

South Carolina
Education and Workforce Development Pipeline

Current Established Collaborative Groups

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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 Interagency Collaboration Committee

^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
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- **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
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- **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

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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

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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)
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Technical College Initiative

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