



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

Second Edition
2025-2026



FIND YOUR
FUTURE
SOUTH CAROLINA



Letter from the Chair

When the Coordinating Council for Workforce Development (CCWD) launched the inaugural Unified State Plan (USP) for Education and Workforce Development in 2024, it was the first publication that came out of the reinvigorated CCWD enacted by the [Statewide Education and Workforce Development Act, Act No. 67 of 2023 \(H. 3726\)](#).

Introduced by South Carolina Speaker of the House Murrell Smith, this landmark legislation became law due to overwhelming support by the House, Senate, and Governor Henry McMaster. In this new era, the CCWD continues to add more members, improve accountability, streamline workforce development efforts, address barriers towards employment, and enhance responsiveness to industry needs.

One of the top priorities identified by the Act was to unite agencies that support education and workforce development, and get them to agree on an actionable plan that would serve as a common framework for each organization's individual work and their combined efforts through the CCWD. Through collaboration and coordination across every member agency, the first-ever USP was released.

The intention behind the plan was for it to remain a living document that the Council would review and revise as needed. In the two years since its original publication, I am proud to state that so much impactful work has already been done and other major projects are underway, and the time has come to update the USP and recognize the significant progress we have made as a collective.

In this second edition of the CCWD's Unified State Plan, you will find that the three main goals of the Council have been improved upon with new case studies and targeted projects in development: 1) **spreading awareness** of education and workforce development resources, 2) **building skills** that meet growing industry needs, and 3) **overcoming barriers** towards gainful employment.

Throughout this refreshed USP, you will learn more about the numerous subcommittees we have established, the creation of the Office of Statewide Workforce Development (OSWD) within the S.C. Department of Employment and Workforce (DEW), platforms and resources we have published, and updates on the creation of the Statewide Central Education and Workforce Portal.

As the Chairman of the CCWD and the Executive Director of our state's workforce agency, I have witnessed firsthand the terrific achievements being made by our Council members and their steadfast commitment to paving the foundation for the future of our workforce. The Unified State Plan serves as a roadmap that aligns all of our initiatives together into a cohesive and measurable design, but it would be ineffective if we were not all driving in the same direction. Your hard work and accomplishments help everyone, from legislators to students, make better informed-decisions about career pathways, and allow South Carolinians of all ages to explore the over 800 occupations available statewide.

I look forward to our continued collaboration, the launch of the highly anticipated Portal, and providing even more resources to ensure that our residents have all the support they need to succeed.



WILLIAM H. FLOYD, III

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



\$9.12B

**TOTAL CAPITAL
INVESTMENT (2025)**

8,100

NEW JOBS (2025)

**Announced in Connection
with Capital Investment*



4.0%

**UNEMPLOYMENT RATE
(September 2026)**

2.6M

**PARTICIPATION IN
THE WORKFORCE**



58

**PUBLIC & INDEPENDENT
UNIVERSITIES AND
COLLEGES + TECHNICAL
COLLEGES**

252k

**FALL POSTSECONDARY
CREDIT ENROLLMENT
(2024)**

SINCE 2019

674

**ECONOMIC
DEVELOPMENT
PROJECTS**

56%

**AVERAGE TOTAL
EMPLOYMENT IN TOP
FIVE INDUSTRIES (2025)***

59,412

**CREDENTIAL
AWARDED IN
HIGHER ED (2023-24)**

\$45.6B

IN CAPITAL INVESTMENT

24%

**TOTAL EMPLOYMENT
IN HEALTHCARE +
MANUFACTURING**

74,238

**TOTAL HIGH SCHOOL
CAREER AND
TECHNICAL EDUCATION
CERTIFICATIONS
AWARDED (2023-24)**

78,000

NEW JOBS

**Announced in Connection
with Capital Investment*

**Healthcare, retail
trade, manufacturing,
accommodation and food
services, and educational
services..*



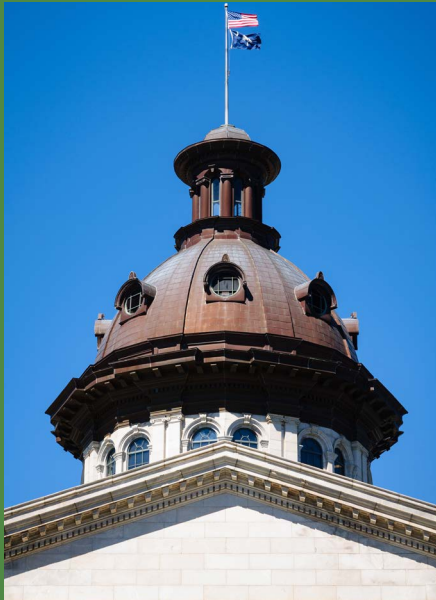
EXECUTIVE SUMMARY

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

The USP is a living document the CCWD will review and revise as needed on an annual basis. The initial USP provided a starting point from which organizations began to align and determine efforts that impacted the metrics. This refreshed version of the Unified State Plan highlights the targeted projects that will provide South Carolinians with better access to tools to navigate multiple pathways to success.

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

Visit findyourfuture.sc.gov/resources-partners to view all CCWD Annual Reports.



VISION

Achieve and sustain South Carolina's workforce potential.

MISSION

Through collaboration and coordination, align and enhance South Carolina's education and workforce system so that it is readily accessible, highly effective, and easily understandable.

Awareness



GOALS

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

STRATEGIES

- 1 Increase the understanding about the top industries in South Carolina and the pathways to the occupations within them for students at all levels, as well as those who are unemployed, underemployed, or not in the labor force.
- 2 Increase South Carolina employers' understanding of services available to assist them in hiring and retaining South Carolinians.
- 3 Decrease the number of contacts a South Carolina employer must make within state government to address matters related to education and workforce.

Skills



GOALS

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

STRATEGIES

- 1 Increase participation in work-based learning experiences for students at all levels and for adults reentering the workforce.
- 2 Increase the percentage of the South Carolina labor force holding a high value credential.
- 3 Increase the percentage of individuals who, after earning a credential in South Carolina, are employed, participating in a year of service, or pursuing additional education in the state.

Barriers



GOALS

Increase options to overcome barriers in childcare, housing, and transportation that South Carolinians may face when accessing education and entering the workforce.

STRATEGIES

- 1 Increase the number of available and affordable childcare options for parents and guardians who are entering the workforce or obtaining education.
- 2 Increase the number of eligible workers living within a short drive, bus, or bike ride, of the largest employment center in each county.
- 3 Increase the number of alternative transit options for individuals without vehicles to get to work.



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Our Values

In 2026, the CCWD adopted the five pillars of America's Talent Strategy as the values that establish the framework for shaping the priorities in the Unified State Plan.

I. Industry-Driven Talent Pipeline

Education and training should be aligned with employers' needs while emphasizing priority industries and occupations that are in high demand, have strong growth potential, and provide a considerable return on investment for jobseekers. This alignment requires a coordinated effort across businesses, educational institutions, and workforce agencies.

II. Worker Mobility

The education and workforce system should support lifelong learning, career advancement, and economic mobility by helping more people enter careers and providing clear pathways and resources for continuous advancement. To do this, the tools and systems created will promote worker mobility through apprenticeships and internships, short-term credentials, and stackable training opportunities. The CCWD will prioritize adaptability, scale, and the ability to have multiple pathways to success.

III. Integrated Systems

The CCWD sees the value in connecting education, workforce development, and support services into a single cohesive system. When there is a shared and coordinated framework, the workforce system can scale to meet demand and readily align training resources, such as through the Workforce Pell Grant program.

IV. Accountability

Outcomes must be evaluated using a consistent set of metrics across agencies. This enables the CCWD to evaluate programs to ensure they lead to positive labor market outcomes, such as increased job placement or higher wages. The systems in place must be able to track outcomes that matter to both the jobseeker and the employer.

V. Flexibility & Innovation

The CCWD remains adaptable to the varying workforce needs of our industries and includes Artificial Intelligence (AI) literacy and skill development among its priorities. The Council seeks to assist the state and local communities in identifying opportunities to develop innovative solutions that address the needs of local workforce development areas and the state economy. This can look like expanding the use of Workforce Innovation and Opportunity Act (WIOA) waivers or investing in outcome-based pilot programs.





Planning Process

Work on the Unified State Plan began in 2023, with the CCWD adopting the inaugural USP in 2024. In 2025, the CCWD began developing consistent methodologies for evaluating workforce and education programs through the Research and Innovation Committee. In 2026, the CCWD Executive Committee voted to adopt the principles of America's Talent Strategy as its values:

- Industry-driven strategies
- Worker mobility
- Integrated systems
- Accountability
- Flexibility and innovation

These values will continue to guide the work of the CCWD and its committees.

Awareness encompasses outreach, transparency, and information sharing to better inform businesses and people in South Carolina about the diverse career opportunities and available services within the state.

Skills focuses on training and work-based learning opportunities, so students and workers have more real-world experience and are career-ready.

Barriers addresses circumstances that prevent some individuals from obtaining additional education or returning to work.

While numerous circumstances can create barriers, the USP primarily focuses on childcare, housing, and transportation.



FIGURE 1

Members from the CCWD at the June 22, 2026 full council meeting. This June meeting is when the adoption of the principles of America's Talent Strategy by the Executive Committee was announced.



FIGURE 2

Lieutenant Governor Pamela Evette and five Generation Z panelists discussed generational perspectives and strategies for responding to, including, and strengthening the future workforce during the September 22, 2025 full council meeting.

Since the inaugural release of the USP, the CCWD has expanded its membership to include more employers, better aligning its education and training work with employer needs.

Each CCWD organization was invited to participate beyond meetings in working groups most relevant to their missions. Some agencies have different divisions or department leaders who serve on multiple committees, matching their division or department experience to the applicable group.

The working groups are part of **seven (7)** CCWD committees:

- 1. Executive**
- 2. Research and Innovation**
- 3. Communications**
- 4. Portal Steering**
- 5. Veterans**
- 6. Pathways**
- 7. Employer Alignment**

These official committees were created to focus on the specific projects highlighted in the Statewide Education and Workforce Development Act.



FIGURE 3

CCWD Communications Chair Justin Hancock and Veterans Committee Chair Todd McCaffrey discuss best practices at the March 22, 2026 full council meeting.



FIGURE 4

Dr. Rebecca Battle-Bryant introduces business leaders for the Community Engagement panel discussion at the June 22, 2026 full council meeting.

The work of these committees directly contributed to the completion of the Return on Investment (ROI) Study, Supply Gap Analysis 2.0, Industry Engagement Toolkit, an updated summary and baseline for High-Value Credentials, and the draft Request for Proposal (RFP) for the Find Your Future (FYF) Portal. The FYF Portal, also known as the Statewide Central Education and Workforce Portal, will be an interactive, virtual platform that will connect people to personalized education, training, and employment opportunities.

To improve communication, collaboration, and transparency, a reporting process was established for each committee at the end of Fiscal Year (FY) 2025-26.

Each committee will be responsible for submitting its meeting minutes, annual deliverables, and recommendations to the Executive Committee.

These reports will be available online at findyourfuture.sc.gov/resources-partners/ccwd-minutes-and-meetings.



FIGURE 5

The CCWD engaged in a brainstorm session to identify ways to enhance internship opportunities within their organizations at the March 22, 2026 full council meeting.

Unified State Plan



Awareness

CHALLENGES

- A lack of awareness of the state's vast and diverse job opportunities.
- A need to simplify participation in work-based learning and training programs for businesses.
- Stigmas about and a lack of community trust in certain industries.
- A need to broaden the concept of "college" to include all post-secondary options.

GOAL

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

STRATEGIES

- 1 Increase the understanding about the top industries in South Carolina and the pathways to the occupations within them for students at all levels, as well as those who are unemployed, underemployed, or not in the labor force.
- 2 Increase South Carolina employers' understanding of the services available to assist them in hiring and retaining South Carolinians.
- 3 Decrease the number of contacts a South Carolina employer must make within state government to address matters related to education and workforce.



Example Projects

- In FY 25-26, the CCWD published the [Industry Engagement Toolkit](#). This toolkit is designed to help industries and community partners better understand how to develop work-based learning opportunities to train, mentor, and recruit young people.
- [The Works](#) podcast hosted by Chairman Floyd spotlights the strategic efforts of the CCWD, workforce leaders, and workforce development activities in South Carolina, while providing helpful labor market information.

Awareness Metrics

AWARENESS OF OCCUPATIONS

- Percent of households aware of the opportunities in top career clusters.
- Percent of households with a favorable opinion about working in one or more of those clusters.

AWARENESS OF SERVICES

- Percent of employers aware of the resources on the CCWD's website, findyourfuture.sc.gov, and the FYF Portal once launched.
- Percent of employers who would recommend the FYF website and Portal to fellow businesses.

SUCCESS STORY

South Carolina Nurses' Retention

Launched in 2021, the [South Carolina Nurses' Retention Initiative \(SCNRI\)](#) is a nonprofit organization dedicated to raising awareness about and addressing the growing nurse shortage in Beaufort County and Hilton Head Island. Its mission is to attract and retain registered nurses in Beaufort, Jasper, Hampton, and Colleton counties by offering a financial award program for recent graduates in exchange for a two-year work commitment.

This program is available to recent graduates of a 4-year nursing program leading to a Bachelor's Degree in Nursing or a 2-year nursing program leading to an Associate's Degree in Nursing.



Skills

CHALLENGES

- Some jobseekers lack soft skills (e.g., time management, attention to detail, customer service, public speaking, etc).
- Some new hires quit within two weeks.
- Some businesses do not provide opportunities for potential employees to learn and upskill.
- Some educators lack clarity on which soft and hard skills are viewed as being in demand by industries.

GOAL

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

STRATEGIES

1

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

2

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

3

Increase the percentage of individuals who, after earning a credential in South Carolina, are employed, participating in a year of service, or pursuing additional education in the state.

4

Increase student awareness of the necessary soft skills that will help them progress through the career of their choice.

5

Increase the usage of skills-based language to provide students at all levels with practical, job-ready abilities.

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



CCWD Projects

- In FY 25-26, the Find Your Future website was updated to provide resources for obtaining high-value credentials, additional industry training, and available work-based learning opportunities.
- The Priority Occupation Dashboard enables individuals to explore career opportunities in South Carolina.
- The Workforce Outcomes Dashboard combines education data with wage records to highlight potential outcomes for graduates.

Skills Metrics: K-12 Education

ACADEMIC AND REAL WORLD EXPERIENCE

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

Example Data Sources

The South Carolina Department of Education, South Carolina Education Oversight Committee, and local school districts.

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

DESIRED RESULT

- %** Percent of individuals, who during the second quarter after receiving a high school diploma, meet one of the following categories:
- Full-time employment
 - Year of service
 - Higher education

Example Data Sources

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

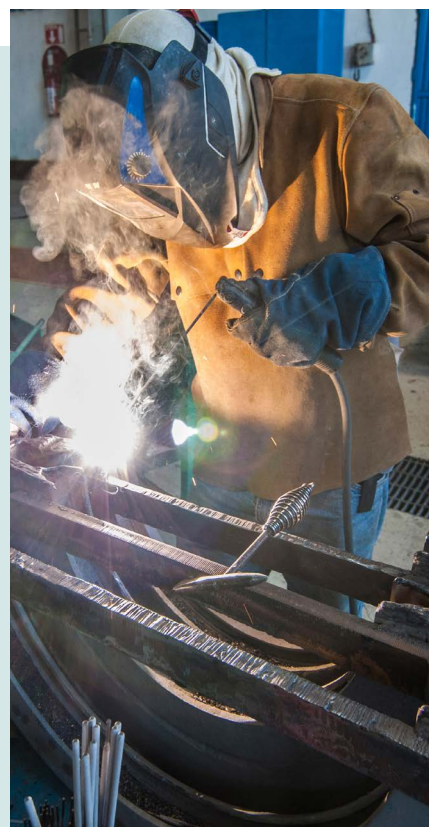
Note: Military enlistment is another desired result, but is not included because the U.S. Department of Defense does not provide information on the number of individuals that enlist.

CASE STUDY

High School Dual Enrollment and Work-based Learning

South Carolina offers several programs that enable students to earn both a high school diploma and an additional credential, such as a certificate, an industry-recognized credential, or an associate degree.

Every county in South Carolina has access to dual enrollment through local technical and community colleges. This allows students to take college-level courses that count toward their high school graduation requirements, as well as earn an associate degree or industry-recognized certificates in fields such as healthcare, welding, and computer technology.



Skills Metrics:

Higher Education and Year of Service

ACADEMIC

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

Example Data Sources

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

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

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

REAL WORLD EXPERIENCE

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

Example Data Sources

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

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

DESIRED RESULT

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

Example Data Sources

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

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



Skills Metrics: Higher Education and Year of Service

CASE STUDY

AmeriCorps South Carolina

AmeriCorps, the federal agency for national service and volunteerism, provides opportunities for South Carolinians to serve their communities and gain on-the-job training. AmeriCorps partners with local South Carolina programs in areas such as education, environmental stewardship, economic opportunity, and more.

[South Carolina First Steps](#) provides an additional service avenue through AmeriCorps via the [AmeriCorps VISTA program](#). The VISTA program invites volunteers to strengthen organizations working to alleviate poverty through programs dedicated to education, public health, and access to essential services. This program allows VISTA members to build capacity in areas such as nonprofit management, communications, fundraising, and more. These full-time volunteers pledge a year of service in South Carolina. This work-based learning allows volunteers to support efforts that empower their community and create lasting impact, all while gaining valuable professional experience.

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

Barriers

CHALLENGES

- Housing and childcare costs prevent individuals who are able and available to work from pursuing education and training opportunities. These expenses may also make working more costly than staying home.
- Limited transit availability reduces job accessibility.

GOAL

Increase the resources South Carolinians can use to overcome barriers to access education and enter the workforce.

STRATEGIES

- 1 Increase the number of available and affordable childcare options for guardians entering the workforce or obtaining education.
- 2 Increase the number of eligible workers living within a short drive, bus ride, or bike ride to the largest employment center in each county.
- 3 Increase the range of transportation options so that people without personal vehicles can reliably, safely, and affordably reach their workplaces.



Barriers Metrics

CHILDCARE



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

Example Data Sources

South Carolina First Steps, South Carolina Child Care Resource & Referral, and the South Carolina Department of Social Services via South Carolina Endeavors.

Note: Capacity is defined as the supply of staffed and licensed, quality programs that people can reasonably find and afford.

TRANSPORTATION



The number of ride-pooling, or shared transportation, options across the state, with a certain percentage of that ridership being work-related.

Example Data Sources

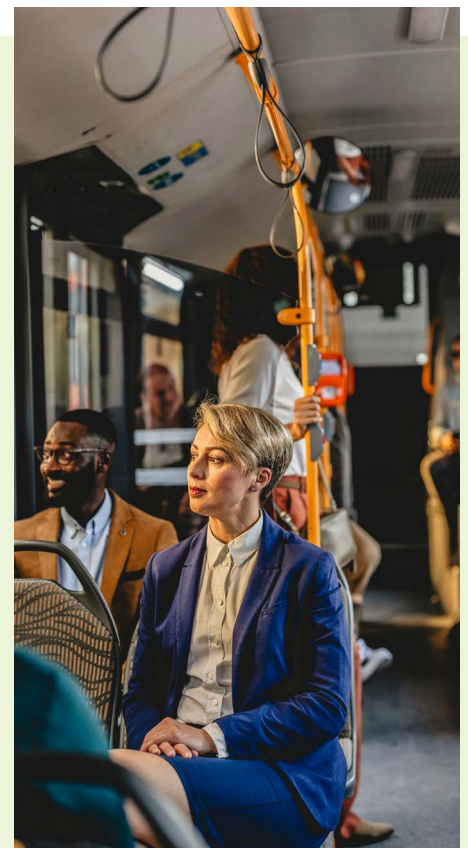
The South Carolina Department of Transportation, South Carolina Transportation Association, and regional transit authorities.

CASE STUDY

Pee Dee Regional Transit Authority

Pee Dee Regional Transit Authority (PDRTA) is the public transportation authority serving six counties: Chesterfield, Darlington, Dillon, Florence, Marion, and Marlboro. As the largest transit authority in the state, PDRTA operates primarily in a rural area. In addition to offering paratransit and demand response services, PDRTA provides workforce transportation, ensuring employees have a reliable way to get to work.

In 2025, PDRTA averaged between 36,000 and 40,000 passenger trips each month, with nearly 60% of those trips being work-related!



Awareness



OCCUPATIONS

Percent of households that are aware of the opportunities in top career clusters in the state.

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

SERVICES

Percent of employers aware of resources available on findyourfuture.sc.gov and the FYF Portal once launched.

- Percent of employers who would recommend fellow employers use the website and portal.

Skills: Secondary Education



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

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

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

Skills: Higher Education & Service



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

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

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

Barriers:



CHILDCARE

Early childhood education capacity for children under the age of 5, from birth to kindergarten, in licensed childcare and public prekindergarten facilities.

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

TRANSPORTATION

Number of ride-pooling or shared transportation options available to commute to work.



Priority Occupations

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

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

CALCULATION

Stage 1

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

1

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

2

Occupations that typically require a High School education or less.



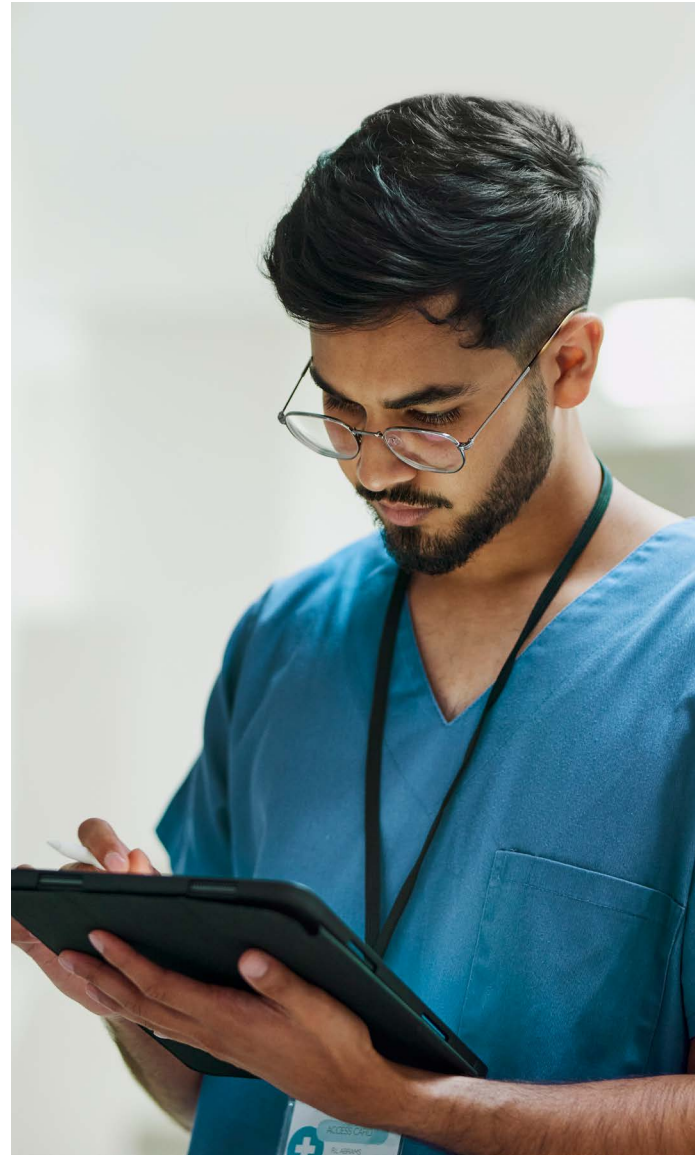
HOW CAN PRIORITY OCCUPATIONS BE UTILIZED?

- Local school districts may utilize as part of determining industry certificates to offer and grow.
- Higher education may utilize when determining current programs to expand and new programs to add.

Stage 2

A [Supply Gap Analysis](#) is applied to occupations that typically require higher education. The full Supply Gap report and methodology from the South Carolina Department of Employment and Workforce's Labor Market Information division is available online. The supply gap calculates the difference between annual job openings requiring higher education and an estimate of higher education graduates from South Carolina institutions that are expected to work in South Carolina and in the respective field(s) that align with their program of study.

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



WHO ELSE IS USING PRIORITY OCCUPATIONS?

In South Carolina, Priority Occupations are a key tool for workforce planning and policy, aligning education and training, and providing guidance to jobseekers!

The [Priority Occupation Dashboard](#) on the Find Your Future website allows jobseekers to search by career cluster or region, filter by starting salary or location, and view which Priority Occupations are available in their county.

Stage 3

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

Current Demand

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

Future Growth

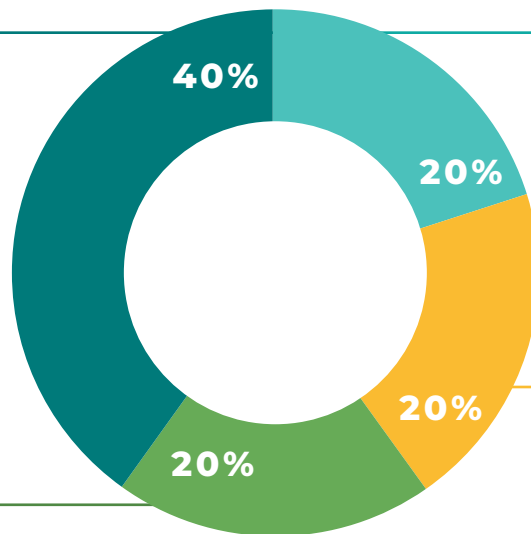
Projected number of future openings in South Carolina over the next ten years divided by the current number of individuals employed.

Viability

Mean annual wage in South Carolina for the occupation.

Retention

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



CALCULATION STEPS INCLUDE THE FOLLOWING:

1

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

2

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

3

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

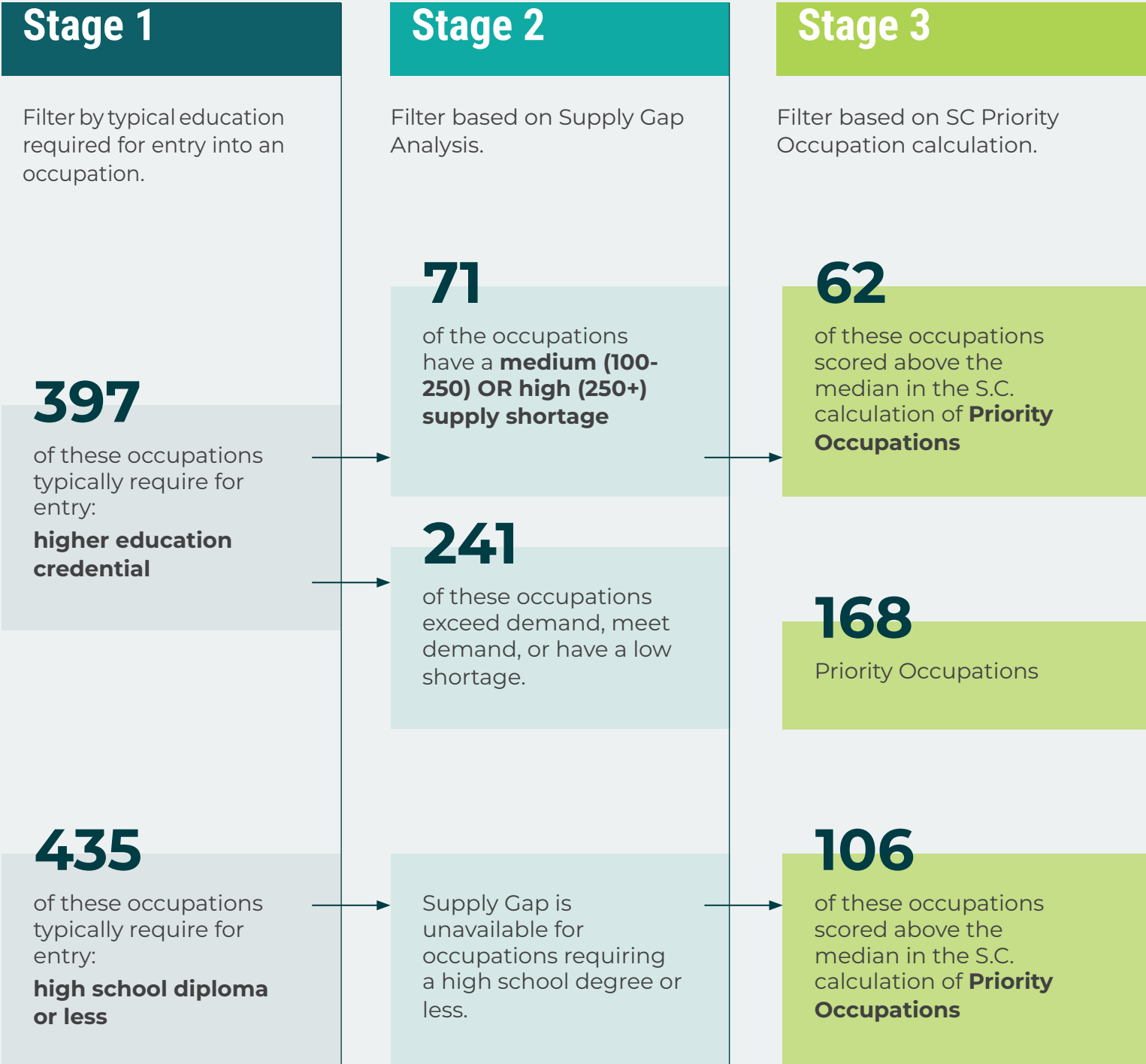
4

Obtain a raw score for each variable.

5

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

800 + Occupations in S.C.



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

Priority Occupation Examples

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

Nurse Practitioners

Practitioners

	Percentile	x Weight	= Raw Score	Total Score	
	Step 1	Step 2	Step 3	Step 4	Step 5
Current Demand	1,889 job postings	91.8%	40%	36.73	Do scores in step 4 total 50 or more? Yes (94.21) This is a Priority Occupation
Future Growth	56.61%	99.9%	20%	19.98	
Viability	\$114,700 mean wage	93.2%	20%	18.64	
Retention	5.19% turnover	94.3%	20%	18.86	

Welders, Cutters, Solderers, and Brazers

		Percentile	x Weight	= Raw Score	Total Score	
		Step 1	Step 2	Step 3	Step 4	Step 5
Current Demand		823 job postings	83.2%	40%	33.27	Do scores in step 4 total 50 or more? Yes (56.18) This is a Priority Occupation
Future Growth		29.4%	29.4%	20%	5.88	
Viability		\$47,800 mean wage	40.8%	20%	8.15	
Retention		9.81% turnover	44.4%	20%	8.88	

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

Career Cluster Background

The 14 career clusters are utilized by the South Carolina Department of Education in K-12 schools. The clusters originate from the U.S. Department of Education's Office of Vocational and Adult Education and the National Association for State Directors of Career Technical Education Consortium. South Carolina's [Education and Economic Development Act](#) requires all students in the eighth grade to create an individual graduation plan based on a career cluster system to put the students on a career path once they get into ninth grade.

The clusters are broad groups of careers and industries created by the U.S. Department of Education to provide a structure for organizing and delivering quality career and technical education programs. While South Carolina currently utilizes the national career clusters, state statutes do not specifically require them to be used. Each career cluster contains "occupations" in the same field of work that require similar skills. There are 14 clusters that students can choose from, including those in Figure 2.



FIGURE 2

14 career clusters from which eighth grade students may choose for a career path. Not every school district offers all 14 clusters.



Learn More

Dashboards

Priority Occupations

Priority Occupations are identified based on current demand, projected growth, viability, and retention. These jobs are in high demand and forecasted to become essential, thriving careers with untapped potential!

The Priority Occupation Dashboard was created to help people discover exciting opportunities in South Carolina. Whether they're exploring a career path or looking for a new job, the Dashboard is an invitation to discover occupations related to their interest.

The Priority Occupation Dashboard is available online at findyourfuture.sc.gov.

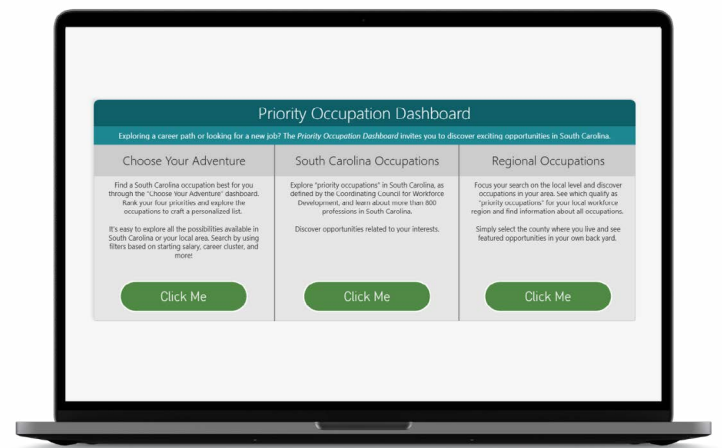


FIGURE 1

An example of the Priority Occupation Dashboard on the Find Your Future website.

Workforce Outcomes

The Workforce Outcomes Dashboard provides information for wages earned by graduates of South Carolina education and training programs, as well as the industries and occupations they enter after completing their programs, reflecting outcomes in the SC labor market.

This dashboard combines education data from the SC Commission on Higher Education with wage records from the S.C. Department of Employment and Workforce.

The Workforce Outcomes Dashboard is available online at findyourfuture.sc.gov.

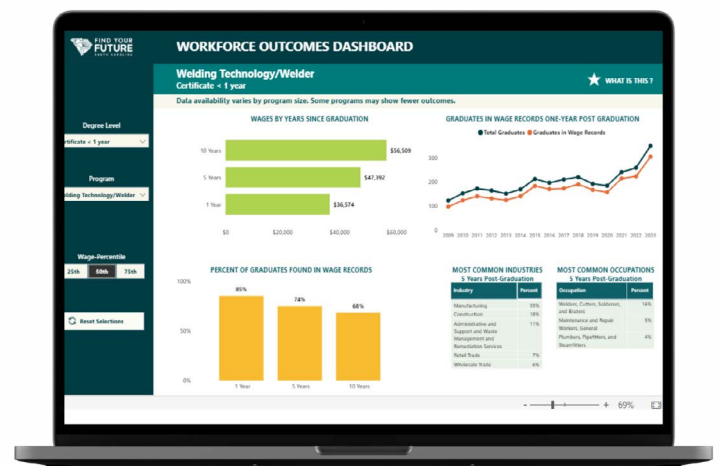


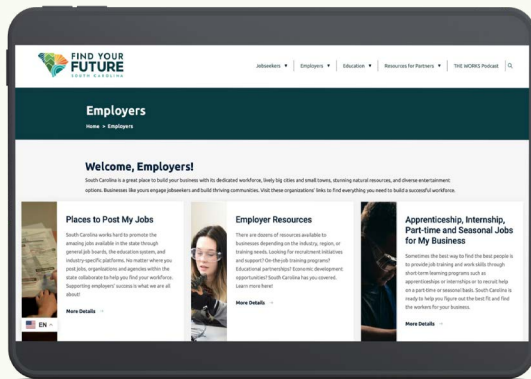
FIGURE 2

An example of the Workforce Outcomes Dashboard on the Find Your Future website.

Find Your Future Through...

FindYourFuture.sc.gov

FindYourFuture.sc.gov is a resource repository for jobseekers, students, employers, educators, and CCWD partners. Each section of the website provides in-depth information regarding recruitment support, education and training opportunities statewide, up-to-date research and labor market information, and partner and program spotlights.



The WORKS Podcast

[The WORKS](#) podcast spotlights the strategic efforts of the CCWD, workforce leaders, and exciting workforce development activities in South Carolina. Join host William Floyd, Chair of the CCWD, as he speaks with a new guest each episode about the Workforce, Opportunities, Resources, and the Key to Success (the WORKS).



Dr. Tim Hardee, SC Tech System



Pamela Evette, Lt. Governor



Ellen Weaver, Superintendent



Andy Carr, Manufacturing Extension Partnership



Dr. Rebecca Battle-Bryant, Office of Statewide Workforce Development



Jay West, Office of Regulatory Staff



Duane Parrish, Dept. of Parks, Recreation and Tourism



Jess Key, Newport News Shipbuilding



Felicia Johnson, Vocational Rehabilitation Dept.



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