requirement	181	91	820	278
Less than High School	0	0	0	0
High School Diploma or Equivalent	1,001	190	287	288
1 Year of College, Technical, or Vocational School	4	0	3	2
2 Years of College, Technical, or Vocational School	2	1	2	0
Some College	0	0	0	0
Vocational School Certificate	0	1	4	1
Associate's Degree	13	19	9	27
Bachelor's Degree	50	76	64	117
Master's Degree	1	0	4	3
Doctorate Degree	1	0	2	1
Specialized Degree (e.g. MD, DDS)	1	0	0	0
Midlands (<i>Fairfield, Lexington, and Richland</i>)				
No Minimum Education Requirement	522	679	327	578
Less than High School	0	0	0	0
High School Diploma or Equivalent	1,921	405	437	728
1 Year of College, Technical, or Vocational School	9	21	0	0
2 Years of College, Technical, or Vocational School	6	1	0	13
Some College	0	0	0	0
Vocational School Certificate	2	2	0	1
Associate's Degree	96	92	63	168
Bachelor's Degree	261	289	214	370
Master's Degree	17	17	9	4
Doctorate Degree	2	9	0	2
Specialized Degree (e.g. MD, DDS)	5	0	3	0

Open Positions by Education Level and Workforce Development Area (SCWOS)

	February 2019	February 2020	February 2021	August 2021
Pee Dee (<i>Chesterfield, Darlington, Dillon, Florence, Marion, and Marlboro</i>)				
No Minimum Education Requirement	257	285	337	237
Less than High School	0	0	0	30
High School Diploma or Equivalent	356	387	223	262
1 Year of College, Technical, or Vocational School	1	4	0	11
2 Years of College, Technical, or Vocational School	1	0	0	0
Some College	0	0	1	0
Vocational School Certificate	4	0	0	3
Associate's Degree	16	10	17	11
Bachelor's Degree	35	53	67	37
Master's Degree	1	0	1	3
Doctorate Degree	2	2	0	0
Specialized Degree (e.g. MD, DDS)	0	0	0	0
Santee-Lynches (<i>Clarendon, Kershaw, Lee, and Sumter</i>)				
No Minimum Education Requirement	102	44	82	47
Less than High School	1	0	0	0
High School Diploma or Equivalent	84	266	425	104
1 Year of College, Technical, or Vocational School	0	0	0	0
2 Years of College, Technical, or Vocational School	0	0	1	0
Some College	0	0	0	0
Vocational School Certificate	0	0	0	1
Associate's Degree	16	3	4	8
Bachelor's Degree	8	13	17	13
Master's Degree	1	0	4	0
Doctorate Degree	2	0	0	0
Specialized Degree (e.g. MD, DDS)	0	0	0	0
Trident (<i>Berkeley, Charleston, and Dorchester</i>)				
No Minimum Education Requirement	487	1,136	1,404	882
Less than High School	0	0	0	2
High School Diploma or Equivalent	812	427	349	674
1 Year of College, Technical, or Vocational School	3	0	3	1
2 Years of College, Technical, or Vocational School	2	1	2	3
Some College	0	0	1	1
Vocational School Certificate	10	0	0	1
Associate's Degree	58	53	79	106
Bachelor's Degree	260	200	219	296
Master's Degree	4	5	11	13
Doctorate Degree	1	5	4	13
Specialized Degree (e.g. MD, DDS)	0	0	0	1

Open Positions by Education Level and Workforce Development Area (SCWOS)

	February 2019	February 2020	February 2021	August 2021
Upper Savannah (<i>Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, and Saluda</i>)				
No Minimum Education Requirement	223	42	94	164
Less than High School	0	0	0	0
High School Diploma or Equivalent	336	103	161	175
1 Year of College, Technical, or Vocational School	0	0	0	0
2 Years of College, Technical, or Vocational School	0	1	1	3
Some College	0	0	0	0
Vocational School Certificate	0	0	1	15
Associate's Degree	8	8	10	26
Bachelor's Degree	14	16	35	27
Master's Degree	3	1	6	3
Doctorate Degree	0	2	1	0
Specialized Degree (e.g. MD, DDS)	0	0	0	0
Upstate (<i>Cherokee, Spartanburg, and Union</i>)				
No Minimum Education Requirement	606	633	397	387
Less than High School	0	0	0	0
High School Diploma or Equivalent	408	106	191	280
1 Year of College, Technical, or Vocational School	0	0	1	1
2 Years of College, Technical, or Vocational School	0	0	1	2
Some College	0	0	0	0
Vocational School Certificate	20	3	0	0
Associate's Degree	18	12	21	23
Bachelor's Degree	46	86	60	111
Master's Degree	1	12	2	6
Doctorate Degree	3	7	24	34
Specialized Degree (e.g. MD, DDS)	0	1	0	0
Waccamaw (<i>Georgetown, Horry, and Williamsburg</i>)				
No Minimum Education Requirement	109	134	356	288
Less than High School	0	0	0	0
High School Diploma or Equivalent	174	220	147	226
1 Year of College, Technical, or Vocational School	0	1	0	1
2 Years of College, Technical, or Vocational School	2	4	8	0
Some College	0	0	0	0
Vocational School Certificate	5	1	4	2
Associate's Degree	17	15	19	16
Bachelor's Degree	35	41	47	44
Master's Degree	1	3	2	12
Doctorate Degree	0	0	0	1
Specialized Degree (e.g. MD, DDS)	0	0	0	0

Open Positions by Education Level and Workforce Development Area (SCWOS)

	February 2019	February 2020	February 2021	August 2021
Worklink (<i>Anderson, Oconee, and Pickens</i>)				
No Minimum Education Requirement	96	73	157	147
Less than High School	0	0	0	0
High School Diploma or Equivalent	94	67	113	258
1 Year of College, Technical, or Vocational School	0	0	0	0
2 Years of College, Technical, or Vocational School	0	0	0	0
Some College	0	0	0	0
Vocational School Certificate	0	0	0	0
Associate's Degree	9	10	15	18
Bachelor's Degree	37	30	27	52
Master's Degree	1	0	0	2
Doctorate Degree	4	0	1	2
Specialized Degree (e.g. MD, DDS)	0	0	0	0

Attachment B

Open Positions by Education Level and Workforce Development Area (HWOL)

Help Wanted OnLine™ (HWOL) measures the number of online job advertisements by collecting advertisements in real-time from online job boards. Advertisements are deduplicated and the number of unique job advertisements are aggregated each month to determine the number of new and total job advertisements. In many cases, but not all, HWOL is able to assign a level of credential required for the job. This table reflects HWOL data for advertised positions with an assigned credential level by level and region of the state (the state's twelve workforce development areas) for the requested months.

Open Positions by Education Level and Workforce Development Area (HWOL)				
	February 2019	February 2020	February 2021	August 2021
Catawba (<i>Chester, Lancaster, and York</i>)				
High School / Vocational	1,252	1,386	1,787	2,028
Associate's Degree	212	302	396	515
Bachelor's Degree	826	947	930	1,416
Master's Degree	89	126	127	211
Doctorate Degree	22	31	41	42
Greenville (<i>Greenville</i>)				
High School / Vocational	1,365	1,411	1,372	1,685
Associate's Degree	378	368	319	319
Bachelor's Degree	1,261	1,101	1,161	1,316
Master's Degree	112	101	87	160
Doctorate Degree	88	72	46	36
Lowcountry (<i>Beaufort, Colleton, Hampton, and Jasper</i>)				
High School / Vocational	637	861	1,376	2,025
Associate's Degree	190	144	204	366
Bachelor's Degree	329	263	391	535
Master's Degree	67	27	64	147
Doctorate Degree	16	15	23	36
Lower Savannah (<i>Aiken, Allendale, Bamberg, Barnwell, Calhoun, and Orangeburg</i>)				
High School / Vocational	1,689	1,057	1,945	2,250
Associate's Degree	433	203	430	430
Bachelor's Degree	1,715	917	1,468	1,740
Master's Degree	209	116	193	241
Doctorate Degree	64	48	46	77
Midlands (<i>Fairfield, Lexington, and Richland</i>)				
High School / Vocational	1,998	3,004	3,550	5,331
Associate's Degree	442	596	572	944
Bachelor's Degree	2,343	2,113	2,754	4,224
Master's Degree	216	202	246	359
Doctorate Degree	91	137	123	159

Open Positions by Education Level and Workforce Development Area (HWOL)				
	February 2019	February 2020	February 2021	August 2021
Pee Dee (<i>Chesterfield, Darlington, Dillon, Florence, Marion, and Marlboro</i>)				
High School / Vocational	624	606	889	815
Associate's Degree	159	197	285	187
Bachelor's Degree	363	276	367	392
Master's Degree	127	132	106	71
Doctorate Degree	34	15	25	15
Santee-Lynches (<i>Clarendon, Kershaw, Lee, and Sumter</i>)				
High School / Vocational	333	357	522	872
Associate's Degree	62	89	88	135
Bachelor's Degree	166	151	215	252
Master's Degree	34	20	33	63
Doctorate Degree	13	5	16	10
Trident (<i>Berkeley, Charleston, and Dorchester</i>)				
High School / Vocational	2,892	4,460	4,848	8,793
Associate's Degree	477	545	730	1,237
Bachelor's Degree	2,122	2,208	2,376	3,999
Master's Degree	167	189	290	469
Doctorate Degree	84	90	134	197
Upper Savannah (<i>Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, and Saluda</i>)				
High School / Vocational	451	417	653	797
Associate's Degree	50	55	82	109
Bachelor's Degree	182	170	250	354
Master's Degree	74	50	50	62
Doctorate Degree	8	9	19	10
Upstate (<i>Cherokee, Spartanburg, and Union</i>)				
High School / Vocational	730	754	966	1,057
Associate's Degree	182	154	211	189
Bachelor's Degree	393	232	481	468
Master's Degree	45	38	82	122
Doctorate Degree	10	14	23	27
Waccamaw (<i>Georgetown, Horry, and Williamsburg</i>)				
High School / Vocational	801	916	910	1,238
Associate's Degree	141	229	285	231
Bachelor's Degree	271	387	298	402
Master's Degree	106	71	67	78
Doctorate Degree	12	25	17	11

Open Positions by Education Level and Workforce Development Area (HWOL)				
	February 2019	February 2020	February 2021	August 2021
Worklink (<i>Anderson, Oconee, and Pickens</i>)				
High School / Vocational	1,251	1,031	1,241	1,432
Associate's Degree	228	177	180	234
Bachelor's Degree	948	620	809	995
Master's Degree	82	58	106	117
Doctorate Degree	117	54	142	94

Attachment C**Number of Unemployment Insurance Claimants by Education Level and Region**

This table reflects unemployment insurance (UI) claimant data by geographic area (workforce development areas) for each of the four requested periods. The week reflected for each month is based on the Current Population Survey reference week to maintain consistency with federal reporting.

UI Claimant Education Level by Workforce Development Area				
	February 2019	February 2020	February 2021	August 2021
	Feb 17 to Feb 23	Feb 16 to Feb 22	Feb 14 to Feb 20	Aug 15 to Aug 21
Catawba (<i>Chester, Lancaster, and York</i>)				
High School Diploma	328	293	700	542
No High School Diploma	77	87	230	127
Bachelor's Degree	113	96	150	114
Two years of college or vocational school	87	79	149	131
One year of college or vocational school	75	69	162	117
GED	55	74	140	91
Associate's Degree	65	58	82	85
Three years of college or vocational school	47	32	63	48
Master's Degree	24	28	47	33
Vocational School Certificate	10	6	7	8
Doctorate Degree	4	4	5	4
Specialized Degree (e.g. MD, DDS)	2			1
Certificate of attendance/completion*	1		2	
Greenville (<i>Greenville</i>)				
High School Diploma	327	335	972	749
Bachelor's Degree	258	228	354	288
Two years of college or vocational school	132	129	251	232
No High School Diploma	100	97	297	203
One year of college or vocational school	98	112	242	191
GED	71	68	242	186
Associate's Degree	74	108	144	138
Master's Degree	91	75	90	96
Three years of college or vocational school	51	50	116	94
Vocational School Certificate	10	7	24	18
Doctorate Degree	7	8	9	10
Specialized Degree (e.g. MD, DDS)	1	1	1	1
Certificate of attendance/completion*			4	
Lowcountry (<i>Beaufort, Colleton, Hampton, and Jasper</i>)				
High School Diploma	176	165	525	351
Bachelor's Degree	61	52	125	97
No High School Diploma	50	33	133	71
Two years of college or vocational school	43	42	119	67
One year of college or vocational school	39	40	105	67
GED	20	30	76	49
Associate's Degree	22	20	66	44
Three years of college or vocational school	15	18	69	31
Master's Degree	14	17	17	34
Vocational School Certificate	6	5	12	9
Doctorate Degree	3	1	2	2
Certificate of attendance/completion		1	2	1
Specialized Degree (e.g. MD, DDS)	1		1	1

*high school credential for individuals with a disability

UI Claimant Education Level by Workforce Development Area

	February 2019 Feb 17 to Feb 23	February 2020 Feb 16 to Feb 22	February 2021 Feb 14 to Feb 20	August 2021 Aug 15 to Aug 21
Lower Savannah (<i>Aiken, Allendale, Bamberg, Barnwell, Calhoun, and Orangeburg</i>)				
High School Diploma	425	487	1,195	809
No High School Diploma	96	104	276	204
Two years of college or vocational school	93	92	205	192
Bachelor's Degree	102	86	127	107
GED	60	60	175	125
One year of college or vocational school	52	74	143	125
Associate's Degree	49	53	110	80
Three years of college or vocational school	36	40	80	68
Master's Degree	27	22	34	39
Vocational School Certificate	5	9	13	12
Doctorate Degree	1	1	3	4
Certificate of attendance/completion*	3		4	1
Specialized Degree (e.g. MD, DDS)	2	1	1	
Midlands (<i>Fairfield, Lexington, and Richland</i>)				
High School Diploma	689	594	1,845	1,363
Bachelor's Degree	281	263	500	420
Two years of college or vocational school	191	194	462	419
No High School Diploma	164	126	504	307
One year of college or vocational school	151	147	410	307
GED	126	106	369	257
Associate's Degree	94	97	201	197
Master's Degree	131	105	164	164
Three years of college or vocational school	64	93	230	163
Vocational School Certificate	10	7	29	26
Doctorate Degree	14	9	13	17
Specialized Degree (e.g. MD, DDS)	5	3	5	4
Certificate of attendance/completion*		1	6	5
Pee Dee (<i>Chesterfield, Darlington, Dillon, Florence, Marion, and Marlboro</i>)				
High School Diploma	648	540	1,478	1,085
No High School Diploma	247	173	427	263
Two years of college or vocational school	123	93	250	212
One year of college or vocational school	108	73	199	169
GED	87	89	209	142
Bachelor's Degree	85	76	135	165
Associate's Degree	57	48	123	110
Three years of college or vocational school	40	36	74	88
Master's Degree	29	26	27	36
Vocational School Certificate	9	6	14	13
Doctorate Degree	3	1	5	3
Certificate of attendance/completion*	3	2	1	2
Specialized Degree (e.g. MD, DDS)	1	1	1	

*high school credential for individuals with a disability

UI Claimant Education Level by Workforce Development Area

	February 2019 Feb 17 to Feb 23	February 2020 Feb 16 to Feb 22	February 2021 Feb 14 to Feb 20	August 2021 Aug 15 to Aug 21
Santee-Lynches (<i>Clarendon, Kershaw, Lee, and Sumter</i>)				
High School Diploma	260	427	772	592
No High School Diploma	77	109	214	149
Two years of college or vocational school	71	71	113	121
Bachelor's Degree	54	60	104	97
One year of college or vocational school	53	56	109	95
GED	39	70	120	82
Associate's Degree	36	35	49	55
Three years of college or vocational school	21	26	49	30
Master's Degree	24	18	25	27
Vocational School Certificate	1	6	5	4
Certificate of attendance/completion*		2	3	1
Doctorate Degree	2	1	1	1
Specialized Degree (e.g. MD, DDS)		2	1	1
Trident (<i>Berkeley, Charleston, and Dorchester</i>)				
High School Diploma	413	471	1,428	1,140
Bachelor's Degree	325	303	546	440
Two years of college or vocational school	187	164	383	309
One year of college or vocational school	133	111	370	269
No High School Diploma	92	113	406	274
GED	106	104	318	234
Associate's Degree	131	87	259	199
Master's Degree	108	80	168	154
Three years of college or vocational school	73	71	203	155
Vocational School Certificate	14	16	37	24
Doctorate Degree	9	7	9	13
Specialized Degree (e.g. MD, DDS)	3	4	6	6
Certificate of attendance/completion*	2	1	4	3
Upper Savannah (<i>Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, and Saluda</i>)				
High School Diploma	244	296	682	482
No High School Diploma	100	112	300	158
Two years of college or vocational school	57	70	116	106
GED	47	64	128	107
One year of college or vocational school	44	39	118	77
Bachelor's Degree	42	45	82	65
Associate's Degree	39	34	74	87
Three years of college or vocational school	16	15	41	40
Master's Degree	11	11	19	8
Vocational School Certificate	1	4	4	9
Doctorate Degree	4			2
Specialized Degree (e.g. MD, DDS)		1	2	1
Certificate of attendance/completion*	1		1	1

*high school credential for individuals with a disability

UI Claimant Education Level by Workforce Development Area

	February 2019 Feb 17 to Feb 23	February 2020 Feb 16 to Feb 22	February 2021 Feb 14 to Feb 20	August 2021 Aug 15 to Aug 21
Upstate (<i>Cherokee, Spartanburg, and Union</i>)				
High School Diploma	320	423	1,145	1,055
No High School Diploma	133	153	471	292
Two years of college or vocational school	95	112	230	278
GED	95	100	286	198
One year of college or vocational school	69	88	218	203
Bachelor's Degree	96	104	176	157
Associate's Degree	65	68	135	131
Three years of college or vocational school	28	33	80	61
Master's Degree	22	24	32	45
Vocational School Certificate	5	5	14	14
Doctorate Degree	3	2	1	3
Certificate of attendance/completion *		2	3	2
Specialized Degree (e.g. MD, DDS)	3	1		
Waccamaw (<i>Georgetown, Horry, and Williamsburg</i>)				
High School Diploma	1,149	1,091	1,919	748
Two years of college or vocational school	368	303	534	255
No High School Diploma	323	273	618	166
Bachelor's Degree	254	212	441	219
One year of college or vocational school	218	206	389	183
GED	158	171	303	116
Associate's Degree	156	146	266	148
Three years of college or vocational school	105	89	204	72
Master's Degree	43	34	75	55
Vocational School Certificate	14	16	28	12
Certificate of attendance/completion*	3	2	8	4
Doctorate Degree	2	5	4	4
Specialized Degree (e.g. MD, DDS)	1	1		1
Worklink (<i>Anderson, Oconee, and Pickens</i>)				
High School Diploma	271	303	706	601
No High School Diploma	95	111	335	240
GED	62	93	195	163
Two years of college or vocational school	90	92	192	143
Bachelor's Degree	91	96	112	111
One year of college or vocational school	72	55	133	122
Associate's Degree	63	57	100	82
Three years of college or vocational school	31	25	53	50
Master's Degree	28	22	41	27
Vocational School Certificate	3	5	9	8
Doctorate Degree		5	2	3
Certificate of attendance/completion*	1	1		2
Specialized Degree (e.g. MD, DDS)		1	1	1

*high school credential for individuals with a disability