



**Henry McMaster**  
Governor

**SOUTH CAROLINA**  
DEPARTMENT OF COMMERCE

**Robert M. Hitt III**  
Secretary

July 1, 2020

Dear Governor McMaster,

In accordance with Act 252, Section 13-1-2030 (B)(1)(f), please find the Coordinating Council for Workforce Development (CCWD) Annual Report for July 1, 2019 through June 30, 2020.

Highlights from this year include the development of South Carolina's first Workforce Dictionary of terminology and definitions as well as the creation of new Regional Workforce Snapshots. The CCWD also saw greater engagement with state partners as a Comprehensive Workforce Plan continued to advance.

This year presented South Carolina's workforce with remarkable extremes, from record low unemployment through February to the repercussions of COVID-19 beginning in March. This rapid shift in focus to serve constituents and industry, embraced by state partners, shows South Carolina's tireless commitment to building a workforce system that helps ensure prosperity for all citizens. Dedication of this magnitude will be critical in continuing to provide assistance and helping to navigate the impacts of COVID-19.

In the next fiscal year, the CCWD will remain agile to assist agencies in their efforts during COVID-19 and endeavor to create greater collaboration and coordination between partners.

Thank you, and please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Robert M. Hitt III  
Chair, Coordinating Council for Workforce Development

RMW/ek/vw  
Enclosure

cc: South Carolina General Assembly

# South Carolina Coordinating Council for Workforce Development

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2020 Annual Report



South Carolina Department of Commerce

# COORDINATING COUNCIL FOR WORKFORCE DEVELOPMENT

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# COORDINATING COUNCIL FOR WORKFORCE DEVELOPMENT

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## Overview

The South Carolina Coordinating Council for Workforce Development (CCWD) was formed in response to a general need for improved coordination of efforts in the area of workforce development. The CCWD was established by the General Assembly in Act 252 of 2016 to “engage in discussions, collaboration and information sharing concerning the state’s ability to prepare and train workers to meet current and future workforce needs.”

The CCWD is chaired by the Secretary of Commerce with nine additional members drawn from state agencies or entities involved in education and training, including a representative of the business community appointed by the South Carolina Chamber of Commerce. Employees of the South Carolina Department of Commerce primarily staff the CCWD, with assistance from the Commission on Higher Education and the State Board for Technical and Comprehensive Education.

## Council Responsibilities and Membership

The CCWD is charged with:

- Developing and implementing procedures for sharing information and coordinating efforts among stakeholders to prepare the state’s current and emerging workforce;
- 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;
- 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;
- Developing a method for identifying and addressing long-term workforce needs;
- Conducting an ongoing inventory of existing workforce programs to identify duplications among and within the programs and identify ineffective programs.

## Current Council Members

Bobby Hitt, Secretary of Commerce, Chairman, CCWD

Dr. Richard Cosentino, President, Lander University

Dr. Rusty Monhollon, President & Executive Director, South Carolina Commission on Higher Education

Dr. Tim Hardee, President, State Board for Technical and Comprehensive Education

Dr. Jim Clements, President, Clemson University

Dr. David Mathis, EEDA Representative, South Carolina Department of Education

Molly Spearman, Superintendent, South Carolina Department of Education

Dan Ellzey, Executive Director, South Carolina Department of Employment and Workforce

Andrea White, Global SPS and Organizational Development Director, Sonoco Products

Dr. Greg Rutherford, President, York Technical College

CCWD agency heads serve for the duration of their respective state appointments or elected term, as applicable. Other appointed members serve two (2) year terms to allow for rotation of representation among the research universities, four-year colleges and universities, the technical colleges, and other education, economic development and business interests.

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As the CCWD is comprised of nine public sector representatives and one business representative, it was determined by the Chair that advisory groups needed to be established. This would allow for board chairs, other stakeholders and the business community to provide comments, guidance and concurrence with recommendations made to and from the CCWD. Therefore, two advisory groups were established: **Strategic Partners Group** and **Business Advisory Group**. All members of the Strategic Partners Group and Business Advisory Group will serve two-year terms and may return for subsequent terms with the CCWD.

## **Strategic Partners Group**

The Strategic Partners Group includes representatives from state agencies and organizations committed to a diverse and successfully trained workforce. The Strategic Partners Group is tasked with vetting and providing guidance relating to CCWD recommendations, implementation of new programs/initiatives and/or changes to existing programs/initiatives.

Melanie Barton, Senior Education Advisor, Office of the Governor  
Mike Brennan, Governors Appointee, South Carolina Department of Education Board  
Wes Hayes, Chairman, South Carolina Commission of Higher Education Board  
Don Tomlin, Chairman, South Carolina Workforce Development Board  
Gregory B. Askins, Chairman, South Carolina Board for Technical and Comprehensive Education  
Frank Rainwater, Executive Director, South Carolina Revenue & Fiscal Affairs Office  
Susie Shannon, President and CEO, South Carolina Council on Competitiveness  
Zelda Waymer, Executive Director, South Carolina Afterschool Alliance  
Georgia Mjartan, Executive Director, South Carolina First Steps  
James Rund, President, ECPI University  
Morgan Browne, Workforce and Member Services, SC Hospital Association

## **Business Advisory Group (Manufacturing, IT, Healthcare)**

The Business Advisory Group includes representatives from small, medium and large businesses and associations from across the state in the manufacturing, healthcare and technology sectors. The Business Advisory Group is tasked with vetting and providing guidance relating to CCWD recommendations, implementation of new programs/initiatives and/or changes to existing programs/initiatives.

Andrea White, Chair, Business Advisory Group  
Jeff Bushardt, Senior Vice President of Human Resources, Comporium  
Sarah Hazard, President and CEO, South Carolina Manufacturers Association  
Clint Hankinson, Marketing & Business Development, IT-oLogy  
Cynthia Bennett, Vice President of Education, South Carolina Chamber of Commerce  
Ben Rex, Chief Executive Officer, Cyberwoven  
Elayne Sheridan, Retired Industry Human Resources Representative  
Laura Hewitt, Vice President, Education and Member Services, South Carolina Hospital Association  
Angela Long, Human Resources Business Partner, Sandvik Coromant  
Robyn Knox, Retired Industry Human Resources Representative

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## **Standing Committees for the CCWD**

The below committees were formed to perform assigned work for the CCWD on an ongoing and as-needed basis.

Data Sharing Committee

Workforce Development Programs Mapping

Workforce Definitions Committee

## **Coordinating Council Staff and Assistance**

Elisabeth Kovacs, Deputy Director-Workforce Development, South Carolina Department of Commerce

Robert Davis, Workforce Development Coordinator, South Carolina Department of Commerce

Research Division, South Carolina Department of Commerce

# COORDINATING COUNCIL FOR WORKFORCE DEVELOPMENT

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## **2019-2020 Activities**

### **Focus of the CCWD**

The workforce system maintains a systematic ebb and flow, reflecting increased employment opportunities for workers in an economic expansion and decreased opportunities during an economic retraction. There are few cases in history where this ebb and flow is interrupted; the extent in which COVID-19 has impacted South Carolina and the United States is unprecedented. Accounting for this extraordinary climate, the annual report will be broken into two sections: Before COVID-19 and COVID-19 Response.

This delineation is necessary to understand the interruption in activities and change in focus. The CCWD, much like the state of South Carolina, has paused to review and evaluate all actions while the council's members address the impact of COVID-19 on their agency/institution, employees and constituents in this critical time. Thus, the focus transitions from cultivating a more dynamic workforce system to reacting to immediate needs of this unique time. Some efforts of the CCWD will remain consistent and are important to South Carolina in any economic conditions, to include: the need for longitudinal data information, interagency coordination and unified actions in a common direction.

### **Before COVID-19**

CCWD membership transitioned with agency leadership changes and term-limits. Four (4) new members were added and provided individual briefings about the CCWD and their required roles and responsibilities. New members, such as these, provide diverse voices and ideas that are crucial to guide the CCWD's development of South Carolina's workforce system.

The year's focus began with continuing committee work and partner engagement. This included: furthering work on the Workforce and Education Oversight Committee (WEDOC) legislation; pursuing the WorkforceONE Summit recommendations and priorities; drafting of the Workforce Dictionary; and sustained engagement with the American Workforce Policy Advisory Board (AWPAB). CCWD staff participated in projects led by partner agencies, including the State Department of Education (SDE) Perkins V State Plan and the Commission on Higher Education (CHE) South Carolina Higher Education Advisory Committee.

## **2019-2020 Updates**

### **Comprehensive Workforce Plan**

After the success of the WorkforceONE Summit, the CCWD agreed to take the priorities and themes gathered and turn them into a plan that would fulfill the council's legislative mandate, 13-1-2030(B)(1)(d), to develop a method for identifying and addressing long-term workforce needs. Crafting such an in-depth blue print required assistance from an entity with tangible experience in project management.

The South Carolina Council on Competitiveness was engaged and asked to draft a proposed scope of work for the development of a comprehensive statewide workforce plan. They worked with various state partners to develop a framework and outline priorities to be submitted to the CCWD for review and approval. This process has been methodical, with the goal of ensuring a strong process and early buy-in from all partners involved. Efforts to proceed with a comprehensive plan have paused as a result of COVID-19.

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## **Workforce Dictionary**

A Workforce Definitions Committee was established and tasked with creating a statewide Workforce Dictionary. This dictionary, like the traditional Webster's Dictionary, will identify and define various education, workforce and economic development terminology and lingo.

The 11-member committee, a cross-representation of CCWD member staff, worked October 2019 through February 2020 and created a document of terms, acronyms and definitions.

The newly drafted dictionary contains 374 terms and 179 acronyms. South Carolina's Workforce Dictionary will be used as a living document, updated as necessary and published with new editions. The first edition will be provided to CCWD for their review with the recommendation from the committee that this document be adopted as S.C.'s official statewide Workforce Dictionary. Once approved, it will be made publicly available.

## **Regional Workforce Snapshots**

South Carolina's workforce system is tracked and measured by a multitude of federal, state and institutional metrics which helps inform policymakers. With such a wide variety of measurements coming from a multitude of sources, it becomes difficult to ensure that information, in its proper context, is available for all stakeholders. Therefore, capturing all of the components of S.C.'s workforce system, in a centralized format, will help identify areas of strength and areas of need.

Regional Workforce Snapshots were created to present specific workforce, industry recruitment and educational data within a one-page, front and back document. This information has been compiled for each of the 12 local workforce regions. The front page offers an overview of each region's footprint by providing current information such as employment statistics, industry data, announced economic development recruitment and educational attainment for residents in those counties. The back page delves into a region's educational outcomes by providing one consecutive school year's educational awards for students, both secondary and postsecondary. The information shows educational awards and the fields in which they were awarded, which can then be compared to the front page, providing a sense of where alignment exists.

This data was collected from the most readily available, public information which is the 2017-2018 school year, in combination with data directly provided from CCWD member agencies. The regional snapshots are only limited by availability of more recent data.

These snapshots are meant to offer basic insights, prompting the reader to then ask more comprehensive questions about the workforce system as a whole. The next level of questions would require the use of longitudinal data, which could then be integrated into regional snapshots to provide a more dynamic understanding of South Carolina's workforce system.

## **Data Sharing/Longitudinal Data**

H.3757 the Workforce and Education Data Oversight Committee (WEDOC) was filed in the House by Speaker Jay Lucas in January 2019. It passed the House with a 92-8 vote and was submitted to the Senate before the end of the 2019 session. In 2020, H.3757 received its first hearing in the Senate and was eventually entered into the budget as proviso 117.159.

Currently, both the proviso and H.3757 are without a resolution.



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## **American Workforce Policy Advisory Board (AWPAB)**

Like the CCWD, the AWPAB was created to identify national workforce goals and objectives and also created standing committees, one of which focused on longitudinal data. The AWPAB, Data Transparency Working Group was interested in learning about the work of the CCWD and proposed WEDOC legislation. Through this work, CCWD staff was asked to assist White House Staff in the development of an Interoperable Learning Records Landscape Inventory (ILR). Due to the work of the CCWD and relationships with innovative, in-state businesses, it was determined that S.C. has implemented components of an ILR through our partnership with South Carolina-based Tallo. Tallo was then included in the published inventory under the Products and Services, market-facing ILR-related tools.

Tallo, an amalgamation of Talent Locator, is a tech company based in Mount Pleasant, South Carolina. Tallo (formerly STEM Premier) is an online platform that connects talent with opportunities. The Tallo app assists students in designing a career pathway, educators in recruiting top talent to their schools and employers in developing a stable, continuous talent pipeline. Students (ages 13+) and professionals showcase their skills and abilities in their online profile and are able to connect directly with companies and colleges looking for the next generation of talent.

## **CCWD Meeting - December 4, 2019**

The CCWD convened on December 4, 2019 with a quorum present. The meeting commenced with the approval of minutes and an introduction of the new members on the CCWD. After a brief overview of the history and a summary of the actions taken to date by the CCWD, updates were provided on the various developments and initiatives.

Dr. Peggy Torrey, with the South Carolina Council on Competitiveness, provided an overview of the proposed “Comprehensive Workforce Plan.”

The priorities presented included:

- 1.) South Carolinians are served through a streamlined, integrated effective workforce/education leadership structure that aligns state priorities and investments.
- 2.) Education and training at all levels are aligned with each other and with the workforce landscape.
- 3.) South Carolinians are aware of emerging and available jobs, awareness of their availability in their area, and pathways to qualify for them.
- 4.) All South Carolinians have access to living wage jobs, awareness of their availability in their area and pathways to qualify for them.
- 5.) Relevant data is shared and available (within privacy guidelines) to facilitate decision making and outcome tracking.

The comprehensive workforce plan would direct the CCWD in its entirety, and the agencies individually, to the transformations desired within the workforce system and how to accomplish these changes. All actions would be accomplished through the creation of time-sensitive metrics and expressed responsibilities that would direct all steps taken.

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After Dr. Torrey completed her presentation, the CCWD discussed the concept and need for this type of plan. The CCWD determined that a statewide comprehensive workforce plan should be developed. **A motion was made and approved unanimously.**

Dr. Erica Von Nessen, S.C. Department of Employment and Workforce (DEW), provided a history of the work to-date that resulted in the establishment of H. 3757, Workforce and Education Data Oversight Committee (WEDOC) legislation. CCWD members then engaged in substantive discussion on the need for longitudinal data, the focus on protecting citizens' individual data and the proposed structure of the WEDOC. **A motion was made to ask Revenue and Fiscal Affairs to host an information session for CCWD members with the goal of remedying any concerns of the H.3757 and was approved unanimously.**

Updates were then presented regarding the Workforce Dictionary, EEDA Coordinating Council and the S.C. Higher Education Advisory Committee. There was no new business, a motion was made and the meeting was adjourned.

## COVID-19 Response and Next Steps

COVID-19 began its impact on South Carolina in the beginning of March 2020 and has come to affect every part of life since then. The pandemic resulted in extraordinary changes including school closures, historic layoffs and sweeping changes to the daily lives of all citizens in the state. Its sudden and drastic impact has generated a tremendous response from the governor's office, the state legislature and all the state agencies and partners involved.

Governor McMaster's accelerateSC Task Force spearheaded the response and addressed topics from rural broadband, distance education and public health. Private sector business and industry have shown equal conviction in addressing COVID-19, sharing best practices and organizational responses among partners and competitors alike.

As South Carolina awaits the return of the state legislature to direct spending of the over \$1 billion of federal Coronavirus Aid, Relief and Economic Security Act (CARES) funding, state agencies have been actively serving and addressing constituent needs. The CCWD is working to collect information on the actions being taken by council member agencies and other workforce entities. All partners and entities have been asked to provide an overview of the workforce resources and initiatives being offered for individuals and businesses in the near term (0-3 months), mid-term (3-9 months) and later, as a result of COVID-19.

Capturing the actions and direction of workforce agencies and partners will allow for better coordination when addressing populations and bring attention the areas of population within South Carolina that will need additional assistance.

The CCWD continues to monitor national trends and initiatives to address workforce needs during COVID-19. The White House American Workforce Policy Advisory Board released their "National Workforce Recovery Call-to-Action" in May 2020, outlining three workforce recovery goals:

I. Expedite American workers' return to employment and upward mobility by investing in career pathways and implementing skills-based hiring practices;

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**II.** Remove obstacles to the modernization of American education and training to accelerate reskilling and facilitate innovation in workforce development;

**III.** Build the technological infrastructure necessary for the future of work.

The recommendations within the call-to-action stress “A shared, coordinated, sustained effort by government, business, labor, education, and others is profoundly urgent” to address COVID-19 and workforce needs.

The document continued with the call to address current workforce needs by connecting “displaced workers to upskilling and reskilling pathways” and ensuring they have access to the “online tools and distance learning they will need to guide them toward good jobs in rebounding fields as the health crisis abates and the economy begins to recover.”

These key aspects of the “National Workforce Recovery Call-to-Action” align with the CCWD mandate 13-1-2030(A) to “engage in discussions, collaboration, and information sharing concerning the state's ability to prepare and train workers to meet current and future workforce needs.” The CCWD’s ability to implement such actions will require a cohesive approach once members have the ability to focus on more than the reactive mode in which they are operating related to their constituents.

The uncertain times created by COVID-19 will allow for the examination of national and state workforce practices and exploration of new ways to engage and cultivate the workforce needed moving forward. The CCWD will remain attentive to best practices and novel education and workforce programs, so these lessons can be shared and implemented in South Carolina.

**APPENDIX**

**MINUTES OF THE  
OF THE  
SOUTH CAROLINA COORDINATING COUNCIL  
FOR WORKFORCE DEVELOPMENT**

**December 4, 2019**

**MEMBERS PRESENT:**

Mr. Bobby Hitt  
Dr. Rusty Monhollon  
Dr. Richard Cosentino  
Mr. Brad Neese (Proxy for Dr. Tim Hardee)  
Dr. Greg Rutherford  
Dr. David Mathis  
Mr. Dan Ellzey  
Ms. Angie Leidinger (Proxy for Dr. Jim Clements)  
Ms. Andrea White

**STAFF PRESENT:**

Ms. Elisabeth Kovacs  
Mr. Robert Davis  
Mr. Michael McInerney

**MEMBERS ABSENT:**

Ms. Molly Spearman

**STRATEGIC PARTNERS GROUPPRESENT:**

Ms. Susie Shannon  
Mr. Don Tomlin

Mr. Jim Rund

**BUSINESS ADVISORY GROUP MEMBERS PRESENT:**

Ms. Cynthia Bennett  
Mr. Clint Hankinson  
Ms. Morgan Browne  
Mr. Jeff Bushardt

Ms. Sarah Hazard  
Ms. Robyn Knox  
Ms. Zelda Waymer  
Ms. Debbie Locklair

**NOTIFICATION OF MEDIA**

The South Carolina Coordinating Council for Workforce Development (CCWD) has complied with the requirements of the Freedom of Information Act in notification of the media and posting of the agenda.

**CALL TO ORDER AND WELCOME**

**Secretary Hitt** welcomed the attendees and ensured a quorum. The meeting was then called to order at 2:03 p.m. **Secretary Hitt** welcomed all the new members of the CCWD and **Elisabeth Kovacs** provided a short background on each new council member.

**APPROVAL OF MINUTES**

**Secretary Hitt** asked for a motion to approve the minutes of the previous meeting. A motion was made and seconded, to approve the May 1, 2018 minutes. The minutes were approved with none opposed.

**CCWD History**

**Elisabeth Kovacs** provided a short history on the CCWD summarizing the founding legislation, the mission and the activities during the first two-year term of the council. Elisabeth closed by speaking on the momentum the CCWD currently has and how this sets up the next two years as an opportunity to move forward collectively.

### **WorkforceONE Summary**

**Candice Thompson**, a former Georgetown County Economic Developer and small business owner, provided a summary of the April 2018 WorkforceONE Summit. Candice discussed the main lessons and communicated the vision for South Carolina's workforce future that was crafted by the WorkforceONE participants.

### **SC Comprehensive Workforce Plan**

**Peggy Torrey**, with the South Carolina Council on Competitiveness, spoke on how to leverage the priorities and themes from the WorkforceOne summit to create South Carolina's first "Comprehensive Workforce Plan". After Peggy completed her presentation, the CCWD discussed the concept a comprehensive workforce plan and the priorities taken from the WorkforceONE summit.

Secretary Hitt asked for a motion for the CCWD to support the priorities taken from the WorkforceONE summit and use those to create a comprehensive workforce plan. Dr. Richard Cosentino made a motion and Dr. Greg Rutherford seconded. The motion was approved unanimously.

### **DATA SHARING – Legislation and Committee Update H.3757**

**Erica Von Nessen** provided a history of work to-date for the H.3757 Workforce and Education Data Oversight Committee (WEDOC) legislation. The CCWD discussed the need for the H.3757 legislation and the impact it would have on our ability to study programmatic outcomes. After substantive discussion, the CCWD decided to have a meeting with staff to sort out any last questions regarding the H.3757 legislation.

**Secretary Hitt** made a motion and **Andrea White** seconded for state agency staff to convene to discuss H.3757 and, before the start of legislation session in January, the CCWD will meet to vote in support of the H.3757 legislation if necessary.

### **Workforce Definitions Committee Update**

**Robert Davis** informed the CCWD of the work accomplished by the Workforce Definitions subcommittee and the current status of the workforce dictionary. The workforce dictionary will be provided to the CCWD for their review and approval in 2020.

### **OTHER BUSINESS**

Closing discussions included **Dr. David Mathis** speaking on the Education and Economic Development Coordinating Council (EEDA) annual report that was submitted in December. **Dr. Rusty Monhollon** informed the CCWD of the work CHE is doing to update Public Agenda 2017 through the SC Higher Education Advisory Committee. There being no other business, Secretary Hitt adjourned the meeting at 2:56 p.m.

Minutes transcribed by: Robert Davis

**Elisabeth Kovacs**  
**Deputy Director-Workforce Development**  
**Coordinating Council for Workforce Development**

# Organization/Agency Workforce Services, Resources and/or Initiatives

## Training/Education

CUSTOMER	NOW (0-3 months)	NEXT (3-9 months)	LATER (Q1-Q2, 2021)
<b>Individual:</b>			
<b>Business:</b>			



Term	Acronym (if used)	Classification (Program, Activity, Position, Skill, etc.)	Definition	Agency Submitting	Date
3D Process: Discovery, Design, and Delivery		Activity	The systematic approach that readySC™ uses to develop and deliver targeted training for clients.	SCTCS	10/15/2019
Accreditation		Credential	Official recognition or sanction by an outside or third party that the content and standards of an institution or program conform to standards of performance, integrity and quality. An organization or program can be accredited, but not certified.	Education	10/15/2019
Activity Codes		Data	Codes used by staff in SCWOS in order to track activities provided to job seekers and employers.	DEW	10/18/2019
Adult		Person	An individual who is age 18 or older.	DEW	10/18/2019
Adult Education		Program	Adult Ed. assists adults in the completion of a secondary school education; become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; and assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children	Commerce	1/24/2020
Adult Education and Family Literacy Act of 1998	AEFLA	Legislation	A WIOA Required Partner Program, signed into law in 1998, that provides English language, math, reading, and writing instruction to help students acquire the skills needed to succeed in the workforce, earn a high school equivalency, or enter college and/or career training. Family literacy programs address the literacy strengths and needs of the family/community while promoting parents' involvement in children's education and their own education.	DEW	10/18/2019
Adult Workforce Education		Program	Long- and short-term technical skills training and educational programming targeted to labor market needs. Programs and courses concentrate on skill development, enhancement and training upgrades to meet the needs of employers. Specialty area training supports the local workforce through business-industry consultants who provide assessments, needs analysis, curriculum development, pre-employment and training and post-employment services to specific employers or a consortium of employers	Education	10/15/2019
Adult, Dislocated Worker, and Youth Programs	Adult, DW, and Youth Programs	Program	Also called "Title I" programs, Adult, Dislocated Worker (DW), and Youth Programs are designed to help job seekers access employment and training services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Required WIOA Partner Programs.	DEW	10/18/2019
Advisory Committee		Council	Volunteers authorized by boards of education to advise workforce development programs in such areas as new and emerging careers, curriculum, assessment, work-based learning, facilities and equipment; and to engage educators to improve and expand programs. Members may include former students, parents of current students and representatives of postsecondary institutions, professional associations, government, the community and business/industry.	Education	10/15/2019
All4SC		Program	Marshalling the assets of an entire Research 1 university to support high need school communities — prototyping a community-based schooling model that integrates the academic, social and health needs of students with an educator development as well as PK-postsecondary policy system to sustain better outcomes for young people and their families.	USC	10/30/2019
American College Testing	ACT	Activity	A physical place with a wide range of services designed to help businesses find qualified workers and help job seekers obtain employment and training services to enhance their careers.	Commerce	12/5/2019
American Job Center	AJC	Resource	A civil rights law, along with the ADA Amendments Act, that prohibits discrimination against individuals with disabilities in all areas of public life, including in employment.	DEW	10/18/2019
Americans with Disabilities Act	ADA	Legislation	The expected total financial investment by a company in South Carolina or a company locating in South Carolina for one project announced by the South Carolina Department of Commerce.	DEW	10/18/2019
Announced Investments		Data	The expected total job creation by a company in South Carolina or a company locating in South Carolina for one project announced by the South Carolina Department of Commerce.	Commerce	10/18/2019
Announced Jobs		Data	Annual monitoring of LWDAs is conducted by DEW, as the state representative agency, as required by WIOA and DOL to ensure compliance with federal, state, and local laws, regulations, policies, and guidance.	Commerce	10/18/2019
Annual Monitoring		Activity	Registered comprehensive training program for gainfully employed adults engaged in a career identified by the U.S. Department of Labor, Bureau of Apprenticeship and Training, as a craft or trade that requires a wide and diverse range of skills and knowledge. The training program must be registered with the U.S. Department of Labor and consist of planned day-to-day activities that meet prescribed competencies. Pre-Apprenticeship Training Program helps potential entrants to the apprenticeship system develop their job skills and trade readiness so that they will be prepared to find work as apprentices	DEW	10/18/2019
Apprenticeship		Activity	A division of the SC Technical College System, works to ensure all employers in South Carolina have access to the information and technical assistance they need to create demand-driven registered apprenticeship programs.	Education	10/15/2019
Apprenticeship Carolina™	AC	Program	A person, provided at no cost to the employer, who guides companies through the registered apprenticeship development process from initial information to full recognition in the national Registered Apprenticeship System.	SCTCS	10/15/2019
Apprenticeship Consultant		Position (Job)	Prescribed occupational, technical, or professional skills training via a combination of supervised on-the-job training and related classroom instruction. Such training is prescribed by the union, association, government agency, or industry standards and is contractually conducted.	SCTCS	10/15/2019
Apprenticeship Training		Activity	The area director is the "face" of readySC™ in the field. The role of an AD is fluid and can vary widely based on the needs of the area or project and the availability of support staff. An AD may act as project sponsor, project manager, training manager and even instructor on projects, sometimes all at the same time. The AD charters project phases and resources; determines the feasibility of a project and sets goals and outcomes, and acts as front line supervisor responsible for the stakeholders within an assigned area. This includes managing information around prospects and projects within the area.	SCTCS	10/15/2019
Area Director	AD	Position (Job)	State-level staff who oversee the operation of Employment Services (ES), or Wagner-Peyser (WP) Services throughout the state.	SCTCS	10/15/2019
Area Directors		Position (Job)	An analysis of the strengths and weaknesses of an individual's educational level, work history or vocational skills, and/or identification of employment barriers.	DEW	10/18/2019
Armed Services Vocational Aptitude Battery	ASVAB	Activity	The Armed Services Vocational Aptitude Battery is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States' armed forces.	Commerce	12/5/2019



Assessment		Activity	An assessment is an analysis of the strengths and weaknesses of an individual's educational level, work history or vocational skills, and/or identification of employment barriers.	DEW	10/18/2019
Association for Career and Technical Education	ACTE	Organization	The largest national education association dedicated to the advancement of education that prepares youth and adults for careers.	Education	10/15/2019
Assurance of Learning	AOL	Activity	A process involving assessment of learning outcomes, evaluation of program objectives, and continuous improvement that allows learning activities and programs to document effectiveness.	Lander University	10/15/2019
Back to Work Program		Program	First launched in collaboration with Transitional Homeless Recovery Center and the Main Street United Methodist Church, the Back to Work Program was created to provide individuals living in transitional housing (a homeless shelter in this instance) with the practical skills they need to find gainful employment and to help reintegrate them into the workforce. After the success of this program in the Midlands, it was expanded to Greenville. Because of the success of both locations this became a statewide initiative with the goal of having classes in all 12 workforce regions. The program holds "boot camp" workshops designed to identify individuals' barriers to employment and provide them with tools to overcome personal obstacles. The program's training includes career exploration, conflict resolution transferable job skills, self-esteem building, and maintaining financial stability. Each component of the program is designed to effect immediate positive change. The program not only assists participants with practical skills and obtaining employment, but the Back to Work Program also teaches them how to sustain long-term employment.	DEW	10/18/2019
Badge	N/A	Credential	Designations used to certify more granular skill development, such as the completion of a course, workshop or other short-term training.	CHE	10/18/2019
Barriers to employment		Skill	A documented obstruction that has served to limit, hinder, or prohibit that person's opportunities for participation in the labor force.	DEW	10/18/2019
Basic Skills Deficient		Skill	A youth who has English reading, writing, or computing skills at or below the 8th grade on a generally accepted standardized test or who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.	DEW	10/18/2019
Blended Learning		Activity	A combination of learning transfer methods. Teaching knowledge in a classroom or via computer followed by hands-on lab experience and practice.	SCTCS	10/15/2019
Bona Fide Occupational Qualification	BFOQ	Program	A BFOQ allows an employer to discriminate against employees and potential employees on the basis of religion, sex, or national origin in those certain instances where religion, sex, or national origin is a BFOQ reasonably necessary to the normal operation of that particular business or enterprise.	DEW	10/18/2019
Bridge Student		Person	Technical college students who take courses at another college or university.	Lander University	10/15/2019
Bureau of Labor Statistics (DOL)	BLS	Organization	BLS, a unit of DOL, is the principal federal agency responsible for measuring labor market activity, working conditions, and price changes in the economy. BLS collects, analyzes, and disseminates essential economic information to support public and private decision making.	DEW	10/18/2019
Business Consultants		Position (Job)	Business Consultants provide consistent and effective services to businesses that demonstrate clear connections between workforce development activities and employer needs. Business Consultants market and promote the services offered through the SC Works centers to employers.	DEW	10/18/2019
Business Services		Activity	Activities that assist employers with their employment needs.	DEW	10/18/2019
Capital Investment		Data	One of the minimum requirements that a company must meet to be considered for readySC™ services. A company should be risking an investment adequate enough that it serves as an incentive to succeed (Literally the amount of money a company says it will put into a facility, materials, etc.)	SCTCS	10/15/2019
Career Academy	N/A	Program	A stand-alone school or a "school-within-a-school" that provides preparatory curriculum in the context of a career-oriented theme.	CHE	10/18/2019
Career Advisement/Guidance	N/A	Activity	A comprehensive, developmental approach designed to assist individuals in making and implementing informed educational and occupational choices.	CHE	10/18/2019
Career and Technical Education	CTE	Program	Education methodology and strategies to prepare students for careers as well as continued education. Within CTE are foundational classes and workforce development programs spanning from secondary through post-secondary.	CHE	10/18/2019
Career Clusters / Pathways		Program	The USED has established the national Career Cluster framework as an organizing tool for Career Technical Education (CTE) programs, curriculum design and instruction. There are 16 career clusters in the framework, representing more than 79 career pathways to help learners prepare for greater college and career readiness. The framework functions as a guide in developing programs of study bridging secondary and postsecondary systems and for ensuring a student's Individual Graduation Plan (IGP) offers a complete range of career options. Each career field includes multiple occupations and broad industries that share a fundamental base of knowledge and skills that are required for success in pursuing employment and further study.	Education	10/15/2019
Career Coach		Position (Job)	The Career Coach is a mobile unit used for rapid reemployment events, during natural disasters, or community events. The unit can be taken anywhere in the state for on the spot access for workers and employers to SC Works services. The Career Coach is ADA compliant.	DEW	10/18/2019
Career Coach	N/A	Position (Job)	A person who assists students in preparing for postsecondary education and/or careers by providing career counseling, financial guidance and college and career supports.	CHE	10/18/2019
Career Development	N/A	Activity	A process usually involving school counseling programs to help students understand the connection between school and the world of work and plan for and make a successful transition from school to postsecondary education and/or the world of work as well as successful transitions among careers across the lifespan.	CHE	10/18/2019
Career Development Facilitator	CDF	Position (Job)	Also known as a Global Career Development Facilitator is a person who has completed the Facilitating Career Development Training Program and works in any career development setting or who incorporates career development information or skills in their work with students, adults, clients, employees, or the public.	Commerce	12/5/2019
Career Fair		Event	Program held on campus to allow recruiters from for-profit and non-profit institutions to come on campus to recruit upcoming graduates into their full-time positions.	Lander University	10/15/2019
Career Pathway	CP	Program	Grouping of knowledge and skills (and CTE programs of study) shared by related professions - a layer down from the 16 Career Clusters.	CHE	10/18/2019
Career Pathway	CP	Program	A combination of rigorous and high-quality education, training, and other services that prepares an individual to be successful in any of a full range of secondary or postsecondary education options.	CHE	10/18/2019

Career Services		Services	WIOA merges WIA's core and intensive services into a new category—career services— including basic and individualized services, but unlike WIA, career services can be provided in any order as there is no sequence of service requirement under WIOA. Basic career services include services such as LMI, job listings and referrals, and information on partner programs. Individualized career services are to be provided as appropriate to assist individuals in obtaining or retaining employment. A key component in determining which level of service is needed is an initial assessment of a customer's knowledge, skills, aptitudes, and abilities to support the employment goal, and to identify supportive service needs.	DEW	10/18/2019
Career Specialist		Position (Job)	Career Specialists provide career awareness, exploration, and guidance services to students in public schools, grades six through twelve. Interchangeable title with Career Development Facilitator.	Commerce	12/5/2019
Career vs Job Seeker		Person	Often used interchangeably, to describe someone who is looking for a job or a career, these terms have different connotations. Job is often used for any type of employment that may or may not be part of a career pathway. Career is a series of positions that helps the seeker look forward to a long-term goal or job. Not every job is part of someone's career.	Advocacy & Communications Solutions	12/5/2019
Career-Technical Student Organization	CTSO	Organization	Intracurricular component of career-technical programs having activities designed to support instructional objectives and attainment of technical competencies while helping student members develop interpersonal, citizenship and leadership skills.	Education	10/15/2019
Carl D. Perkins Career and Technical Education Act of 2006	Perkins IV	Legislation	The federal law that is the primary federal investment to states and discretionary grantees for the improvement of secondary and postsecondary CTE programs across the nation.	CHE	10/18/2019
Case Management		Services	The provision of a participant-centered approach in the delivery of services centered around the design of comprehensive IEPs. Plans include service strategies for customers to access career services, supportive services, and job career counseling during program participation and after job placement.	DEW	10/18/2019
Certificate	N/A	Credential	Usually non-credit-bearing awards used by employers and industry associations to validate the skills workers need to enter a specific occupation or industry. Certificates from tertiary institutions can be credit bearing.	CHE	10/18/2019
Chief Elected Official	CEO	Position (Job)	The chief elected executive officer(s) of a unit of general local government in a LWDA and in the case of a local area that includes more than one unit of general local government, the individual(s) designated under an inter-governmental agreement.	DEW	10/18/2019
Classification of Instructional Programs	CIP	Data	The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000.	Education	10/15/2019
Clemson University Center for Workforce Development	CUCWD	Organization	Clemson University Center for Workforce Development, or CUCWD, is a Commission on Higher Education-approved, statewide K-20 initiative to improve workforce educational capacity in STEM field across South Carolina.	Clemson University	10/16/2019
Client Assistance Program	CAP	Program	CAP assists individuals with disabilities who receive or want to receive services from VR, SCCB, and DEW to understand their rights to reasonable accommodations and to be free from disability related discrimination. Protection and Advocacy for People with Disabilities, Inc., (P&A) is the designated administrator of CAP in SC. WIOA Additional Partner Program.	DEW	10/18/2019
Co-enrollment		Program	An individual is co-enrolled when receiving services from more than one program.	DEW	10/18/2019
Collective Responsibility		STEM	The attitudes and beliefs that all stakeholders in the school community share the responsibility of ensuring high levels of learning for every child and that they use their communal strengths to prepare students for success within and beyond K-12 schooling.	SCCMS	11/7/2019
Commercial Driver's License	CDL	Resource	A driver's license required to operate large, heavy, or placarded hazardous material vehicles in commerce. the Commercial Motor Vehicle Safety Act of 1986 established minimum requirements that must be met when a state issues a CDL. It specifies three types of licenses.	Commerce	1/24/2020
Commitment Letter		Document	A document that is provided by the readySC™ state office upon the request of the company, Department of Commerce, local developer or Area Director, outlining those services available and commitments made readySC. The information/commitments in the letter can range from a very generic overview of services to specific monies and services, dependent upon the amount of contact with and details provided by the company.) Only the Vice President of the Economic Development Division/ readySC™ or the President of the Technical College System can sign the letters as they commit the Technical Education System to the expenditure of state tax dollars.	SCTCS	10/15/2019
Community Services Block Grant	CSBG	Program	Community Services Block Grants (CSBG) provide funds to alleviate the causes and conditions of poverty in communities, including services and activities that address employment, education, financial management, housing, nutrition, emergency services, and health needs. WIOA Required Partner Program.	DEW	10/18/2019
Community-Based Organization	CBO	Organization	CBOs are private nonprofit organizations, including faith-based organizations, that are representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.	DEW	10/18/2019
Company Evaluation		Document	A survey response from a company while and/or after they receive readySC™ services. The survey asks for the company's evaluation of the basic readySC™ deliverables.	SCTCS	10/15/2019
Company Information Report		Data	A summary of the company name, contacts, timeline, and demographics of affected workers.	DEW	10/18/2019
Competitive Wage		Data	A project eligibility requirement for readySC™ clients. A standard determination is based on the average wage for the occupation within the county where the position will be located and the skill-level requirements of the position.	SCTCS	10/15/2019
Completer		Credential	A student who enrolls in and completes an approved career-technical program AND demonstrates sufficient mastery of his/her career-technical and academic subject matter to prepare for a career and life-long learning goals.	Education	10/15/2019
Computational Thinking	CT	STEM	Computational thinking is a problem-solving process that includes, but is not limited to, the following characteristics: -Formulating problems in a way that enables us to use a computer and other tools to help solve them; -Logically organizing and analyzing data; -Representing data through abstractions such as models and simulations; -Automating solutions through algorithmic thinking (a series of ordered steps); -Identifying, analyzing, and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources; -Generalizing and transferring this problem-solving process to a wide variety of problems.	SCCMS	11/7/2019

Concentrator		Credential	This definition is the primary unit of analysis for Perkins V's accountability framework. (a) At the secondary level, a concentrator is defined as a student who completes at least two courses in a single program or program of study. (b) At the postsecondary level, a concentrator is defined as a student who earns 12 credits in a single CTE program or program of study or completes a CTE program if that program encompasses fewer than 12 credits.	Education	10/15/2019
Continuing Education	CE	Activity	A broad generic term for non-credit learning experiences specifically planned, designed, and conducted for the purpose of maintaining and/or improving professional competence, vocational growth, occupational growth, and adjustments to meet changing career demands. CE is characterized by its ability to plan and initiate new programs to meet immediate and changing educational needs or to reorganize current programs quickly. Major emphasis should be placed on flexibility.	SCTCS	10/15/2019
Continuing Education Unit	CEU	Credential	CEUs are awarded by education and training providers to signify successful completion of non-credit programs and courses intended to improve the knowledge and skills of working adults. This measure is typically used in continuing education programs to assist an individual to maintain his or her license in their profession. A typical CEU represents approximately ten (10) contact hours of experience in a structured, supervised continuing education experience.	SCTCS	11/15/2019
Continuing Student		Person	A student continuing into second or higher consecutive semesters at a college or university. Includes both undergraduate and graduate level students.	Lander University	10/15/2019
Continuous Improvement Process		STEM	A data-informed, active and ongoing process in which self-directed learners at all levels of the school identify, plan, implement, monitor, and refine goals. This approach applies to the continuous learning and growth of students, faculty, staff, leaders, organization, and community.	SCCMS	11/7/2019
Cooperative Work Experience Program	CO-OP	Activity	A partnership that links school, community and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom.	CHE	10/18/2019
Coordinating Council for Economic Development	CCED	Council	Administered by SC Commerce and established in 1986 by the General Assembly, was formed for improved coordination of economic development efforts by those state agencies involved in the recruitment of new business and the expansion of current enterprises throughout the state.	Commerce	10/18/2019
Coordinating Council for Workforce Development	CCWD	Council	The CCWD was established by the General Assembly in Act 252 of 2016 to "engage in discussions, collaboration and information sharing concerning the state's ability to prepare and train workers to meet current and future workforce needs."	Commerce	10/18/2019
Corrective Action Plan	CAP	Document	A CAP is developed by LWDA in order to resolve issues discovered through annual monitoring.	DEW	10/18/2019
Coworking Space		Resource	Membership-based workspaces where diverse groups of freelancers, remote workers and other independent professionals work together in a shared, communal setting.	Commerce	10/18/2019
Credential		Credential	A degree or certificate that is national or state/locally recognized. Credentials include high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry recognized certificates designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.	DEW	10/18/2019
Customer		Person	A customer is any person, employed or unemployed, seeking assistance to find employment or training. A customer also refers to employers who need qualified workers for their company or training for their workers already employed.	DEW	10/18/2019
Customer Relationship Management Module	CRM	Resource	The CRM is a module available in SCWOS that allows staff to gather information on an employer before the employer is ready to use all services available in SCWOS.	DEW	10/18/2019
Degree	N/A	Credential	Awards by accredited postsecondary institutions to recognize the completion of a pre-determined amount of coursework.	CHE	10/18/2019
Department of Housing and Urban Development	HUD	Program	Department of Housing and Urban Development (HUD) has a strong commitment to providing employment opportunities, training, and supportive services to assist low-income persons in becoming self-sufficient. Additionally, many of HUD's economic development programs generate large numbers of new jobs. These workforce development and job creation efforts are a part of HUD's welfare-to-work strategy and benefit welfare recipients who reside in public and assisted housing, as well as others living in low-income communities. WIOA Required Partner Program.	DEW	10/18/2019
Department of Labor	DOL	Organization	DOL mission is to foster, promote, and develop the welfare of the wage earners, job seekers, and retirees of the United States; improve working conditions; advance opportunities for profitable employment; and assure work-related benefits and rights.	Commerce	12/5/2019
Digital Fluency		STEM	Digital fluency is the aptitude to effectively and ethically interpret information, discover meaning, design content, construct knowledge, and communicate ideas in a digitally connected world.	SCCMS	11/7/2019
Disabled Veterans Outreach Program	DVOP	Program	Disabled Veterans' Outreach Program Specialists (DVOPs) are workforce consultants for Veterans. DVOPs conduct case management and career planning activities for disabled veterans to identify barriers to employment and develop solutions for customers. DVOPs educate individuals regarding SC Works programs, policies, and services.	DEW	10/18/2019
Disaster Unemployment Assistance	DUA	Program	The DUA program provides unemployment benefits to individuals who are unemployed due to a major disaster.	DEW	10/18/2019
Dislocated Worker	DW	Person	A dislocated worker is defined by WIOA § 3(15), including individuals who have been terminated or laid off, who have received notice of separation from active military service, who were self-employed but is unemployed as result of general economic conditions in the community or because of natural disasters, who are displaced homemakers, or who are spouses of active duty members of the Armed Forces and are experiencing loss of employment due to change of duty station, etc. For a complete definition of DW, see WIOA.	DEW	10/18/2019
Disruptive Innovation		Activity	A new technology that completely changes the way the industry or market functions, creating a new value proposition in an uncontested market space.	Commerce	10/18/2019
Domain knowledge		Skill	The sum of what has been perceived, discovered or learned in a particular field of study or endeavor; individuals with domain knowledge in a particular field are specialists in that area.	Commerce	10/18/2019
Dual Credit		Program	Dual credit courses are dual enrollment courses where a student is enrolled in a college course and receives credit from the college and the high school. In other words, a student takes one class and gets credit for it at two schools.	Commerce	12/5/2019
Dual Enrollment		Program	Dual enrollment courses are postsecondary courses that are available for high school students to earn postsecondary credits while in high school. A listing of dual enrollment courses is located in the Activity Coding System for the Student Information System manual. Students have an opportunity to earn college credits beyond high school requirements that fit their instructional needs.	Commerce	12/5/2019
Dual Enrollment Student		Person	A high school student who takes a college or university class, physically, at their high school.	Lander University	10/17/2019
Education		Strategy	The process of receiving or giving systematic instruction.	Commerce	12/5/2019

Education and Economic Development Act	EEDA	Legislation	The South Carolina Education and Economic Development Act which provides for 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.	Commerce	12/5/2019
Educational Functioning Level	EFL	Data	EFLs are one way to report measurable skill gains.	DEW	10/18/2019
EEDA Coordinating Council	EEDA Council	Council	Council supporting the mission and implementation of the EEDA legislation.	Commerce	12/5/2019
Effectiveness in Serving Employers	ESE	Data	ESE is one of the primary indicators of performance required by WIOA and is measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. SC measures ESE through the Employer Penetration Rate and Repeat Business Customers.	DEW	10/18/2019
Eligibility Determination		Activity	The process of establishing and documenting WIOA Adult, DW, and Youth eligibility criteria.	DEW	10/18/2019
Eligible Migrant Farm Worker		Person	An individual who is an eligible seasonal farm worker whose agricultural labor requires travel to a job site such that the farm worker is unable to return to a permanent place of residence within the same day; and/or a dependent of an eligible seasonal farm worker.	DEW	10/18/2019
Eligible Training Provider	ETP	Organization	Eligible training providers are those entities who meet the criteria to provide training services through an Individual Training Account (ITA) to adult, dislocated workers, and out-of-school youth.	DEW	10/18/2019
Eligible Training Provider List	ETPL	Document	The ETPL is a list required by law for all states to list all eligible training providers in order to provide consumers with a resources to compare different programs of training, including costs of the program.	DEW	10/18/2019
Employability Skills	N/A	Skill	The knowledge, skills and dispositions that make individuals more likely to gain employment and to be successful in their chosen occupations.	CHE	10/18/2019
Employability Skills		Skill	Employability skills are a set of skills and behaviors that are necessary for every job. Employability skills are sometimes called soft skills, foundational skills, work-readiness skills, or job-readiness skills.	Commerce	12/5/2019
Employer Penetration Rate		Data	Employer Penetration Rate is the percentages of employer establishments using services out of all employer establishments in the state.	DEW	10/18/2019
Employment and Training Administration (DOL)	ETA	Organization	Part of the U.S. Department of Labor, ETA's mission is to provide training, employment, labor market information, and income maintenance services. Administers federal government job training and worker dislocation programs, federal grants to states for public employment service programs, and unemployment insurance benefits. These services are primarily provided through state and local workforce development systems.	DEW	10/18/2019
Employment Network	EN	Organization	Under the Ticket to Work (TTW) Program, individuals receiving Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) who are between the ages of 18 and 64 are given a "ticket" to assign to an EN which provides employment services, vocational rehabilitation services, or other support services necessary for individuals to achieve their employment goal(s). DEW operates as an EN, coordinating and providing appropriate services through the SC Works system to help the beneficiary find and maintain employment.	DEW	10/18/2019
Employment Services	ES	Program	Employment Services (ES), or Wagner-Peyser (WP) Services, provide all jobseekers with assessments, career counseling, job referrals, and resume assistance. Free tools to assist employers include posting job openings, recruiting and screening candidates, and reviewing job market trends.	DEW	10/18/2019
Entered Employment Rate	EER	Data	This is the percent of persons receiving a first UI payment in a given quarter who had earnings in the next quarter.	DEW	10/18/2019
Enterprise Program (Job Development Credit)	JDC	Incentive	Administered by the South Carolina Coordinating Council for Economic Development. The Job Development Credit uses the personal withholding taxes of new employees to reimburse qualifying, approved companies that add value to South Carolina and the community in which they locate. These reimbursements are for eligible capital expenditures (land, building, site development, pollution control equipment, or infrastructure) associated with projects creating new fulltime jobs that also provide health care benefits for South Carolina citizens. The Coordinating Council will generally only allow companies to collect credits for 10 years, and only on new full-time jobs with wages at or above the current county average wage for the county in which the project is located.	Commerce	10/18/2019
Enterprise Zone Retraining Program	EZone	Program	The E-Zone Retraining Program offers a tax incentive for companies who wish to remain competitive in SC, by introducing new equipment and new technology to their facility. Once approved, application lasts 5 years. The qualifying company may claim a refund against withholding taxes, \$1000 a year for the retraining of a production or technology first line employee or immediate supervisor who has been continuously employed by the business for a minimum of 2 years, and is a full-time employee, so long as retraining is necessary for the qualifying business to remain competitive or to introduce new technologies.	SCTCS	11/15/2019
Entry Level Skills		Skill	Skills that will allow a trainee to operate or perform their job at a level where they will not endanger themselves and are able to produce a saleable product or complete a transaction without excess scrap, rework or error.	SCTCS	10/15/2019
Event Summary Report		Document	A collection of information including the history of the company and summary of events associated with the layoff or closure.	DEW	10/18/2019
Every Student Succeeds Act	ESSA	Legislation	Federal legislation that reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.	Education	10/15/2019
Exit		Data	As defined for the purpose of performance calculations, exit is the last of date a participant has received services through any program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self-service, information-only services or activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.	DEW	10/18/2019
Experiential Education	EE or Ex Ed	Activity	A pedagogical format that immerses the student in authentic real-world settings providing students with the opportunity to use academic knowledge to address real world challenges in an authentic context.	Lander University	10/15/2019
Experiential Education Program		Program	An experiential learning program is designed to provide students with the opportunity to use academic knowledge to address real world challenges in an authentic context. Programs may include internships, co-ops, service learning, course-embedded projects, and study abroad experiences.	Lander University	10/15/2019
Experiential Learning	EL	Activity	A learning format that immerses the student in authentic real-world settings providing students with the opportunity to use academic knowledge to address real world challenges in an authentic context.	Lander University	10/15/2019
Export Employee		Position (Job)	An "export employee" enables the company to export or increases its ability export its products. For retraining purposes, this can include logistics, regulatory, and administration areas connected to the company's export process and that allows a qualified company to maintain or expand its business in this State.	SCTCS	11/15/2019
Family Educational Rights and Privacy Act	FERPA	Legislation	Federal law that protects access to student records.	Commerce	12/5/2019

Federal Bonding		Program	The Federal Bonding Program exists to act as an incentive for employers to hire “high-risk” or hard-to-place job applicants by issuing fidelity bond insurance free of charge to employers. Bond coverage of \$5,000 takes effect on the applicant’s first day of work and self-terminates in six months. For longer bonding, employers may purchase bonds through the contracted insurance company. While federal bonding is a service offered to employers, job seekers who fall under the categories of high-risk workers below should be made aware of this program. Federal bonding is a tool that a job seeker can leverage with the employer to incentivize the employer to hire a job seeker who otherwise may be passed over without further consideration.	DEW	10/18/2019
Federal Employer Identification Number	FEIN	Data	An FEIN is a nine-digit unique number assigned by the IRS to businesses operating in the US.	DEW	10/18/2019
Federal ID Number		Data	Assigned by DEW IT, this federally-mandated marker, provides a unique number to connect activities and individuals with a specific company’s layoff or closure event. This is not the IRS issued Federal Employer Identification Number (FEIN).	DEW	10/18/2019
Fee-in-Lieu of Property Taxes	FILOT	Incentive	Under this program, companies making substantial capital investments may negotiate a lower assessment ratio and stabilize millage rates for up to 30 years. The long-term savings of the FILOT is based on the actual investment and is dependent on both the assessment and millage rates negotiated with the county.	Commerce	10/18/2019
First Line Supervisor of Production and Operating Workers		Position (Job)	A first-line supervisor directly supervises and coordinates the activities of production and operating workers, such as inspectors, precision workers, machine setters and operators, assemblers, and fabricators.	SCTCS	11/15/2019
First-Time Freshman		Person	A degree-seeking undergraduate student who has graduated from high school (or earned a GED) who is entering college for the first time.	Lander University	10/15/2019
First-Time Graduate		Person	First-time student entering graduate school.	Lander University	10/15/2019
Follow-Up Services		Activity	Follow-up Services are activities to monitor adults, DW, and youth success during their transition to employment and further education and to provide assistance as needed for a successful transition. All youth participants must receive some form of follow-up services for a minimum duration of 12 months following exit.	DEW	10/18/2019
Foreign Labor Certification		Program	Program that permits employers to hire foreign workers if US workers are not able, willing, qualified, and available to fill job openings.	DEW	10/18/2019
Freedom of Information Act	FOIA	Legislation	FOIA is a US federal law granting public access to information possessed by government agencies.	DEW	10/18/2019
Full-time Employee		Position (Job)	"Full-time" means a job requiring a minimum of thirty-five hours of an employee’s time a week for the entire normal year of company operations or a job requiring a minimum of thirty-five hours of an employee’s time for a week for a year in which the employee was hired initially for or transferred to the South Carolina facility.	SCTCS	11/15/2019
Gatekeeping Processes		STEM	Processes (multiple measures) that are the entry requirements for STEM courses of study.	SCCMS	11/7/2019
General Education Development or General Education Diploma	GED	Credential	The General Educational Development (GED) program is an alternative for earning a High School credential.	Commerce	1/24/2020
Graduate Fair		Event	Program held on campus to allow recruiters from Post Secondary Institutions are able to come on campus to recruit Baccalaureate level students into their programs.	Lander University	10/15/2019
Handshake		Resource	Founded in 2013, Handshake is an online job board connecting employers to students with 400,000 employer partners and 800 university partners. Registration for employers and students is free. There is a cost to university departments for the service.	Lander University	10/15/2019
High-Skill	N/A	Skill	The technical and employability skills necessary for careers that align with labor market needs.	CHE	10/18/2019
High-Skill, High-Wage, In-Demand	N/A	Position (Job)	The careers that learners obtain after completing a high-quality CTE programs or programs of study, as defined by states.	CHE	10/18/2019
High-Wage	N/A	Skill	Careers that provide individuals with a living wage that can be used to support themselves and their families.	CHE	10/18/2019
HIRE Vets Medallion Program		Program	The purpose of the HIRE Vets Medallion Award Program is to recognize employers who hire and retain veterans by establishing employee development programs and veteran specific benefits to improve retention.	DEW	10/18/2019
Homeless Veterans’ Reintegration Programs	HVRP	Program	The HVRP is an employment focused competitive grant program under VETS, the only federal grant to focus exclusively on competitive employment for homeless veterans.	DEW	10/18/2019
Incumbent Worker Training		Program	Incumbent worker training is designed to meet the special needs of an employer or group of employers by assisting employees in obtaining new skills in order to prevent a layoff.	DEW	10/18/2019
Incumbent Worker Training Program	IWT or IWTP	Program	The Incumbent Worker Training Program provides funding for training needed in current businesses due to: expansion, new technology, retooling, new services/product lines and new organizational structuring or as part of a layoff aversion strategy. IWT is funded by the Federal Workforce Innovation and Opportunity Act (WIOA).	Commerce	1/24/2020
In-Demand	N/A	Skill	Careers aligned with labor market needs.	CHE	10/18/2019
In-Demand Industry Sector		Position (Job)	An industry sector is a group of companies that share a similar business type. For example, all establishments that manufacture automobiles are in the same industry. A given industry, or even a particular establishment in that industry, might have employees in dozens of occupations. An in-demand industry sector has significant impact on the local, regional, or state economy and contributes to the growth or stability of other supporting businesses.	DEW	10/18/2019
In-Demand Occupations		Position (Job)	In-demand occupations are occupations with a high-number of available positions (as shown through job postings and/or LMI) and are within an in-demand industry sector that has a significant impact on the local, regional, or state economy.	DEW	10/18/2019
Indian and Native American Program	INAP	Program	Native American Programs support employment and training activities for Indian, Alaska Native, and native Hawaiian individuals. The Indian and Native American program funds grant programs that provide training opportunities at the local level for this target population. WIOA Required Partner Program.	DEW	10/18/2019
Individual Employment Plan	IEP	Resource	An IEP is individualized plan created in partnership with the participant and tailored to meet individual goals and needs that must identify specific employment goals and the appropriate objectives and combination of services necessary to achieve the goals.	DEW	10/18/2019
Individual Graduation Plan	IGP	Document	Individual Graduation Plans are designed to guide students toward their education, career, and employment goals. IGP’s also help students align their high school course with college entrance requirements. These plans are flexible and can change based on the student’s aspirations, abilities, and interests.	Commerce	12/5/2019
Individual Service Strategy (Youth)	ISS	Resource	An ISS is an individualized plan created in partnership with the youth participant and tailored to meet individual goals and needs that must identify specific employment goals and the appropriate objectives and combination of services necessary to achieve the goals.	DEW	10/18/2019

Individual Training Account	ITA	Resource	An ITA is an expenditure account established on behalf of an eligible participant in WIOA Title I programs to purchase training services from eligible training providers.	DEW	10/18/2019
Industrial Training		Activity	Industrial training is a customized program of instruction offered by SCTCS and requested by an industry, trade, or professional organization. Training is conducted for a specific group of employees, using unique instructional objectives, at the request of a business, industrial, or organizational representative.	SCTCS	10/15/2019
Industry Expert	N/A	Person	Industry experts are individuals with substantial industry knowledge and experience, including both technical content knowledge and both an understanding of how to navigate professional career growth in a specific industry and of the knowledge, skills and abilities necessary to effectively support students.	CHE	10/18/2019
Industry-Recognized Credential	N/A	Credential	Industry-recognized credentials are recognized in the labor market and by employers that are portable across state borders and are valid assessments of student skills.	CHE	10/18/2019
Integrated Postsecondary Education Data System	IPEDS	Data	IPEDS is the core postsecondary education data collection program in the U.S. Department of Education's National Center for complete statistics on the condition of postsecondary education in the United States. IPEDS is built around a series of interrelated surveys to collect institution-level data in such areas as enrollment, program completion, faculty and staff, and financing	Education	10/15/2019
Interdisciplinary		STEM	Processes, methods, and language from more than one discipline are interdisciplinary.	SCCMS	11/7/2019
Internship	N/A	Activity	An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting.	CHE	10/18/2019
Intra-disciplinary		STEM	Processes, methods and language within a single discipline are intradisciplinary.	SCCMS	11/7/2019
Investment Tax Credit		Incentive	South Carolina allows manufacturers locating or expanding in South Carolina a one-time credit against a company's corporate income tax of up to 2.5% of a company's investment in new production equipment. The actual value of the credit depends on the applicable recovery period for property under the United States Internal Revenue Code.	Commerce	10/18/2019
Job coaching		Resource	During job coaching, a jobseeker works individually with a mentor or coach to develop the ability and capabilities to perform a specific job.	DEW	10/18/2019
Job Corps		Program	Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find employment. The program is administered by DOL's Office of the Secretary.	DEW	10/18/2019
Job Development Attempt	JDA	Activity	JDAs are planned and organized efforts to encourage employers or business organizations to make jobs available within Local Workforce Development Areas (LWDAs).	DEW	10/18/2019
Job Fair		Event	A job fair is an event for multiple businesses to showcase their career opportunities and job openings to local job seekers.	DEW	10/18/2019
Job Matching		Activity	Job matching is the process of matching the right person to the right job. It requires understanding of the job and the individual who is being considered.	DEW	10/18/2019
Job Order		Data	A job order is an online record of an employer's requirement for filling a vacant position. Job orders must contain the qualifications that a worker must have to successfully perform a job, any specific hiring requirements, and referral instructions.	DEW	10/18/2019
Job Placement Services		Activity	Job placement is the term used to describe the process by which educational institutions, social service agencies, military branches, employment agencies, and recruiters help their students, soldiers, and clients find work.	DEW	10/18/2019
Job Referral		Activity	Usually as a result of a job order, Job Development Attempt (JDA), or other job placement activity, staff directs a job seeker to a specific employer for a specific job through job referrals.	DEW	10/18/2019
Job Related Education	JRE	Activity	Job related education is the organized and systematic form of education designed to provide apprentices with knowledge of the theoretical subjects related to an occupation that cannot effectively be taught on the job, but that are essential for job performance. This instruction includes necessary training to reinforce work experience learning outcomes. There should be at least 144 hours in the Education.	SCTCS	10/15/2019
Job Search Assistance		Activity	Job search assistance is the provision of instruction and support to give a client skills in acquiring full-time employment. Services include assistance with resume writing, interviewing skills, LMI, information on job openings, and job acquisition strategies.	DEW	10/18/2019
Job shadowing		Activity	Job shadowing is a career exploration activity that provides an opportunity to spend time with a professional currently working in a specific career field, occupation, or area of interest. Students see and participate in what it is actually like to work in a specific job by observing day-to-day activities of someone in the current workforce, asking questions, and gaining hands-on occupational knowledge.	Education	10/15/2019
Jobs for America's Graduates	JAG	Program	JAG is a dropout prevention program focused on academic success, career readiness, and life skills development. The JAG program in SC is currently affiliated with 22 high schools, 2 middle schools, and 2 out-of-school programs. In each of the JAG-SC affiliated sites, a dedicated career specialist functions as a teacher, coach, counselor, and advocate for students with documented barriers to success. These barriers include teen parenting, excessive absenteeism, low income households, and substance abuse. Over the course of their enrollment, students master 81 competencies identified by employers as essential to successful employment. The program has experienced post-graduation success in both employment and post-secondary education enrollment.	DEW	10/18/2019
Jobs for Veterans State Grants	JVSG	Program	Jobs for Veterans' State Grant (JVSG) Programs serve America's veterans and other covered persons by preparing them for meaningful careers, providing employment resources and expertise, and protecting their employment rights.	DEW	10/18/2019
Jobs Tax Credit	JTC	Incentive	The Jobs Tax Credit is a financial incentive that rewards new and expanding companies for creating jobs in South Carolina. In order to qualify, companies must create and maintain a certain number of net new jobs in a taxable year. The number of new jobs is calculated as the increase in the average monthly employment from one year to the next.	Commerce	10/18/2019
Knowledge Economy		Skill	Knowledge economy is a system of consumption and production that is based on technology and the knowledge acquired by the workers or intellectual capital. The term refers to how society and economies are changing their reliance from the labor and manufacturing of products or goods to an economy that is more reliant on the production and reengineering of information into knowledge.	Commerce	10/18/2019
Labor Exchange Services		Activity	Labor exchange services are the primary services provided by Employment Services (ES) staff and fall under basic career services. Any job candidate authorized to work in the United States may register for labor exchange services in SCWOS without regard to place of residence, current employment status, or occupational qualification.	DEW	10/18/2019

Labor Market Information	LMI	Data	Labor Market Information (LMI) includes all quantitative or qualitative data and analysis related to employment and the workforce, collected with the goal of helping customers make informed plans, choices, and decisions for a variety of purposes, including business investment decision making, career planning and preparation, education and training offerings, job search opportunities, hiring, and public or private workforce investments.	DEW	10/18/2019
Labor Market Information	LMI	Data	Labor Market Information (LMI) is the data and information used by businesses, workers, learners, job seekers, education and training providers, workforce development planners, policymakers, and others to make informed decisions in areas such as hiring and advancement, career choice, curriculum development, and investments in training.	CHE	10/18/2019
Layoff Aversion		Activity	Layoff aversion consists of strategies and activities to prevent or minimize the duration of unemployment resulting from layoffs.	DEW	10/18/2019
Lean Manufacturing		Activity	The production of goods using less of everything as compared to mass production: less human effort, less manufacturing space, less investment in tools, and less engineering time to develop a new product. Lean manufacturing is a generic process management philosophy derived mostly from the Toyota Production System (TPS), and is renowned for its focus on reduction of the original Toyota "seven wastes" in order to improve overall customer value. Lean is often linked with Six Sigma because of that methodology's emphasis on reduction of process variation.	SCTCS	10/15/2019
License	N/A	Credential	Licenses are credentials often administered by a government agency or a trade association to protect entry into certain industries, ensuring that only those who are qualified are permitted to practice.	CHE	10/18/2019
Life and Career Characteristics		Skill	One of three components of the Profile of SC Graduate referring to the characteristics a South Carolina graduate should apply to their personal and work life including integrity, self-direction, maintaining a global perspective, perseverance, work ethic and interpersonal skills.	Commerce	1/10/2020
LMS (Learning Management System)		Resource	A learning management system (LMS) is a web-based application designed to manage user learning. An LMS offers computer-based-training (CBT) with "anytime, any place, any pace" access to learning content and administration. The LMS offers self-service learning- learners register on their own time and follow a pre-set training workflow that may include both online and hands-on portions.	SCTCS	10/15/2019
Local Veterans Employment Representative	LVER	Position (Job)	Local Veterans' Employment Representatives (LVERs) are business consultants for Veterans' services. LVERs provide consistent and effective services to businesses on behalf of veterans that demonstrate clear connections between workforce development activities and employers' needs. LVERs market and promote the services offered through the SC Works centers.	DEW	10/18/2019
Local Workforce Development Area	LWDA	Organization	A Local Workforce Development Area (LWDA) is a geographic area comprised of single or multiple units of general local governments that are designated by the Governor to receive funds to administer WIOA Title I services.	DEW	10/18/2019
Local Workforce Development Board	LWDB	Organization	A Local Workforce Development Board (LWDB) represents the community's employment needs, directs federal, state, and local funding, and provides planning and oversight to the programs that help both jobseekers and employers be economically successful.	DEW	10/18/2019
Lower Living Standard Income Level	LLSIL	Data	The Lower Living Standard Income Level (LLSIL) is the income level (adjusted for regional, metropolitan, urban and rural difference, and family size) determined annually by DOL, based upon the most recent lower living family budget.	DEW	10/18/2019
Manufacturing		Activity	In manufacturing, tangible personal property is produced or assembled. Manufacturing includes the process of fabricating, producing, or making raw or unprepared materials into usable products, imparting new forms, qualities, properties, and combinations. Manufacturing does not include generating electricity for off-time consumption.	SCTCS	11/15/2019
Marketing Lead		Data	Marketing Lead is an account type that identifies a nonregistered employer that is not yet ready to utilize SC Works services, but is interacting with the business services team or is receiving rapid response services. Marketing Lead accounts do not allow the employer to access recruitment tools.	DEW	10/18/2019
Mass Layoff or Job Dislocation		Activity	A layoff that affects fifty or more workers, or a substantial layoff, is considered a mass layoff for rapid response purposes.	DEW	10/18/2019
Memorandum of Agreement	MOA	Document	A written document describing a cooperative relationship between two parties wishing to work together on a project or to meet an agreed upon objective.	DEW	10/18/2019
Memorandum of Understanding	MOU	Document	The agreement resulting from negotiations at the local level that describes the roles and responsibilities of the LWDB and local partners in the SC Works system. The MOU lists each local partner's proportionate share of infrastructure costs and the costs for shared services as well as other locally negotiated terms.	DEW	10/18/2019
Mentorship	N/A	Activity	A one-on-one, personal or professional relationship with a volunteer from the business/industrial community who helps students become aware of career opportunities and work ethics, outside of the formal obligations of a teaching or supervisory role. Mentorship is on the lower end of the continuum of "work-based learning" and does not meet federal or most state requirements for student participation.	CHE	10/18/2019
Migrant and Seasonal Farmworkers	MSFW	Person	Seasonal farm workers are individuals who are employed in temporary farm work but do not move from their permanent residence to seek farm work; they may also have other sources of employment.	DEW	10/18/2019
Millage		Data	The local millage rate is applied to the assessed property depreciated value to determine taxes. Millage rates in South Carolina are site specific and set annually by local government. A mill is equal to \$0.001.	Commerce	10/18/2019
MSFW Workforce Specialists		Position (Job)	Migrant and Seasonal Farmworker (MSFW) Workforce Specialists identify and contact farmworkers who are not being reached through everyday services at local SC Works centers to provide quality employment services and referrals.	DEW	10/18/2019
National and Community Service Act of 1990 Programs		Program	National and Community Service Act of 1990 Programs engage individuals in full time and/or part time projects designed to combat illiteracy and poverty, provide job skills, enhance educational skills, and fulfill environmental needs. WIOA Additional Partner Program.	DEW	10/18/2019
National Association of Colleges and Employers	NACE	Council	Established in 1956, the National Association of Colleges and Employers (NACE) is a professional association that connects over 9,300 college career services professionals; over 3,400 university relations and recruiting professionals; and over 300 business solution providers that serve this community.	Lander University	10/11/2019
National Career Development Association	NCDA	Organization	The National Career Development Association (NCDA) provides professional development, publications, standards, and advocacy to practitioners and educators who inspire and empower individuals to achieve their career and life goals.	Commerce	12/5/2019
National Career Readiness Certificate		Credential	Individuals who successfully complete the three WorkKeys assessments—Applied Math, Graphic Literacy, and Workplace Documents—earn the WorkKeys National Career Readiness Certificate® (WorkKeysNCRC®).	Commerce	12/5/2019
National Society For Experiential Education	NSEE	Council	A national society of educators with a mission to cultivate educators who effectively use experiential education as an integral part of personal, professional, civic and global learning. NSEE provides current guidance to educators relating to best practices in experiential education.	Lander University	10/15/2019

No Child Left Behind Act	NCLB	Legislation	Supported standards-based education reform based on the premise that setting high standards and establishing measurable goals could improve individual outcomes in education. By 2015, Congress repealed the national features of No Child Left Behind. Its replacement, the Every Student Succeeds Act, turned the remnants over to the states.	Commerce	12/5/2019
Non-Degree Graduate		Person	Graduate-level student taking courses but not seeking a degree.	Lander University	10/15/2019
Non-Registered Apprenticeship Program		Program	An "earn and learn" program that is not registered with the U.S. Department of Labor.	SCTCS	11/15/2019
Nontraditional Education		Activity	Careers or fields of work, including careers in computer science, technology and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.	Education	10/15/2019
Nontraditional Occupations		Position (Job)	Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.	CHE	10/18/2019
North American Free Trade Agreement	NAFTA	Program	A free trade treaty entered into by the United States, Canada, and Mexico; it went into effect on January 1, 1994.	Commerce	1/24/2020
North American Industry Classification System	NAICS	Data	NAICS (pronounced [neiks]), is used by business and government to classify and measure economic activity in Canada, Mexico and the United States. It is in the process of replacing the older Standard Industrial Classification (SIC) codes; however, certain government departments and agencies still use the SIC codes. *The NAICS numbering system is a six-digit code. The last digit designates national industries. The first two digits designate the largest business sector, the third digit designates the subsector, the fourth digit designates the industry group, and the fifth digit designates particular industries. See <a href="http://www.naics.com/">http://www.naics.com/</a> to look up specific codes.	SCTCS	10/15/2019
Notice of Proposed Rulemaking	NPRM	Document	Federal agencies issue a Notice of Proposed Rulemaking (NPRM) when issuing a proposed rule in the Federal Register to notify the public and to give the public an opportunity to submit comments. The proposed rule and the public comments are used to develop the final rule.	DEW	10/18/2019
Occupational Information Network	O*NET	Resource	O*NET On-line provides extensive information on the requirements and characteristics of over 900 occupations including identifying the latest technological skills along with describing the tasks, work activities, and general knowledge, skills and abilities used in those careers. It is particularly useful for writing skills-based resumes for job seekers, and skills-based job postings and position descriptions for businesses.	DEW	10/18/2019
Occupational Safety and Health Administration	OSHA	Organization	With the Occupational Safety and Health Act of 1970, Congress created the Occupational Safety and Health Administration (OSHA) to ensure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance.	Clemson University	10/16/2019
Occupational Training		Activity	Courses offered to the general public to provide individual professional, technical, occupational, or vocational skills for the purpose of achievement or improvement of existing skills to a higher level of competence. Seminars offered that meet occupational upgrading needs which have a target population course outline, qualified instructor, or any other requirement for Continuing Education Unit (CEU) designation.	SCTCS	10/15/2019
Office of Career, Technical, and Adult Education	OCTAE	Organization	A division within the U.S. Department of Education that administers and coordinates programs that are related to adult education and literacy, CTE and community colleges.	CHE	10/18/2019
One-Stop Operator		Organization	One or more entities designated and authorized by the LWDB which are responsible for the operations and the coordination of all activities in an SC Works center.	DEW	10/18/2019
On-the-Job Training	OJT	Activity	OJTs teach employees a new skill or behavior at the place of work while he or she is doing the job.	DEW	10/18/2019
On-the-Job Training Ratios	OJT Ratios	Data	The number of trainees per instructor which readySC™ will reimburse a company for OJT. This ratio should be based on Discovery. readySC™ has a guideline to set ratios. Any training outside this guideline would require approval as an exception.	SCTCS	10/15/2019
On-the-Job-Learning (Training)	OJL/OJT	Activity	The Program Sponsor is required to include a detailed outline of the work experience competencies that each Apprentice will receive, with the approximate number of hours of training for each process in the outline unless the program is strictly competency-based. The Apprentice must successfully complete and demonstrate proficiency in these work processes before a completion certificate is granted. There needs to be at least 2000 hours of training with the Program Sponsor.	SCTCS	10/15/2019
Participant		Person	A participant is a reportable individual who has received services (other than self-service only), after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.	DEW	10/18/2019
Participant Individual Record Layout	PIRL	Document	The Participant Individual Record Layout (PIRL) was developed collaboratively by the U.S. Departments of Labor and Education as a part of the Workforce Innovation and Opportunity Act (WIOA) performance accountability related provisions. The PIRL, which is composed of two documents, represents a set of common definitions that are shared across multiple programs for performance reporting.	DEW	10/18/2019
Payments in Lieu of Taxes	PILOT	Incentive	Alternative to FILOT, using a payment instead of a fee.	Commerce	10/18/2019
Performance Based Assessment		STEM	An approach to learning that engages students in performing tasks or activities that are meaningful and engaging as they learn curricular concepts.	SCCMS	11/7/2019
Personal Data Form	PDF	Document	The required enrollment form for any trainee who is receiving training as part of a readySC™ project.	SCTCS	10/15/2019
Personally Identifiable Information	PII	Data	Personally identifiable information (PII) is any data that could potentially identify a specific individual. Any information that can be used to distinguish one person from another and can be used for de-anonymizing anonymous data can be considered PII.	DEW	10/18/2019
Pipeline		Resource	Often preceded by "workforce" or "talent", a ready pool of potential candidates who are qualified and prepared to step up and fill relevant key roles within the organization as soon as they fall vacant. May also refer to a program developed specifically to connect and bridge educational and training initiatives to employer workforce demands.	Commerce	10/18/2019
Post-Hire Training		Activity	Any training activity that occurs after employees are hired by the company. It may include OJT (on-the-job) training, classroom or computer-based training, and any other training away from the workstation.	SCTCS	10/15/2019
Postsecondary		Resource	Education provided beyond the high school level. Involving individuals with a high school diploma or equivalency, postsecondary includes Adult Workforce Education, apprenticeship training and two-year and four-year college education.	Education	10/15/2019
Postsecondary Career and Technical Education		Program	Postsecondary Career and Technical Education focuses on academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability and coordination of education programs. WIOA Required Partner Program.	DEW	10/18/2019
PowerSchool		Resource	Student level information system for K-12 education. Provides software for school management, student growth, and family engagement.	Education	10/15/2019
Practicum	N/A	Activity	An advanced-level course, often in a specialized field of study, in which a student has an opportunity to apply the knowledge and skills he or she is learning in class to a work experience (and vice versa).	CHE	10/18/2019



Pre-Apprenticeship	PA	Program	Pre-apprenticeship is a program or set of strategies designed to prepare individuals for entry into Register Apprenticeship Programs (RAP), Industry-Recognized Apprenticeship Programs (IRAP) or other job opportunities. Pre-apprenticeships may last from a few weeks to a few months and may or may not include wages or stipend. Pre-apprenticeship programs have varied program elements; however, at the core, places an individual on a pathway to employability through a RAP or IRAP.	SCTCS	10/15/2019
Pre-Employment Training	PE	Activity	Also referred to as pre-hire training. Specific job-related training for potential jobs that exist at a new or expanding company that qualifies for readySC™ services. In a pre-employment training program, trainees participate on their own time, at no cost to the trainee and are not on the company payroll. Pre-employment training will continue until the staffing requirements are met.	SCTCS	10/15/2019
Primary Industry		Data	Involves raw materials; examples include agriculture, fishing, mining, quarrying, mineral extraction.	Clemson University	10/16/2019
Problem-Based Learning		STEM	An approach to teaching and learning in which students gain knowledge and skills by solving authentic, complex problems. Problem Based Learning is similar to Project Based Learning, but the problems posed for student learning typically focus on one subject such as math and the tasks are shorter than the projects in Project Based Learning.	SCCMS	11/7/2019
Procedure Transmittal Letter (UI)	PTL	Document	The Unemployment Insurance Division (UI) of the Department of Employment and Workforce (DEW) issues state policy governing the UI Program through Procedure Transmittal Letters (PTLs).	DEW	10/18/2019
Processing Facility		Activity	A "processing facility" is an establishment that prepares, treats, or converts tangible personal property into finished goods or another form of tangible personal property. The term includes a business engaged in processing agricultural, aqua cultural, or Mari cultural products and specifically includes meat, poultry, and any other variety of food processing operations. It does not include an establishment in which retail sales of tangible personal property are made to retail customers.	SCTCS	11/15/2019
Production Employee		Position (Job)	An employee directly engaged in manufacturing or processing at a manufacturing or processing facility.	SCTCS	11/15/2019
Profile of a South Carolina Graduate		Resource	South Carolina's shared vision of the knowledge, skills and characteristics needed for students to be successful in higher learning and careers.	Commerce	10/18/2019
Program of Study		Program	A pathway of secondary and posts secondary non-duplicative course sequences that culminates in a diploma, credential(s), and/or degree(s).	Education	10/15/2019
Program Year	PY	Data	A program year begins on July 1st and ends on June 30th of the following year.	DEW	10/18/2019
Project		Data	A prospect that has been approved; has met all readySC™ criteria as well as received a budget account number (internal order number). A project encompasses all activities that take place in order to provide qualified trainees to a company or business that has committed to locate/expand in the state and qualifies for readySC™ services. Projects are either projected, active, or completed. *A project is projected when a prospect commits to locate in the state and an account number is assigned. *A project becomes active when the first company trainee is enrolled...to include special training, i.e. Train the Trainer. *A project is completed when supported training has been completed and certain other project closure requirements have been met.	SCTCS	10/15/2019
Project Based Learning	PBL	Strategy	An instructional strategy in which students work cooperatively over time to create a product, presentation, or performance.	Education	10/15/2019
Project Lead The Way	PLTW	Program	With its focus on high-level mathematics, science and technology, PLTW is a framework for the development of schools of Science, Technology, Engineering and Mathematics (STEM). Participating teachers and schools must give PLTW course exams.	Education	10/15/2019
Project Manager	PM	Position (Job)	The person designated to manage the execution of the recruitment, development and implementation aspects of a readySC™ project. This includes developing a budget, scope, and overall plan for a project, with heavy involvement in the discovery process, managing the resources for the project, monitoring of instructors/trainers for quality/quantity issues and follow-up with the client company to insure their needs are met.	SCTCS	10/15/2019
Project Scope		Document	A project scope is the readySC™ proposal to the company and the communication tool with the company which outlines the services and parameters that readySC will offer to a company during start-up or an expansion. The Scope defines responsibilities for both parties, including deliverables for the company. Project needs, as identified during the Discovery phase, serve as the basis for the information in the Scope.	SCTCS	10/15/2019
Project-Based Learning		STEM	An approach to teaching and learning in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.	SCCMS	11/7/2019
Prospect (Expansion)		Data	An existing South Carolina company or business that is considering establishing another location/site within the state. May also be expanding their current operations and workforce at an existing location/site in the state.	SCTCS	10/15/2019
Prospect (New)		Data	A company or business that is considering locating a new facility in South Carolina for the first time.	SCTCS	10/15/2019
R&D		Activity	Creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications; The series of activities and organization does for improving its existing products and ways of working.	Commerce	10/18/2019
Rapid Response	RR	Program	Rapid Response is a required activity funded by DOL with the goal of enabling affected workers to return to work as quickly as possible following a layoff. The SC Rapid Reemployment Team identifies and responds to downsizing and closures that impact SC workers. Rapid Response services can be utilized at various stages within the Business Cycle, not just during the contraction or downsizing phase.	DEW	10/18/2019
readySC™	RSC	Program	readySC™ is a workforce training program that was established in 1961. As an integral part of the SC Technical College System, readySC™ works together with the 16 technical colleges to prepare South Carolina's workforce to meet the needs of in-state companies.	SCTCS	10/15/2019
Recruiting Account		Resource	Recruiting is an account type that offers employers full access to labor exchange functions such as managing job order, reviewing candidate resumes, and managing virtual recruiter alerts. Recruiting accounts must be verified and approved at the state-level.	DEW	10/18/2019
Re-employment Services and Eligibility Assessment	RESEA	Program	UI claimants who are identified through profiling methods as likely to exhaust benefits and who are in need of reemployment services to transition to new employment must participate in the Reemployment Services and Eligibility Assessment (RESEA) program.	DEW	10/18/2019
Referrals		Activity	Directing a job seeker or other customer to a resource for information, training, or other services.	DEW	10/18/2019
Regional Career Specialist		Position (Job)	Serve same regions as RWAs. Promote and sponsor activities that connect students K-adults with jobs in business and industry.	Commerce	12/5/2019
Regional Workforce Advisory	RWA	Position (Job)	The Department of Commerce twelve (12) Regional Workforce Advisors focus on bridging gaps at the local level between those who educate our students and those in the business community who rely on a talented labor pool.	Commerce	10/18/2019
Registered Apprenticeship Program	RAP	Program	Registered Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid (OJT) work experience, classroom instruction, mentorship, and a portable, nationally-recognized credential. Registered apprenticeships are approved at the federal level.	SCTCS	10/15/2019
Remain Competitive		Activity	An eligible company acquiring new equipment, acquiring new technology, or implementing new products or processes to the line.	SCTCS	11/15/2019

Repeat Business Customers Rate		Data	Repeat Business Customers Rate is the percentage of employer establishments using services during the year that also used services within the previous three years	DEW	10/18/2019
Reportable Individual		Person	An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including: individuals who provide identifying information; individuals who only use the self-service system; or individuals who only receive information-only services or activities.	DEW	10/18/2019
Request for Proposal	RFP	Activity	A questionnaire sent by a company or consultant in its search to locate a new facility. Items of interest include but are not limited to: incentives such as tax abatement, infrastructure improvements, training assistance, as well as availability of spec buildings, water, sewer, electric, gas and rail service.	SCTCS	10/15/2019
Request for Reimbursement		Activity	A required package of documents that must be submitted to the SC Technical College System Office when a company or college seeks reimbursement for monies spent for a readySC™ supported project.	SCTCS	10/15/2019
Request for Services Letter	RFS Letter	Document	readySC™ requires a new or expanding company to provide a formal letter documenting its need for training assistance. The letter should confirm the company's training needs, operational details, and an understanding of and agreement to readySC™ project requirements. The required template is provided to the client by the Area Director.	SCTCS	10/15/2019
Research & Development Tax Credit		Incentive	In order to reward companies for increasing research and development activities in a taxable year, South Carolina offers a credit equal to 5% of the taxpayer's qualified research expenses as defined in Section 41 of the Internal Revenue Code. The credit taken in any one taxable year may not exceed 50% of the company's remaining tax liability after all other credits have been applied. Any unused portion of the credit can be carried forward for 10 years from the date of the qualified expenditure.	Commerce	10/18/2019
Reskilling		Skill	Training to acquire new or improved skills.	Clemson University	10/16/2019
Retention Rate at 1st Quarter After Exit		Data	This is the term used for a performance measure that calculates the percentage of clients who were employed at exit and retained their jobs during the first calendar quarter following their exit from the program.	DEW	10/18/2019
Retraining Agreement		Program	A "retraining agreement" means an agreement entered into between a business and SBTC in which a qualifying business is entitled to retraining credit pursuant to Section 12-10-95.	SCTCS	11/15/2019
Retraining Credit		Incentive	A "retraining credit" means the amount that business may claim as a credit against withholding tax pursuant to Section 12-10-95 and the retraining agreement to the lower amount of the following: o The retraining credit for the applicable withholding period; or o Withholding paid to the State for the applicable withholding period.	SCTCS	11/15/2019
Returning Student		Person	Degree-seeking undergraduate or graduate student that has stopped out of a college or university for one or more semesters.	Lander University	10/15/2019
Rural Manpower Coordinators		Position (Job)	Rural Manpower Coordinators provide extensive outreach to and maintain contact with agricultural employers to assist with any hiring needs, including guidance for compliance with relevant federal and state laws and procedures.	DEW	10/18/2019
SC Commission for the Blind	SCCB	Organization	In SC, the VR program, a federal and state program that helps people who have physical or mental disabilities get and/or keep a job, is administered by the Vocational Rehabilitation Department and the Commission for the Blind (SCCB). Required WIOA Partner Program.	DEW	10/18/2019
SC Commission on Higher Education	SC CHE	Organization	The oversight agency for all the public colleges and universities in South Carolina.	CHE	10/18/2019
SC Department of Commerce		Organization	South Carolina's lead economic development agency, charged with attracting new capital investment and jobs to South Carolina.	Commerce	12/5/2019
SC Works Online Services	SCWOS	Resource	SCWOS is SC's comprehensive job search tool that helps employers and job seekers connect through the Internet. Employers and job seekers can register online, browse applicants or job openings, and request matches against job orders and work registrations. SCWOS is also the case management system for the Adult, Dislocated Worker (DW), and Youth programs, as well as the TAA and WP programs.	DEW	10/18/2019
Scholastic Aptitude Test	SAT	Activity	A standardized test widely used for college admissions.	Commerce	12/5/2019
School Community		STEM	The collective group of stakeholders reflecting the environment in which the STEM school operates including the cultural norms, political influences, economic resources, and education levels.	SCCMS	11/7/2019
Science, Technology, Engineering & Mathematics Education	STEM Education	STEM	A philosophy for teaching and learning, a transformative approach to education that uniquely engages in innovative teaching and learning for all students. Through an approach that develops the creative, critical-thinking and problem-solving skills that all students need in order to be successful in today's world. Gaining skills through building critical and creative thinking and analytical skills by addressing how students view and experience the world around them.	SCCMS	11/7/2019
Science, Technology, Engineering & Mathematics Educators	STEM Educators	STEM	STEM educators hold the content knowledge necessary to teach and facilitate learning within their content area, as well as the ability to collaborate with other content area educators in order to create interdisciplinary, multidisciplinary and transdisciplinary opportunities for student learning. STEM educators include elementary, middle and high school STEM content area educators and CTE (Career and Technical Education) educators.	SCCMS	11/7/2019
Science, Technology, Engineering and Mathematics	STEM	STEM	Curriculum focused on the infusion of mathematics, technology, engineering and science.	Education	10/15/2019
Science, Technology, Engineering, Art & Math	STEAM	STEM	STEAM incorporates all the elements of STEM, but adds art to the mix.	Clemson University	10/16/2019
Second Chance Act	SCA	Program	Second Chance Act of 2007 supports state, local, and tribal governments and nonprofit organizations in reducing recidivism and improving outcomes for people returning from state and federal prisons, local jails, and juvenile facilities. SCA legislation authorizes federal grants for vital programs and systems reform aimed at improving the reentry process into society and the workforce.	DEW	10/18/2019
Second Chance Programs		Program	The Second Chance Programs, created by DEW and the SC Department of Corrections (SCDC), helps individuals within the correctional system across the state to live more productive and rewarding lives after release. By helping individuals prepare for employment, they gain confidence, purpose, and direction, and they are less likely to return to the prison system. In order to participate in many of these programs, specific requirements must be met by the participant, including a disciplinary-free record and non-violent offenses for incarceration. These programs include having case managers within correctional facilities, workshops for those scheduled for release, and services to those who have been released.	DEW	10/18/2019
Secondary Industry		Data	Companies that processes raw materials into consumer goods; examples include: manufacturing, textiles, food processing, meat packing.	Clemson University	10/16/2019

Sector or Industry Partnerships		Strategy	The term industry and sector are often used interchangeably, although a sector refers to a large segment of the economy, while industry describes more specific set of companies. An economy can be broken down into industries or sectors which can describe nearly all of the business activity in that economy. Sector or industry partnerships are regional partnerships driven by employers' workforce needs that include companies from the same industry or sector, workforce development, education and training, economic development, and community organizations that focus on a set of priority issues, called sector strategies.	DEW	10/18/2019
Sector Strategies		Strategy	Sector strategies are goals, plans of action, policies, and service delivery strategies developed and continuously re-examined by sector partnerships to meet the ongoing and changing needs of employers within that sector.	DEW	10/18/2019
Self-Attestation		Document	An individual's signed attestation or certification that the information the individual submits to demonstrate eligibility for a WIOA Title I program is true and accurate.	DEW	10/18/2019
Self-Directedness		Skill	Being guided by oneself to set challenging goals, develop a plan of action, persevere in the face of challenges, and accurately assess progress and performance based on evidence.	SCCMS	11/7/2019
Self-Service		Activity	Self-service occurs when individuals independently access any workforce development system program's information and activities in either a physical location, such as a one-stop center resource room or partner agency, or remotely via the use of electronic technologies.	DEW	10/18/2019
Senior Community Service Employment Program	SCSEP	Program	Senior Community Service Employment Program (SCSEP) provides training and job opportunities for low income persons age 55 and older.	DEW	10/18/2019
Short-term, mid-term, long-term workforce needs		Activity	While no official definition exists, short term workforce needs often refers to immediate needs or needs of no greater than a year. Medium- and long-term needs are defined differently in each situation and should be understood during any conversation.	Commerce	12/5/2019
Simulation		Activity	The reproduction of essential features of a job as an aid to training. Simulations are often done when access to the actual job area/equipment is not available. Simulations can be either physical (hands-on) or virtual (computer based) and can be used as a tool to evaluate characteristics essential for the job position. Simulations facilitate "learning by doing," and include an activity or situation that represents key skills or behaviors necessary to perform a task required by the job. This is used to gain insight into the trainee's ability to demonstrate key behaviors.	SCTCS	10/15/2019
Site Visit		Activity	A visit that is made by readySC™ staff to a client's site during the Discovery phase. The purpose is to evaluate operations, company culture and training materials in order to begin initial planning for a project, and to establish a good working relationship with the company.	SCTCS	10/15/2019
Six Sigma		Program	Six Sigma is a set of practices originally developed by Motorola to systematically improve processes by eliminating defects. A defect is defined as nonconformity of a product or service to its specifications. The Six Sigma methodology provides businesses with the tools to improve the capability of their business processes. This increase in performance and decrease in process variation leads to defect reduction and improvement in profits, employee morale and quality of product. Six Sigma borrows martial arts ranking terminology to define an employee's level of training/involvement in the methodology (such as Yellow Belt, Green Belt, and Black Belt).	SCTCS	10/15/2019
Skill-Based Training		Activity	Activities, programs, or events offered by employers that provide employees with the necessary knowledge, technical skills, and professional skills 1) to perform and stay up-to-date in their current job roles and 2) to be able to perform future job roles or enter other professions	Commerce	12/5/2019
Small and Medium Enterprises	SME	Organization	A small to mid-size enterprise (SME) is a business that maintains revenues, assets, or number of employees below a certain level. The criteria for determining an SME varies among countries and industries. For example, in the European Union (EU), a business with fewer than 250 employees is considered an SME; while in the United States, an SME has fewer than 500 employees.	Clemson University	10/16/2019
Small Business Administration	SBA	Program	Small Business Administration (SBA) Programs provide assistance to small businesses and aspiring entrepreneurs.	DEW	10/18/2019
SMART Goals		Activity	Framework for goal setting. SMART goals should be: S = Specific M = Measurable A = Attainable R = Results-based T = Time-bound	SCCMS	11/7/2019
Social Security Number	SSN	Data	An SSN is a unique number assigned to individuals by the Social Security Administration in order to track social security benefits and for other identification purposes. This is an example of PII.	DEW	10/18/2019
Soft Skills		Skill	Soft skills are a combination of people skills, social skills, communication skills, character or personality traits, attitudes, career attributes, social intelligence, and emotional intelligence quotients, among others, that enable people to navigate their environment and work well with others.	Clemson University	10/16/2019
South Carolina Association of Colleges and Employers	SCACE	Council	SCACE promotes partnerships between career services and human resources professionals via opportunities for professional development and networking; to facilitate the career development and employment of students and alumni in South Carolina.	Lander University	10/15/2019
South Carolina Career Development Association	SCCDA	Organization	SCCDA provides state specific services to public and professionals involved with or interested in career development, including professional development activities, industry related resources, professional standards, advocacy, and recognition for achievement and service.	Commerce	12/5/2019
South Carolina Technical College System	SCTCS	Organization	SCTCS is a state agency headquartered in Columbia, SC (System Office) that is dedicated to furthering economic and workforce development in South Carolina. It is comprised of 16 technical colleges, which support both credit and continuing education programs, and 3 statewide programs: readySC™, Apprenticeship Carolina™, and E-Zone. Commonly referred to as SBTCE or the State Board for Technical and Comprehensive Education.	SCTCS	10/15/2019
South Carolina's Coalition for Mathematics & Science	SCCMS	Organization	A non-government organization serving the State of South Carolina as an advocate and catalyst for consistency and quality in STEM education. SCCMS carries out its mission by connecting partners and collaborators pursuing actions to meet identified Grand Challenges in STEM Education.	Commerce	2/13/2020
Southern Regional Education Board	SREB	Organization	Consortium of 30 states linking leaders and agencies to improve education.	Education	10/15/2019
Special Populations		Person	Individuals with disabilities; from economically disadvantaged families, including low-income youth and adults; preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English-learners; homeless individuals; youth who are in, or have aged out of, the foster care system; and youth with parents on active duty in the armed forces.	CHE	10/18/2019
Stackable Credential		Credential	Part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs.	Clemson University	10/16/2019

Stakeholder		Person	An individual or group with an interest in the success of a school in fulfilling its mission; includes but not limited to parents, students, faculty and staff, businesses, institutions of higher education, and community organizations.	SCCMS	11/7/2019
Standard Industrial Classification	SIC	Data	System for classifying industries by a four-digit code.	Commerce	10/18/2019
Standard Occupational Classification	SOC	Data	A federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 867 detailed occupations according to their occupational definition. To facilitate classification, detailed occupations are combined to form 459 broad occupations, 98 minor groups, and 23 major groups.	Commerce	10/18/2019
State Board for Technical and Comprehensive Education	SBTCE	Organization	Commonly referred to as SCTCS or the SC Technical College System. Act 1268 was passed by the General Assembly in 1972 to establish the State Board for Technical and Comprehensive Education. The members are appointed by the Governor and serve with full Board membership. The Board members and System President oversee the management of SCTCS.	SCTCS	10/15/2019
State Workforce Development Board	SWDB	Council	A SWDB represents the community's employment needs; directs federal, state, and local funding; and provides planning and oversight to the programs that help both jobseekers and employers be economically successful.	DEW	10/18/2019
STEM Innovation Configuration Map	STEM IC Map	Data	The IC map provides a tool that shares information and helps individuals and organizations figure out where they are and what they need to do to move toward implementation." S2TEM Centers SC has created an IC map for Characteristics of High Functioning STEM schools and schools wanting to become more STEM-Minded. STEM schools aligned with the criteria identified in the IC maps will progress toward developing students with world class knowledge, world class skills, and life and career characteristics as defined by the Profile of the SC Graduate.	SCCMS	11/7/2019
STEM Leadership Team	SLT	STEM	A team representing the diversity of the community, consisting of school/district leaders and representatives from all stakeholder groups. The SLT will lead in the development and implementation of the STEM mission, vision, and goals ensuring that all stakeholder ideas and concerns are represented. SLT members should be influential within the groups they represent and able to articulate with clarity communication from their constituent groups to the SLT and vice-versa.	SCCMS	11/7/2019
STEM Learning Ecosystem	SLE	STEM	A network of in-and-out of school STEM learning opportunities that work together to deepen students' STEM understandings; the system may be comprised of STEM learning experiences made available by schools, afterschool providers, universities, museums, science centers, community organizations, and families.	SCCMS	11/7/2019
STEM Literacy		Skill	The knowledge, skills, attitudes, and capacities to: -integrate transdisciplinary concepts in the design and implementation of innovative solutions to real-world challenges -think critically and flexibly -refine designs through an iterative process (e.g., engineering design process/continuous improvement process)	SCCMS	11/7/2019
Strategic Alliances		STEM	Stakeholders, who may be outside of the day to day work of schools, that engage in ongoing active partnership with schools in developing and implementing a shared mission, vision and goals for STEM education. Strategic alliances may include but are not limited to businesses, institutions of higher education, and community and civic organizations.	SCCMS	11/7/2019
Strengthening Career and Technical Education for the 21st Century Act	Perkins V	Legislation	Signed into law on July 31, 2018, this measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and is the primary federal investment to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education (CTE) programs and programs of study for our nation's youth and adults, providing nearly \$1.3 billion annually.	CHE	10/18/2019
Student Learning Objectives	SLO	Data	Measurable and verifiable knowledge, skills, abilities, and/or attitudes that students have at the completion of a course, program or service.	Education	10/15/2019
Subject Matter Expert	SME	Position (Job)	A company employee or agency member who can serve as the best source for qualified instruction and information on job specific processes.	SCTCS	10/15/2019
Subsidized Employment		Program	A participant employed by a private or public employer who receives a subsidy from WIOA to offset some or all the wages and costs.	DEW	10/18/2019
Suitable Work		Program	In order to receive UI benefits, a claimant must be able, available, and actively seeking suitable work for which the individual is qualified. SC Regulation 47-23 requires that a claimant must look for and accept employment that pays at least 90% of the wage earned from the most recent bona fide employer. Claimants are required to accept suitable work referrals and offers in order to continue receiving UI benefits.	DEW	10/18/2019
Supplemental Nutrition Assistance Program	SNAP	Program	Formerly "Food Stamps," SNAP offers nutrition assistance to eligible, low-income individuals and families and provides economic benefits to communities. Through the SNAP Employment and Training (E&T) component, SNAP participants may gain skills, training, work, or experience that will increase their ability to obtain regular employment.	DEW	10/18/2019
Supportive Services		Services	Services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under WIOA.	DEW	10/18/2019
Technology Employee		Position (Job)	A "technology employee" is defined as an employee at a technology intensive facility who is directly engaged in the design, development and introduction of new products or innovative manufacturing processes, or both, through the systematic application of scientific and technical knowledge at a technology intensive facility.	SCTCS	11/15/2019
Technology Intensive Facility		Activity	A "technology intensive facility" is defined as a firm engaged in the design, development, and introduction of new products or innovative manufacturing processes, or both, through the systematic application of scientific and technical knowledge. [Section 12-6-3360M (14)] Included in this definition are the following North American Industrial Classification System (NAICS) codes published by the Office of Management and Budget of the Federal Government: • Software Publishers- NAICS Code 5112 • Custom Computer Programming Services- NAICS Code 541511 • Space Research and Technology- NAICS Code 9271 • Research and Development in the Physical, Engineering and Life Sciences- NAICS Code 541712 (2007) • Data Processing, Hosting, and Related Services- NAICS Code 518210	SCTCS	11/15/2019
Temporary Assistance for Needy Families (DSS)	TANF	Program	Temporary Assistance for Needy Families (TANF), administered by DSS, is the monthly cash assistance program with an Employment Services component for low-income families with children under age 18 or children age 18 and attending school full time.	DEW	10/18/2019
Temporary-to-Permanent		Position (Job)	Commonly called "Temp-to-Perm" or "Temp-to-Hire", this term refers to a hiring model where individuals are hired into a temporary job with the possibility of the assignment to turn into a permanent job.	SCTCS	11/15/2019
Tertiary Industry		Data	Known as the service industry; examples include: banking, finance, insurance, transportation, tourism, education, security	Clemson University	10/16/2019

Ticket to Work Program	TTW	Program	Ticket-to-Work (TTW) Program is a free and voluntary program that can help Social Security beneficiaries go to work, get a good job that may lead to a career, and become financially independent, while they keep their Medicare or Medicaid.	DEW	10/18/2019
Total Number of Jobs		Data	The total number of full-time positions a client company will be creating in South Carolina at the time that the scope document is agreed upon.	SCTCS	10/15/2019
Total to Train		Data	The agreed upon number of employees readySC™ will train for the client company.	SCTCS	10/15/2019
Trade Adjustment Assistance Program	TAA or Trade	Program	The TAA Program seeks to provide workers adversely impacted by foreign trade with opportunities to obtain the skills, credentials, resources, and support necessary to (re)build skills for future jobs. Required WIOA Partner Program.	DEW	10/18/2019
Trade Petition		Document	An application to USDOL to determine if a group of workers can be certified under TAA and receive assistance.	DEW	10/18/2019
Trade Readjustment Allowance	TRA	Program	TRA is a form of income support payments made to individuals who have exhausted unemployment compensation and whose jobs were directly affected by foreign imports as determined by a certification of group coverage issued by the US Department of Labor. This is a benefit of TAA and is not a program in itself.	DEW	10/18/2019
Train the Trainer	TTT	Activity	readySC™'s method of supporting the development and increasing the effectiveness of instructors. Concepts covered include adult learning, instructional techniques and evaluation.	SCTCS	10/15/2019
Trainee Course Evaluation		Document	A form required for the first class of trainees enrolled in pre-employment of a project to complete. The form provides an evaluation of the course of study and instructors (see Policy 3-510).	SCTCS	10/15/2019
Training and employment Guidance Letter	TEGL	Document	The Training and Employment Administration (ETA) of the US Department of Labor (DOL) issues Training and Employment Guidance Letters (TEGLs) to state workforce agencies, local workforce agencies, and other appropriate organizations to provide guidance on workforce programs overseen by DOL.	DEW	10/18/2019
Training Manager	TM	Position (Job)	The role of the training manager is to work with the client company, Creative Services, the Support Unit and any other appropriate project teams to discover the needs and design the training component of a readySC™ project. This person may also assist with implementation of the training to the extent that he/she would be involved in recruiting, training and certifying instructors and re-working curriculum until the desired project training goals are met. The training manager works with the project manager. On smaller projects, the training manager and project manager roles may be held by the same person (often the Area Director).	SCTCS	10/15/2019
Training Services		Services	Services include occupational skills training, including training for nontraditional employment, OJT, skill upgrading and retraining; entrepreneurial training; transitional jobs; job readiness training; and adult education and literacy activities in combination with other training.	DEW	10/18/2019
Training Summary		Document	Also referred to as training outline or training plan. A document submitted by the training provider that shows the subjects/objectives taught, total hours of training allotted, and the planned training schedule.	SCTCS	10/15/2019
Transdisciplinary		STEM	Student driven approach to teaching and learning in which students, guided by their own questions, design solutions to solve complex, real world problems by calling upon the knowledge, skills, and processes of multiple disciplines as they are needed.	SCCMS	11/7/2019
Transfer Student		Person	Degree-seeking undergraduate or graduate student that is transferring credits into another college or university.	Lander University	10/15/2019
Underemployed Individual		Person	An individual who is employed less than full time who is seeking full time employment; employed in a position that is inadequate with respect to their skills and training; employed and meets the definition of allow-income individual; or employed, but whose current job's earnings are not sufficient compared to their previous job's earnings from their previous employment per local policy.	DEW	10/18/2019
Unemployed individual		Person	An individual who is without a job and who wants and is available for work.	DEW	10/18/2019
Unemployment Compensation	UC	Program	Unemployment Compensation Programs provide unemployment benefits to eligible workers who become unemployed through no fault of their own and meet certain other eligibility requirements. Required WIOA Partner Program.	DEW	10/18/2019
Unemployment Insurance	UI	Program	Unemployment benefit payments are made to workers (claimants) who are temporarily unemployed through no fault of their own and attempting to re-enter the labor force.	DEW	10/18/2019
Unsubsidized Employment		Activity	Unsubsidized employment is full or part time permanent employment not financed with state or federal funds.	DEW	10/18/2019
Vendor Registration		Activity	The process through which a company must register as a vendor with the State of South Carolina prior to receiving reimbursements.	SCTCS	10/15/2019
Vendor Training		Activity	Training supplied through a 3rd party, such as an equipment vendor or college.	SCTCS	10/15/2019
Veterans' Employment and Training Service (DOL)	VETS	Organization	A division of DOL, VETS is committed to helping America's veterans and separating service members by preparing them for meaningful careers, providing employment resources and expertise, and protecting their employment rights.	DEW	10/18/2019
Virtual Career Network	VCN	Program	Virtual Career Network provides career exploration and training tools to help job seekers prepare for careers in healthcare, green jobs, and transportation. Job seekers can explore careers in those fields, identify education and training programs, access on-line courses, document their learning and experience to obtain credit for prior learning, and search for local jobs.	DEW	10/18/2019
Vocational Rehabilitation	VR	Organization	Vocational Rehabilitation (VR) is a federal and state program that helps people who have physical or mental disabilities get and/or keep a job. VR is committed to helping people with disabilities find meaningful careers. In SC, the VR program is administered by the Vocational Rehabilitation Department and the Commission for the Blind (SCCB). Required WIOA Partner Program.	DEW	10/18/2019
Wagner-Peyser Services	WP	Program	Wagner-Peyser (WP) Services, or Employment Services (ES), provide all jobseekers with assessments, career counseling, job referrals, and resume assistance. Free tools to assist employers include posting job openings, recruiting and screening candidates, and reviewing job market trends. Required WIOA Partner Program.	DEW	10/18/2019
WIN Learning		Program	WIN Learning, through its WIN Career Readiness System, offers the Ready to Work Credential and the Essential Soft Skills Credential that employers can use to recruit, retain, and grow jobs that lead to individual and economic prosperity. The Ready to Work Credential certifies essential skills needed for workplace success and is achieved by taking three WIN Learning assessments in the following areas: Applied Mathematics Assessment—measures workplace mathematical reasoning and problem-solving skills from basic addition, subtraction, multiplication, and division to multiple math functions like calculating percentage discounts and markups; Reading for Information Assessment—measures reading comprehension and reasoning skills using written workplace texts including memos, letters, directions, signs, notices, bulletins, policies, and regulations; Locating Information Assessment—measures comprehension and application of workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges.	DEW	10/18/2019

Work Opportunity Tax Credit	WOTC	Incentive	The Work Opportunity Tax Credit (WOTC) is a federal tax credit incentive provided to private sector businesses that hire individuals from the following 9 target groups that have historically faced significant barriers to employment: Unemployed Veterans (including disabled veterans); Temporary Assistance for Needy Families (TANF) Recipients; Supplemental Nutritional Assistance Program (SNAP) Recipients; Designated Community Residents (in Empowerment Zones or Rural Renewal Counties); Vocational Rehabilitation Referred Individuals; Ex-Felons; Supplemental Security Income (SSI) Recipients; Summer Youth Employees (living in Empowerment Zones).	DEW	10/18/2019
Work Readiness Skills		Skill	Work readiness skills include pre-employment skills, work maturity skills, employability skills, basic skills, and generic occupational skills.	DEW	10/18/2019
Work-Based Learning	WBL	Activity	A coordinated, coherent sequence of experiences featuring partnerships with local business and industry. This supervised learning activity for students occurs occur in paid or unpaid workplace assignments, and for which course credit is awarded, to reinforce and deepen classroom learning, explore future career fields, and demonstrate skills in authentic setting.	CHE & Education	10/18/2019
Worker Adjustment and Retraining Notification Act	WARN Act	Legislation	The WARN Act requires certain employers to provide 60 days advance notice of certain events such as plant closures or mass layoffs to affected workers, employee representatives, the State Rapid Reemployment Team, and appropriate units of local government.	DEW	10/18/2019
Workforce analytics		Data	Process of linking multiple governmental data sources and analyzing the results longitudinally to study programmatic outcomes.	Commerce	12/5/2019
Workforce Consultants		Position (Job)	Workforce Consultants provide intensive case management and career planning activities to identify barriers to employment and develop solutions for TAA and WP participants. Workforce Consultants educate individuals regarding SC Works programs, policies, and services.	DEW	10/18/2019
Workforce Development System		Strategy	A system of programs or initiatives based on the available jobs in the region that enable individuals to acquire skills and knowledge, access support services, and connect to employment opportunities, and help businesses find and retain skilled workers they need.	DEW	10/18/2019
Workforce Information Portal	WIP	Resource	The WIP provides a secure method for partner staff to obtain the necessary UI data that is used to determine an individual's potential eligibility for training and employment services programs under WIOA.	DEW	10/18/2019
Workforce Innovation and Opportunity Act of 2014	WIOA	Legislation	WIOA is a federal program administered in SC by DEW. The program serves two objectives: addressing the training, education, and employment needs of individuals and developing a skilled workforce that meets the needs of businesses and industry. Designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.	DEW	10/18/2019
Workforce Investment Act of 1998	WIA	Legislation	Replacing the Job Training Partnership Act (JPTA), the federal government, states, and local communities developed a system providing workers with job search assistance, training, and advices, and provide employers with skilled workers. WIA has since been replaced by WIOA.	DEW	10/18/2019
Workforce Investment Board	WIB	Council	Regional entities created to implement the Workforce Investment Act of 1998.	Clemson University	10/16/2019
Workforce Planning		Activity	Workforce Planning is the process of analyzing, forecasting, and planning workforce supply and demand, assessing gaps, and determining target talent management interventions to ensure that an organization has the right people - with the right skills in the right places at the right time - to fulfill its mandate and strategic objectives.	Commerce	12/5/2019
Workforce Recruitment		Activity	The process of finding and hiring the best-qualified candidate (from within or outside of an organization) for a job opening, in a timely and cost effective manner. The recruitment process includes analyzing the requirements of a job, attracting employees to that job, screening and selecting applicants, hiring, and integrating the new employee to the organization.	Commerce	12/5/2019
Workforce Specialists		Position (Job)	Workforce Specialists deliver a broad range of frontline services to assist individuals in resolving barriers to employment and increasing skills in order to obtain or maintain employment. Workforce Specialists educate individuals regarding SC Works programs, policies, and services, and make referrals as appropriate.	DEW	10/18/2019
WorkforceGPS		Program	WorkforceGPS is an interactive online communication and learning technical assistance (TA) platform that was designed to communicate with and build the capacity of the public workforce investment system to develop and implement innovative approaches to workforce and economic development in the 21st century economy. This website, which offers resources and peer-to-peer connections, supplements other TA provided by ETA's national and regional staff to help the public workforce system, education professionals, and business.	DEW	10/18/2019
WorkKeys		Program	ACT WorkKeys® assessments measure foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance.	Commerce	12/5/2019
World-Class Knowledge		Skill	One of three components of the Profile of SC Graduate referring to knowledge attainment based on rigorous standards in language arts and math for career and college readiness, as well as multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences.	SCCMS	11/7/2019
World-Class Skills		Skill	One of three components of the Profile of SC Graduate referring to skills attainment through creativity and innovation, critical thinking and problem solving, Collaboration and teamwork, communication, information, media and technology and knowing how to learn.	SCCMS	11/7/2019
Yellow Ribbon Program		Program	Institutions of Higher Learning (Degree Granting Institutions) may elect to participate in the Yellow Ribbon Program to make additional funds available for an education program without an additional charge to your GI Bill entitlement.  Degree-granting institutions of higher learning participating in the Post-9/11 GI Bill Yellow Ribbon Program agree to make additional funds available for your education program without an additional charge to your GI Bill entitlement. These institutions voluntarily enter into a Yellow Ribbon Agreement with VA and choose the amount of tuition and fees that will be contributed. VA matches that amount and issues payments directly to the institution.	Lander University	10/15/2019
Youth Apprenticeship	YA	Program	Apprenticeship programs for high school students combine academic and technical classroom instruction with work experience through a Registered Apprenticeship Program (RAP). It provides the foundation for students to choose among multiple pathways after high school – to enroll in college, to enter an apprenticeship program, begin full-time employment, or a combination.	SCTCS	10/15/2019
YouthBuild		Program	YouthBuild is a community-based, nonprofit alternative education program that provides job training and educational opportunities for at-risk youth ages 16-24. Youth learn construction skills while constructing or rehabilitating affordable housing for low-income or homeless families in their own neighborhoods. Youth split their time between the construction site and the classroom, where they earn a high school diploma or GED, learn to be community leaders, and prepare for college and other postsecondary training opportunities.	DEW	10/18/2019

## Catawba Regional Workforce Snapshot (Q2 2020)

Chester, Lancaster and York Counties

<b>Total Employment</b>	<b>171,705</b>
<b>Unemployment Rate (May 2020)</b>	<b>13.0%</b>
<b>Adults 18-64 Years</b>	<b>230,944</b>
<b>2018-2019 Public High School Enrollment</b>	<b>18,077</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>11,589</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Manufacturing	18,836	13%
Retail Trade	17,576	12%
Health Care & Social Assistance	14,130	10%
Accommodation & Food Services	13,745	9%
Educational Services	12,138	8%
Admin Support, Waste Mgmt & Remediation	8,514	6%

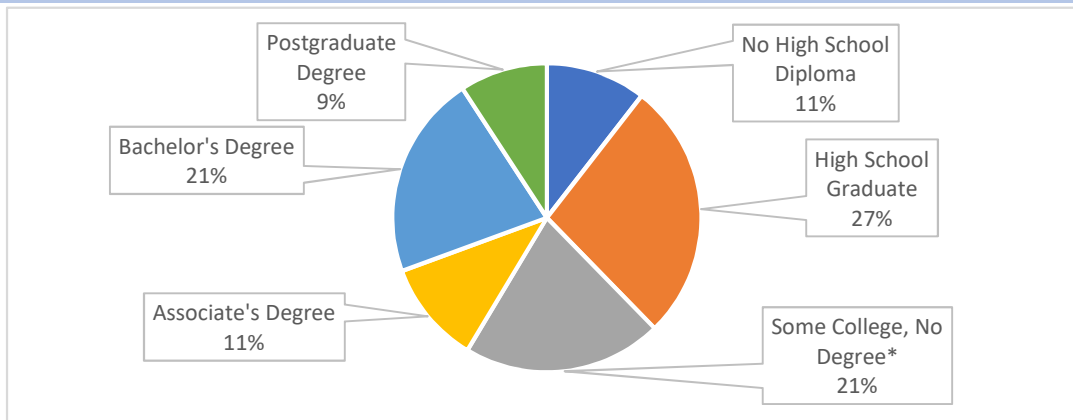
### Industry Announced Investment 2011-2019

<b>Total Announced Investment</b>	<b>Jobs Announced</b>
\$3,041,299,000	24,251

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Office, HQ, & R&D (Service)	14,967	62%
Manufacturing	7,680	32%
Warehousing & Distribution	1,514	6%
Engineering & Design	90	0%

### Educational Attainment (Adults 18-64)



\*Includes Certificate level credentials

## Catawba Region Education Snapshot (2017-2018)

### Universities/Colleges

**Fall 2017 Enrollment (7,983)**

Institution	Total Enrollment
Winthrop University	6,073
U. S. C. - Lancaster	1,910

### **2017-2018 Public/Independent Colleges and Universities Degrees Awarded (1,502)**

Program (CIP Code)	Degrees	% of Awarded
Business, Management, Marketing & Related (52)	305	20%
Education (13)	258	17%
Visual & Performing Arts (50)	108	7%
Public Administration & Social Service (44)	98	7%
Psychology (42)	91	6%
Liberal A/S, General Studies & Humanities (24)	90	6%

### Technical College(s)

**Fall 2017 Enrollment - Credit (4,538) & Corporate and Community Education (CE) Programs**

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
York Technical College	4,538	5,040

### **2017-2018 Technical Colleges Program Completions (1,012 - Credit Awards Only)**

Program (CIP Code)	# of Credentials	% of Awarded
Liberal A/S, General Studies & Humanities (24)	208	21%
Health Professions & Related Programs (51)	183	18%
Mechanic & Repair Technologies/Technicians (47)	147	15%
Business, Management, Marketing & Related (52)	145	14%
Engineering Tech. & Engineering-Related (15)	83	8%

### High Schools

**2017-2018 Career and Technical Education (CTE) Student Course Enrollment (18,217)**

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	4,199	23%
Health Science	2,372	13%
Human Services	2,166	12%
Arts, Audio, Video Tech & Coms.	1,352	7%
Information Technology	1,202	7%

### **High School CTE Certifications Awarded\* (2,805)**

Certification Focus	Total Certs Earned	% of Awarded
Finance	984	35%
Health Science	803	29%
Business, Management & Admin.	517	18%
Transportation, Distribution & Logistics (TDL)	151	5%
OSHA-10**	112	4%

\* Students may earn multiple certifications within a given certification focus

\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education



## Greenville Regional Workforce Snapshot (Q2 2020)

### Greenville County

<b>Total Employment</b>	<b>231,234</b>
<b>Unemployment Rate (May 2020)</b>	<b>12.3%</b>
<b>Adults 18-64 Years</b>	<b>307,343</b>
<b>2018-2019 Public High School Enrollment</b>	<b>20,214</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>19,789</b>



# Greenville

### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Health Care & Social Assistance	40,303	14%
Admin Support, Waste Mgmt & Remediation	37,161	12%
Retail Trade	30,629	10%
Manufacturing	30,555	10%
Accommodation & Food Services	26,279	9%
Professional, Scientific, & Technical Services	20,064	7%

### Industry Announced Investment 2011-2019

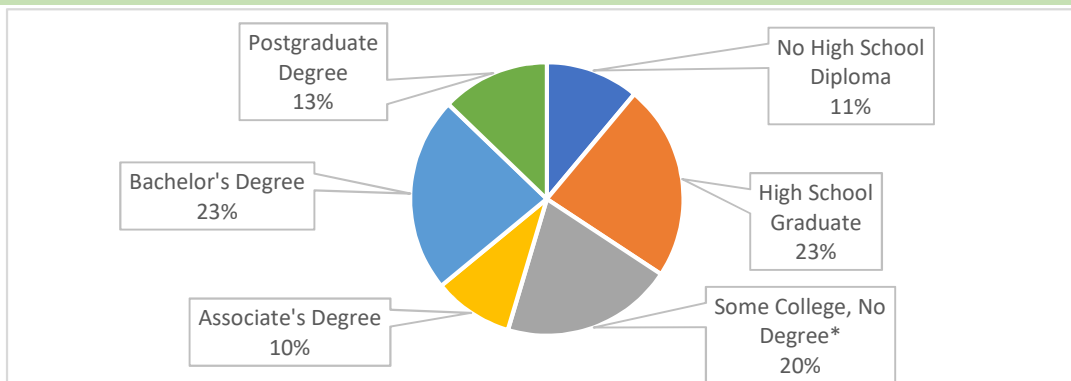
**Total Announced Investment**  
\$1,799,920,000

**Jobs Announced**  
12,955

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Office, HQ, & R&D (Service)	6,776	52%
Manufacturing	5,341	41%
Warehousing & Distribution	623	5%
Research & Development	155	1%
Engineering & Design	60	0%

### Educational Attainment (Adults 18-64)



\*Includes Certificate level credentials

## Greenville Region Education Snapshot (2017-2018)

### Universities/Colleges Fall 2017 Enrollment (8,429)

Institution	Total Enrollment
Furman University	2,948
North Greenville University	2,565
Bob Jones University	2,916

### 2017-2018 Public/Independent Colleges and Universities Degrees Awarded (1,781)

Program (CIP Code)	Degrees	% of Awarded
Business, Management, Marketing & Related (52)	338	19%
Education (13)	209	12%
Health Professions & Related Programs (51)	156	9%
Visual & Performing Arts (50)	115	6%
Communication & Media Studies (90)	98	6%
Biological & Biomedical Sciences (26)	93	5%

### Technical College(s)

#### Fall 2017 Enrollment - Credit (11,745) & Corporate and Community Education (CE) Programs

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Greenville Technical College	11,745	19,303

### 2017-2018 Technical Colleges Program Completions (2,084 - Credit Awards Only)

Program (CIP Code)	# of Credentials	% of Awarded
Health Professions & Related Programs (51)	649	31%
Liberal A/S, General Studies & Humanities (24)	412	20%
Business, Management, Marketing & Related (52)	222	11%
Mechanic & Repair Technologies/Technicians (47)	117	6%
Engineering Tech. & Engineering-Related (15)	111	5%

### High Schools

#### 2017-2018 Career and Technical Education (CTE) Student Course Enrollment (12,550)

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	4,337	35%
Health Science	1,874	15%
Finance	1,028	8%
Human Services	1,015	8%
Ag., Food & Natural Resources	902	7%

### High School CTE Certifications Earned 2017 -2018\* (1,633)

Certification Focus	Total Certs Earned	% of Awarded
Health Science & Related	576	35%
OSHA**	414	25%
Finance & Related	222	14%
Manufacturing & Related	145	9%

\* Students may earn multiple certifications within a given certification focus

\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education

## Lowcountry Regional Workforce Snapshot (Q2 2020)

Beaufort, Colleton, Hampton and Jasper Counties

<b>Total Employment</b>	<b>104,776</b>
<b>Unemployment Rate (May 2020)</b>	<b>10.6%</b>
<b>Adults 18-64 Years</b>	<b>151,517</b>
<b>2018-2019 Public High School Enrollment</b>	<b>9,010</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>4,363</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Accommodation & Food Services	16,416	16%
Retail Trade	15,511	15%
Health Care & Social Assistance	13,274	13%
Construction	7,729	7%
Educational Services	7,232	7%
Admin Support, Waste Mgmt & Remediation	7,109	7%

### Industry Announced Investment 2011-2019

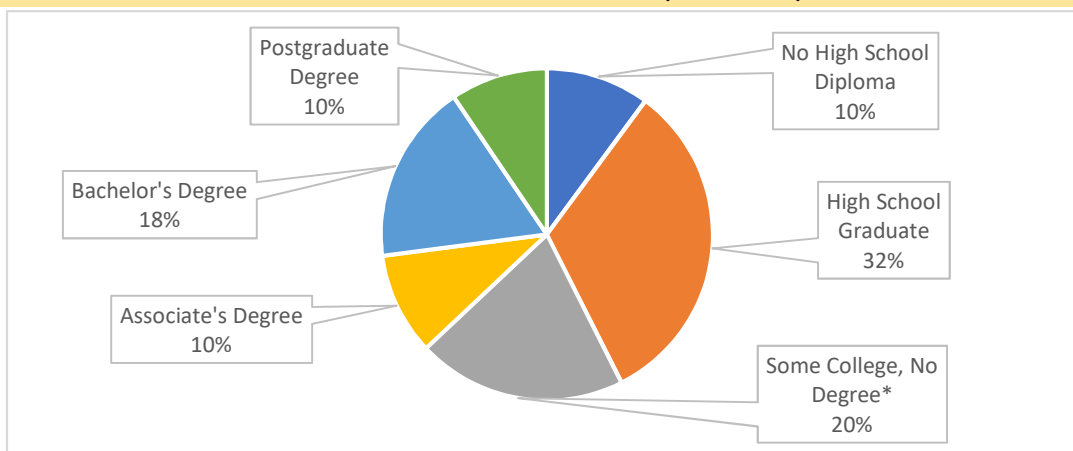
**Total Announced Investment**  
\$456,850,000

**Jobs Announced**  
2,029

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Manufacturing	1,793	88%
Service	171	8%
Warehousing & Distribution	65	3%

### Educational Attainment (Adults 18-64)



\*Includes Certificate level credentials

## Lowcountry Region Education Snapshot (2017-2018)

### Universities/Colleges Fall 2017 Enrollment (2,077)

Institution	Total Enrollment
U. S. C. - Beaufort	2,077

### **2017-2018 Public/Independent Colleges and Universities Degrees Awarded (322)**

Program (CIP Code)	Degrees	% of Awarded
Business, Management, Marketing & Related (52)	88	27%
Social Sciences (45)	44	14%
Health Professions & Related Programs (51)	43	13%
Biological and Biomedical Sciences (26)	30	9%
Psychology (42)	26	8%

### Technical College(s)

#### Fall 2017 Enrollment - Credit (2,314) & Corporate and Community Education (CE) Programs

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Technical College of The Lowcountry	2,314	1,928

### **2017-2018 Technical Colleges Program Completions (436 - Credit Awards Only)**

Program (CIP Code)	# of Credentials	% of Awarded
Health Professions & Related Programs (51)	125	29%
Liberal A/S, General Studies & Humanities (24)	120	28%
Business, Management, Marketing & Related (52)	60	14%
Engineering Tech. & Engineering-Related (15)	44	10%
Mechanic & Repair Technologies/Technicians (47)	18	4%

### High Schools

#### **2017-2018 Career and Technical Education (CTE) Student Course Enrollment (8,886)**

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	2,294	26%
Health Science	1,322	15%
Information Technology	1,206	14%
Finance	555	6%
S.T.E.M.	534	6%

### **High School CTE Certifications Awarded\* (1,333)**

Certification Focus	Total Certs Earned	% of Awarded
Health Science	764	57%
ServSafe® **	225	17%
Architecture & Construction	63	5%
OSHA-10**	63	5%
Manufacturing	38	3%

\* Students may earn multiple certifications within a given certification focus

\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education

## Lower Savannah Regional Workforce Snapshot (Q2 2020)

Aiken, Allendale, Bamberg, Barnwell, Calhoun and Orangeburg Counties

<b>Total Employment</b>	<b>120,817</b>
<b>Unemployment Rate (May 2020)</b>	<b>11.5%</b>
<b>Adults 18-64 Years</b>	<b>187,911</b>
<b>2018-2019 Public High School Enrollment</b>	<b>12,206</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>15,317</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Manufacturing	18,580	16%
Health Care & Social Assistance	13,848	12%
Admin Support, Waste Mgmt & Remediation	13,687	12%
Retail Trade	13,219	11%
Accommodation & Food Services	10,277	9%
Educational Services	9,699	8%

### Industry Announced Investment 2011-2019

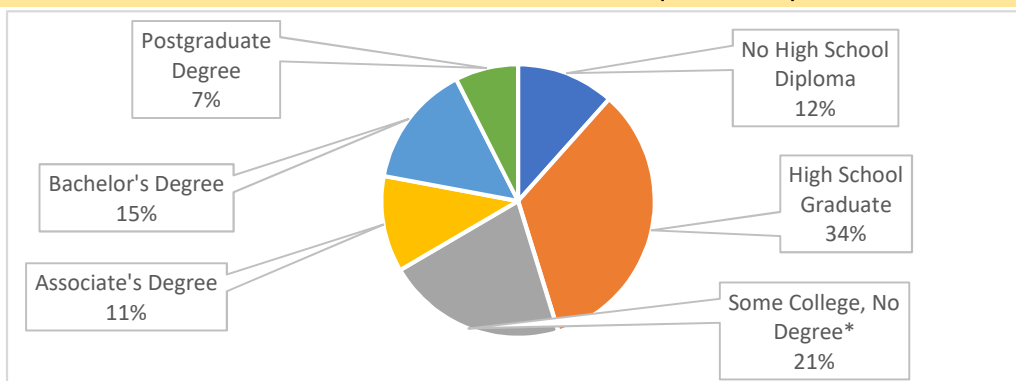
**Total Announced Investment**  
\$3,317,130,000

**Jobs Announced**  
6,088

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Manufacturing	5,132	84%
Customer Service Center	615	10%
Office, HQ, & R&D (Service)	268	4%
Warehousing & Distribution	63	1%
Research & Development	10	0%

### Educational Attainment (Adults 18-64)



\*Includes Certificate level credentials

## Lower Savannah Region Education Snapshot (2017-2018)

### Universities/Colleges

#### Fall 2017 Enrollment (10,063)

Institution	Total Enrollment
South Carolina State University	2,942
U. S. C. - Aiken	3,506
U. S. C. - Salkehatchie	1,011
Clafflin University	2,129
Voorhees College	475

#### 2017-2018 Public/Independent Colleges and Universities Degrees Awarded (1,574)

Program (CIP Code)	Degrees	% of Awarded
Business, Management, Marketing, & Related (52)	314	20%
Liberal A/S, General Studies & Humanities (24)	191	12%
Education (13)	164	10%
Health Professions & Related Programs (51)	125	8%
Biological & Biomedical Sciences (26)	133	8%

### Technical College(s)

#### Fall 2017 Enrollment - Credit (5,401) & Corporate and Community Education (CE) Programs

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Aiken Technical College	2,399	4,859
Orangeburg-Calhoun Technical College	2,479	1,832
Denmark Technical College	523	62

#### 2017-2018 Technical Colleges Program Completions (1,312 -Credit Awards Only)

Program (CIP Code)	# of Credentials	% of Awarded
Health Professions & Related Programs (51)	376	29%
Liberal A/S, General Studies & Humanities (24)	328	25%
Engineering Tech. & Engineering-Related (15)	86	7%
Computer & Information Sciences (11)	63	5%
Business, Management, Marketing & Related (52)	61	5%

### High Schools

#### 2017-2018 Career and Technical Education (CTE) Student Course Enrollment (10,097)

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	3,105	31%
Health Science	972	10%
Human Services	774	8%
Ag., Food & Natural Resources	745	7%
Finance	673	7%

#### High School CTE Certifications Awarded\* (728)

Certification Focus	Total Certs Earned	% of Awarded
Health Science	358	49%
Microburst EmployABILITY Soft Skills**	85	12%
Transportation, Distribution & Logistics (TDL)	41	6%
OSHA-10**	40	5%

\* Students may earn multiple certifications within a given certification focus

\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education

## Midlands Regional Workforce Snapshot (Q2 2020)

Fairfield, Lexington and Richland Counties

<b>Total Employment</b>	<b>321,017</b>
<b>Unemployment Rate (May 2020)</b>	<b>8.5%</b>
<b>Adults 18-64 Years</b>	<b>461,318</b>
<b>2018-2019 Public High School Enrollment</b>	<b>31,610</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>49,835</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Health Care & Social Assistance	54,233	15%
Retail Trade	40,104	11%
Accommodation & Food Services	34,584	9%
Public Administration	32,095	9%
Educational Services	30,374	8%
Admin Support, Waste Mgmt & Remediation	27,113	7%

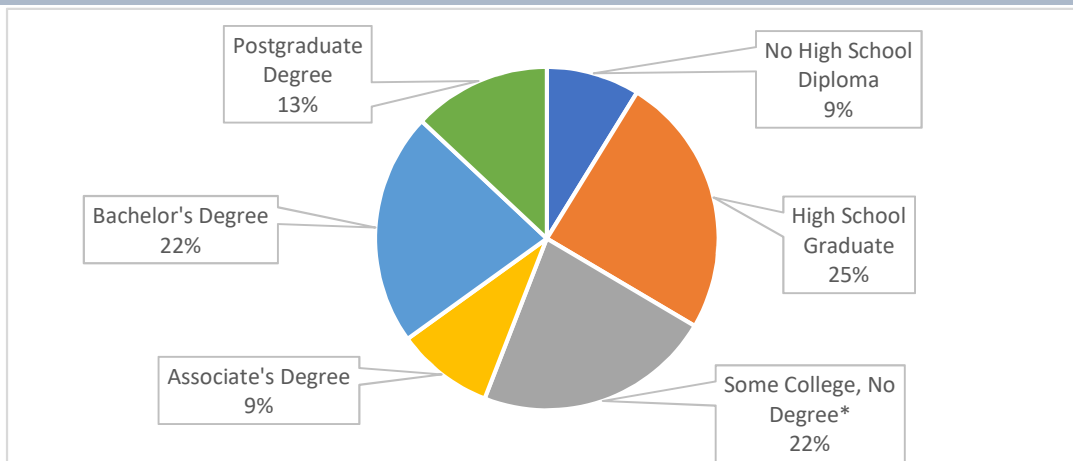
### Industry Announced Investment 2011-2019

<b>Total Announced Investment</b>	<b>Jobs Announced</b>
\$2,239,715,000	10,570

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Manufacturing	5,625	53%
Office, HQ, & R&D (Service)	2,510	24%
Warehousing & Distribution	2,435	23%

### Educational Attainment (Adults 18-64)



\*Includes Certificate level credentials

## Midlands Region Education Snapshot (2017-2018)

### Universities/Colleges

Fall 2017 Enrollment (39,991)

Institution	Total Enrollment
U. S. C. - Columbia	34,731
Allen University & Benedict College	2,846
Columbia College	1,513
Columbia International University	901

### 2017-2018 Public/Independent Colleges and Universities Degrees Awarded (10,007)

Program (CIP Code)	Degrees	% of Awarded
Business, Management, Marketing & Related (52)	2,438	24%
Health Professions & Related Programs (51)	1,381	14%
Education (13)	800	8%
Engineering (14)	600	6%
Computer & Information Sciences (11)	207	2%

### Technical College(s)

Fall 2017 Enrollment - Credit (10,625) & Corporate and Community Education (CE) Programs

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Midlands Technical College	10,625	26,326

### 2017-2018 Technical Colleges Program Completions (2,108 - Credit Awards Only)

Program (CIP Code)	# of Credentials	% of Awarded
Health Professions & Related Programs (51)	777	37%
Liberal A/S, General Studies & Humanities (24)	470	22%
Mechanic & Repair Technologies/Technicians (47)	174	8%
Family & Consumer Sciences/Human Sciences (19)	122	6%
Business, Management, Marketing & Related (52)	103	5%

### High Schools

2017-2018 Career and Technical Education (CTE) Student Course Enrollment (24,460)

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	7,375	30%
Health Science	4,343	18%
S.T.E.M.	2,393	10%
Information Technology	2,111	9%
Finance	1,433	6%

### High School CTE Certifications Awarded\* (4,835)

Certification Focus	Total Certs Earned	% of Awarded
Health Science	2,029	42%
Finance	1,302	27%
Transportation, Distribution & Logistics (TDL)	532	11%
ServSafe® **	211	4%
Business, Management & Admin.	156	3%

\* Students may earn multiple certifications within a given certification focus

\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education



## Pee Dee Regional Workforce Snapshot (Q2 2020)

Chesterfield, Darlington, Dillon, Florence, Marion and Marlboro Counties

<b>Total Employment</b>	<b>140,968</b>
<b>Unemployment Rate (May 2020)</b>	<b>10.5%</b>
<b>Adults 18-64 Years</b>	<b>204,815</b>
<b>2018-2019 Public High School Enrollment</b>	<b>14,445</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>10,672</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Health Care & Social Assistance	21,080	16%
Manufacturing	20,266	15%
Retail Trade	15,638	12%
Accommodation & Food Services	12,714	9%
Educational Services	11,063	8%
Transportation & Warehousing	7,812	6%

### Industry Announced Investment 2011-2019

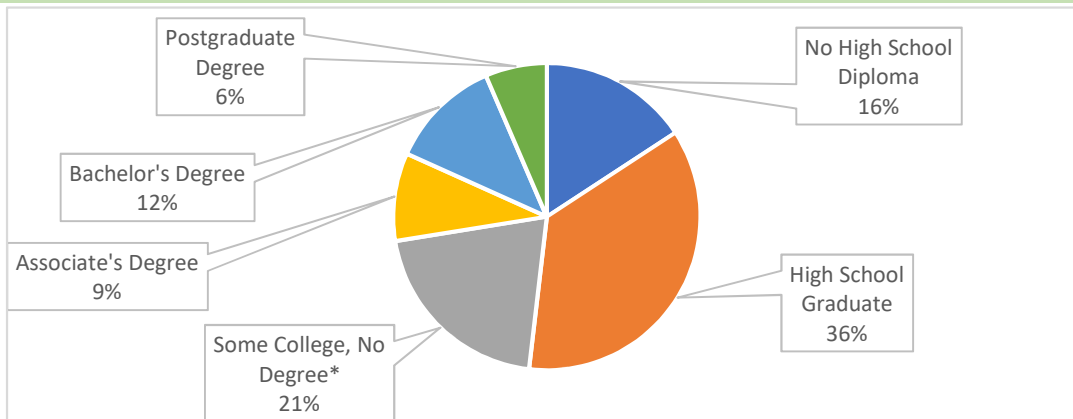
**Total Announced Investment**  
\$2,442,555,000

**Jobs Announced**  
6,917

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Manufacturing	5,403	78%
Warehousing & Distribution	1,015	15%
Office, HQ, & R&D (Service)	374	5%
Agriculture	125	2%

### Educational Attainment (Adults 18-64)



\*Includes Certificate level credentials

## Pee Dee Region Education Snapshot (2017-2018)

### Universities/Colleges

**Fall 2017 Enrollment (4,882)**

Institution	Total Enrollment
Francis Marion University	3,786
Coker College	1,096

### **2017-2018 Public/Independent Colleges and Universities Degrees Awarded (904)**

Program	Degrees	% of Awarded
Health Professions & Related Programs (51)	182	20%
Business, Management, Marketing, & Related (52)	172	19%
Psychology (42)	92	10%
Biological & Biomedical Sciences (26)	88	10%
Education (13)	81	9%

### Technical College(s)

**Fall 2017 Enrollment - Credit (6,502) & Corporate and Community Education (CE) Programs**

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Florence-Darlington Technical College	5,439	5,839
Northeastern Technical College	1,063	1,304

### **2017-2018 Technical Colleges Program Completions (1,054 - Credit Awards Only)**

Program	# of Credentials	% of Awarded
Health Professions & Related Programs (51)	224	21%
Business, Management, Marketing & Related (52)	181	17%
Mechanic & Repair Technologies/Technicians (47)	155	15%
Liberal A/S, General Studies & Humanities (24)	124	12%
Precision Production (48)	120	11%

### High Schools

**2017-2018 Career and Technical Education (CTE) Student Course Enrollment (11,358)**

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	3,916	34%
Health Science	1,554	14%
Human Services	785	7%
Ag., Food & Natural Resources	722	6%
Finance	641	6%

### **High School CTE Certifications Awarded\* (1,645)**

Certification Focus	Total Certs Earned	% of Awarded
Health Science	617	38%
Transportation, Distribution & Logistics (TDL)	338	21%
OSHA-10**	207	13%
Finance	168	10%
Business, Management & Admin.	87	5%

\* Students may earn multiple certifications within a given certification focus

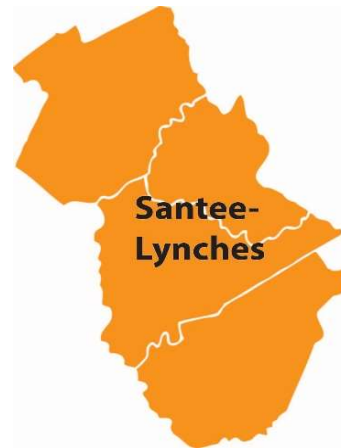
\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education

## Santee-Lynches Regional Workforce Snapshot (Q2 2020)

Clarendon, Kershaw, Lee and Sumter Counties

<b>Total Employment</b>	<b>85,350</b>
<b>Unemployment Rate (May 2020)</b>	<b>10.8%</b>
<b>Adults 18-64 Years</b>	<b>133,178</b>
<b>2018-2019 Public High School Enrollment</b>	<b>9,241</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>5,309</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Manufacturing	11,117	15%
Health Care & Social Assistance	11,101	15%
Retail Trade	9,611	13%
Accommodation & Food Services	6,479	9%
Educational Services	5,957	8%
Public Administration	5,028	7%

### Industry Announced Investment 2011-2019

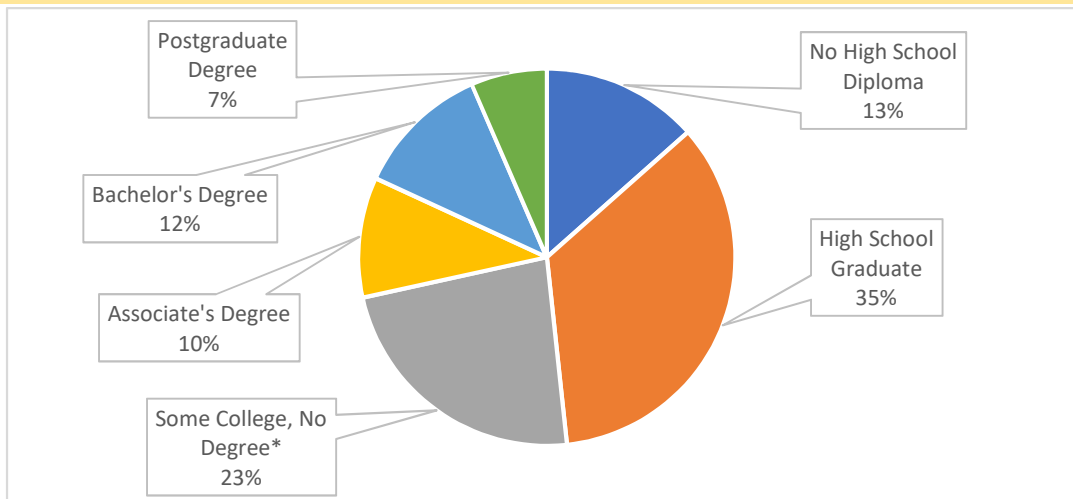
**Total Announced Investment**  
\$1,416,580,000

**Jobs Announced**  
3,680

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Manufacturing	3,530	96%
Office, HQ, & R&D (Service)	150	4%

### Educational Attainment Adults 18-64)



\*Includes Certificate level credentials

## Santee-Lynches Region Education Snapshot (2017-2018)

### Universities/Colleges

#### Fall 2017 Enrollment (1,749)

Institution	Total Enrollment
U. S. C. - Sumter	1,002
Morris College	747

#### 2017-2018 Public/Independent Colleges and Universities Degrees Awarded (262)

Program (CIP Code)	Degrees	% of Awarded
Liberal A/S, General Studies & Humanities (24)	148	56%
Business, Management, Marketing & Related (52)	27	10%
Social Sciences (45)	21	8%
Health Professions & Related Programs (51)	12	5%

### Technical College(s)

#### Fall 2017 Enrollment - Credit (3,720) & Corporate and Community Education (CE) Programs

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Central Carolina Technical College	3,720	4,062

#### 2017-2018 Technical Colleges Program Completions (661 - Credit Awards Only)

Program (CIP Code)	# of Credentials	% of Awarded
Health Professions & Related Programs (51)	164	25%
Liberal A/S, General Studies & Humanities (24)	90	14%
Business, Management, Marketing & Related (52)	80	12%
Engineering Tech. & Engineering-Related (15)	67	10%
Family & Consumer Sciences/Human Sciences (19)	46	7%

### High Schools

#### 2017-2018 Career and Technical Education (CTE) Student Course Enrollment (7,898)

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	2,109	27%
Information Technology	1,023	13%
Health Science	853	11%
Ag., Food & Natural Resources	687	9%
Human Services	646	8%

#### High School CTE Certifications Awarded\* (890)

Certification Focus	Total Certs Earned	% of Awarded
Health Science	304	34%
ServSafe® **	117	13%
OSHA-10**	104	12%
Transportation, Distribution & Logistics (TDL)	97	11%
Manufacturing	72	8%

\* Students may earn multiple certifications within a given certification focus

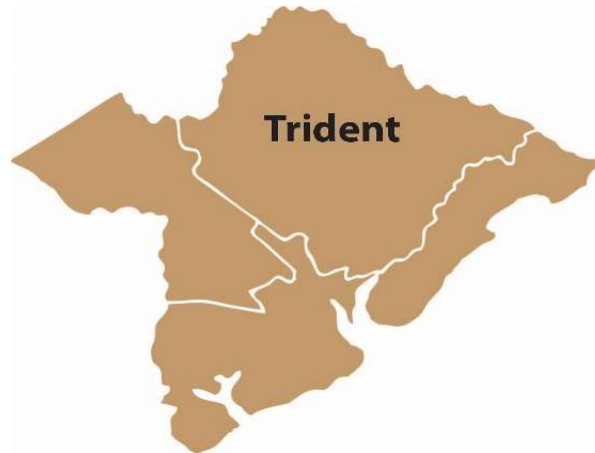
\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education

## Trident Regional Workforce Snapshot (Q2 2020)

Berkeley, Charleston and Dorchester Counties

<b>Total Employment</b>	<b>326,112</b>
<b>Unemployment Rate (May 2020)</b>	<b>12.4%</b>
<b>Adults 18-64 Years</b>	<b>482,949</b>
<b>2018-2019 Public High School Enrollment</b>	<b>29,796</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>33,059</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Health Care & Social Assistance	46,846	12%
Accommodation & Food Services	45,187	12%
Retail Trade	44,070	12%
Educational Services	30,732	8%
Manufacturing	30,290	8%
Professional, Scientific, & Technical Services	28,708	8%

### Industry Announced Investment 2011-2019

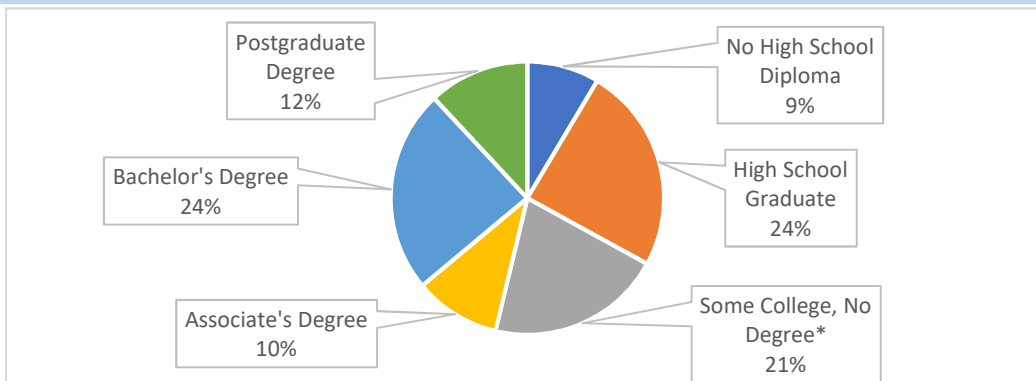
**Total Announced Investment**  
\$5,936,031,500

**Jobs Announced**  
22,068

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Total Jobs Announced
Manufacturing	14,425	65%
Office, HQ, & R&D (Service)	5,425	25%
Warehousing & Distribution	1,310	6%
Research & Development	508	2%
Customer Service Center	400	2%

### Educational Attainment (Adults 18-64 years)



\*Includes Certificate level credentials

## Trident Region Talent Pipeline (2017-2018)

### Public & Independent Universities and Colleges Enrollment

Fall 2017 Enrollment (21,057)

Institution	Total Enrollment
Medical University of South Carolina	2,985
The Citadel	3,717
College of Charleston	10,863
Charleston Southern University	3,492

### 2017-2018 Public/Independent Colleges and Universities Degrees Awarded (5,182)

Program (CIP Code)	Degrees	% of Awarded
Health Professions & Related Programs (51)	1,203	23%
Business, Management, Marketing & Related (52)	1,154	22%
Biological and Biomedical Sciences (26)	442	8%
Education (13)	337	6%
Engineering (14)	143	3%
Computer & Information Sciences (11)	127	2%

### Technical Colleges

#### Fall 2017 Enrollment - Credit (13,271) & Corporate and Community Education (CE) Programs

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Trident Technical College	13,271	15,649

### 2017-2018 Technical Colleges Program Completions (2,525 - Credit Awards Only)

Program (CIP Code)	# of Credentials	% of Awarded
Liberal A/S, General Studies & Humanities (24)	574	23%
Health Professions & Related Programs (51)	495	20%
Business, Management, Marketing & Related (52)	291	12%
Computer & Information Sciences (11)	243	10%
Personal & Culinary Services (12)	199	8%

### High Schools

#### 2017-2018 Career and Technical Education (CTE) Student Course Enrollment (23,424)

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	4,975	21%
Health Science	4,882	21%
Information Technology	3,400	15%
S.T.E.M.	2,807	12%
Hospitality & Tourism	1,239	5%

### High School CTE Certifications Awarded\* (1,744)

Certification Focus	Total Certs Earned	% of Awarded
Health Science	786	45%
Business, Management & Admin.	338	19%
ServSafe® **	141	8%
Manufacturing	32	2%
OSHA-10**	42	2%

\* Students may earn multiple certifications within a given certification focus

\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education

## Upper Savannah Regional Workforce Snapshot (Q2 2020)

Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry and Saluda Counties

<b>Total Employment</b>	<b>103,395</b>
<b>Unemployment Rate (May 2020)</b>	<b>11.6%</b>
<b>Adults 18-64 Years</b>	<b>153,269</b>
<b>2018-2019 Public High School Enrollment</b>	<b>9,036</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>10,642</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Manufacturing	24,019	26%
Health Care & Social Assistance	12,639	14%
Retail Trade	8,588	9%
Educational Services	6,947	8%
Accommodation & Food Services	6,127	7%
Public Administration	5,516	6%

### Industry Announced Investment 2011-2019

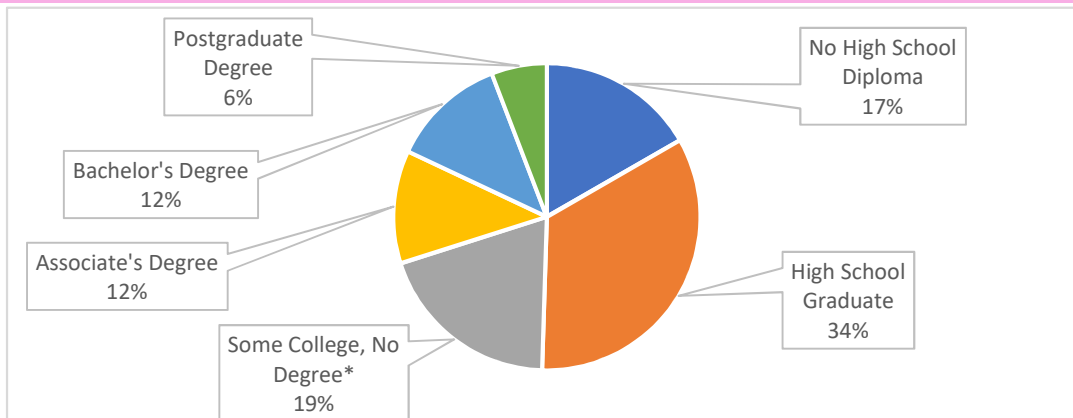
**Total Announced Investment**  
\$2,341,972,043

**Jobs Announced**  
5,333

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Manufacturing	4,754	89%
Research & Development	467	9%
Office, HQ, & R&D (Service)	60	1%
Warehousing & Distribution	52	1%

### Educational Attainment (Adults 18-64)



\*Includes Certificate level credentials

## Upper Savannah Region Education Snapshot (2017-2018)

### Universities/Colleges Fall 2017 Enrollment (5,999)

Institution	Total Enrollment
Lander University	2,847
Erskine College	694
Newberry College	1,181
Presbyterian College	1,277

### **2017-2018 Public/Independent Colleges and Universities Degrees Awarded (1,115)**

Program (CIP Code)	Degrees	% of Awarded
Business, Management, Marketing, & Related (52)	239	21%
Health Professions & Related Programs (51)	143	13%
Education (13)	129	12%
Biological & Biomedical Sciences (26)	92	8%
Parks, Recreation, Leisure & Fitness Studies (31)	85	8%

### Technical College(s)

#### **Fall 2017 Enrollment - Credit & Corporate (4,596) and Community Education (CE) Programs**

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Piedmont Technical College	4,596	9,310

### **2017-2018 Technical Colleges Program Completions (1,011 - Credit Awards Only)**

Program (CIP Code)	# of Credentials	% of Awarded
Health Professions & Related Programs (51)	321	32%
Business, Management, Marketing & Related (52)	166	16%
Engineering Tech. & Engineering-Related (15)	94	9%
Mechanic & Repair Technologies/Technicians (47)	90	9%
Precision Production (48)	90	9%

### High Schools

#### **2017-2018 Career and Technical Education (CTE) Student Course Enrollment (9,161)**

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	2,789	30%
Health Science	1,582	17%
Ag., Food & Natural Resources	925	10%
Finance	775	8%
S.T.E.M.	548	6%

### **High School CTE Certifications Awarded\* (753)**

Certification Focus	Total Certs Earned	% of Awarded
Health Science	370	49%
ServSafe® **	70	9%
Soft Skills Certification	68	9%
OSHA-10**	70	9%
Transportation, Distribution & Logistics (TDL)	61	8%

\* Students may earn multiple certifications within a given certification focus

\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education



## Upstate Regional Workforce Snapshot (Q2 2020)

Cherokee, Spartanburg and Union Counties

<b>Total Employment</b>	<b>171,542</b>
<b>Unemployment Rate (May 2020)</b>	<b>14.8%</b>
<b>Adults 18-64 Years</b>	<b>234,973</b>
<b>2018-2019 Public High School Enrollment</b>	<b>16,944</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>15,703</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Manufacturing	43,593	23%
Health Care & Social Assistance	21,415	11%
Retail Trade	18,879	10%
Admin Support, Waste Mgmt & Remediation Serv	15,613	8%
Accommodation & Food Services	15,108	8%
Educational Services	13,397	7%

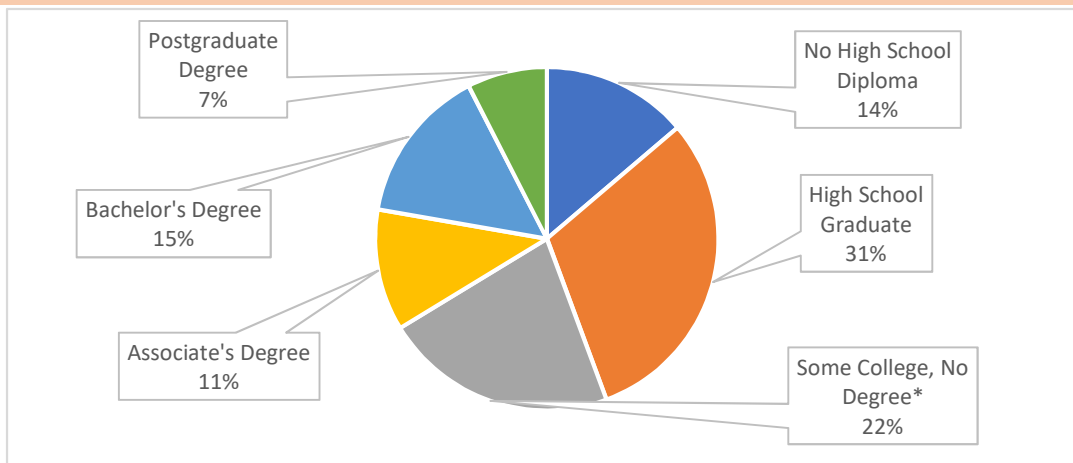
### Industry Announced Investment 2011-2019

<b>Total Announced Investment</b>	<b>Jobs Announced</b>
\$5,929,650,000	12,263

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Manufacturing	9,504	78%
Warehousing & Distribution	2,228	18%
Office, HQ, & R&D (Service)	531	4%

### Educational Attainment (Adults 18-64)



\*Includes Certificate level credentials

## Upstate Region Education Snapshot (2017-2018)

### Universities/Colleges

**Fall 2017 Enrollment (13,444)**

Institution	Total Enrollment
U. S. C. - Upstate	5,990
U. S. C. - Union	903
Wofford College	1,678
Converse college	1,478
Limestone College	2,605
Spartanburg Methodist College	790

### **2017-2018 Public/Independent Colleges and Universities Degrees Awarded (2,853)**

Program (CIP Code)	Degrees	% of Awarded
Business, Management, Marketing & Related (52)	578	20%
Health Professions & Related Programs (51)	444	16%
Liberal A/S, General Studies & Humanities (24)	335	12%
Education (13)	254	9%

### Technical College(s)

**Fall 2017 Enrollment - Credit (4,635) & Corporate and Community Education (CE) Programs**

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Spartanburg Community College	4,635	3,132

### **2017-2018 Technical Colleges Program Completions (751- Credit Awards Only)**

Program (CIP Code)	# of Credentials	% of Awarded
Liberal A/S, General Studies & Humanities (24)	200	27%
Health Professions & Related Programs (51)	142	19%
Business, Management, Marketing & Related (52)	90	12%
Engineering Tech. & Engineering-Related (15)	85	11%
Precision Production (48)	59	8%

### High Schools

**2017-2018 Career and Technical Education (CTE) Student Course Enrollment (12,821)**

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	4,721	37%
Health Science	1,528	12%
Human Services	904	7%
Arts, Audio, Video Tech & Coms.	847	7%
S.T.E.M.	661	5%

### **High School CTE Certifications Awarded\* (1,988)**

Certification Focus	Total Certs Earned	% of Awarded
Health Science	814	41%
Transportation, Distribution & Logistics (TDL)	415	21%
OSHA-10**	254	13%
Finance	163	8%
ServSafe® **	100	5%

\* Students may earn multiple certifications within a given certification focus

\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education

## Waccamaw Regional Workforce Snapshot (Q2 2020)

Georgetown, Horry and Williamsburg Counties

<b>Total Employment</b>	<b>157,009</b>
<b>Unemployment Rate (May 2020)</b>	<b>17.5%</b>
<b>Adults 18-64 Years</b>	<b>242,316</b>
<b>2018-2019 Public High School Enrollment</b>	<b>16,153</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>18,166</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Accommodation & Food Services	36,123	20%
Retail Trade	29,044	16%
Health Care & Social Assistance	20,705	11%
Construction	11,729	7%
Admin Support, Waste Mgmt & Remediation	11,487	6%
Educational Services	11,346	6%

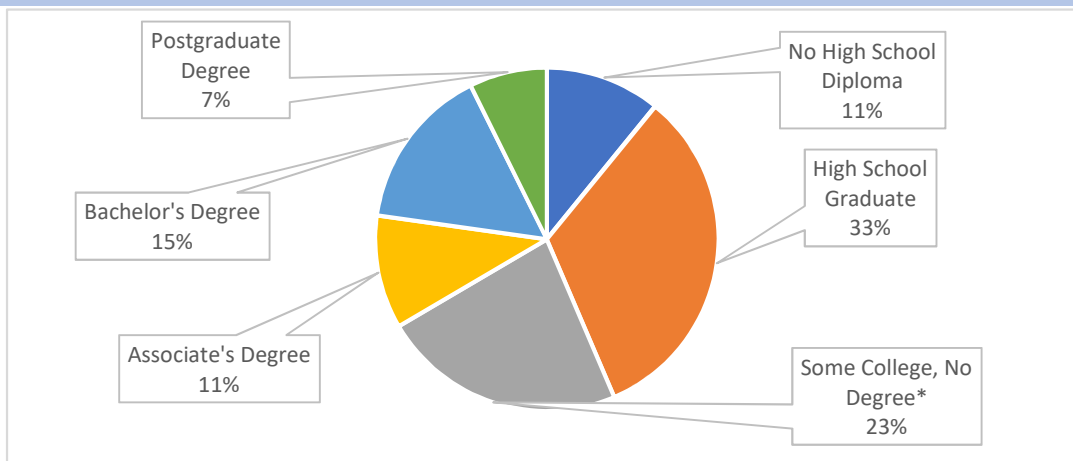
### Industry Announced Investment 2011-2019

<b>Total Announced Investment</b>	<b>Jobs Announced</b>
\$195,255,000	2,826

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Manufacturing	1,364	48%
Office, HQ, & R&D (Service)	1,362	48%
Warehousing & Distribution	100	4%

### Educational Attainment (Adults 18-64)



\*Includes Certificate level credentials

## Waccamaw Region Education Snapshot (2017-2018)

### Universities/Colleges

Fall 2017 Enrollment (10,663)

Institution	Total Enrollment
Coastal Carolina University	10,663

### 2017-2018 Public/Independent Colleges and Universities Degrees Awarded (2,143)

Program (CIP Code)	# of Credentials	% of Awarded
Business, Management, Marketing & Related (52)	497	23%
Education (13)	347	16%
Parks, Recreation, Leisure, & Fitness Studies (31)	231	11%
Biological & Biomedical Sciences (26)	240	11%
Communication & Media Studies (90)	142	7%

### Technical College(s)

Fall 2017 Enrollment - Credit (7,811) & Corporate and Community Education (CE) Programs

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Horry-Georgetown Technical College	7,079	4,852
Williamsburg Technical College	732	509

### 2017-2018 Technical Colleges Program Completions (1,575 - Credit Awards Only)

Program (CIP Code)	Credentials	% of Awarded
Liberal A/S, General Studies & Humanities (24)	475	30%
Health Professions & Related Programs (51)	462	29%
Business, Management, Marketing & Related (52)	112	7%
Family & Consumer Sciences/Human Sciences (19)	95	6%
Personal & Culinary Services (12)	63	4%

### High Schools

2017-2018 Career and Technical Education (CTE) Student Course Enrollment (11,246)

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	3,581	32%
Health Science	1,534	14%
Ag., Food and Natural Resources	1,015	9%
Human Services	941	8%
Information Technology	936	8%

### High School CTE Certifications Awarded\* (322)

Certification Focus	Total Certs Earned	% of Awarded
Health Science	265	80%
Human Services/Family & Consumer Sciences	32	10%
OSHA-10**	13	4%

\* Students may earn multiple certifications within a given certification focus

\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education

## Worklink Regional Workforce Snapshot (Q2 2020)

### Anderson, Oconee and Pickens Counties

<b>Total Employment</b>	<b>166,501</b>
<b>Unemployment Rate (May 2020)</b>	<b>11.8%</b>
<b>Adults 18-64 Years</b>	<b>240,058</b>
<b>2018-2019 Public High School Enrollment</b>	<b>16,400</b>
<b>2018 Postsecondary Total Enrollment</b>	<b>36,013</b>



### Top Industries (Q4 2019)

Industry	Employed	% of Total Employment
Manufacturing	26,664	19%
Retail Trade	18,654	13%
Health Care & Social Assistance	17,322	12%
Educational Services	16,070	11%
Accommodation & Food Services	15,219	11%
Other Services (except Public Admin.)	7,375	5%

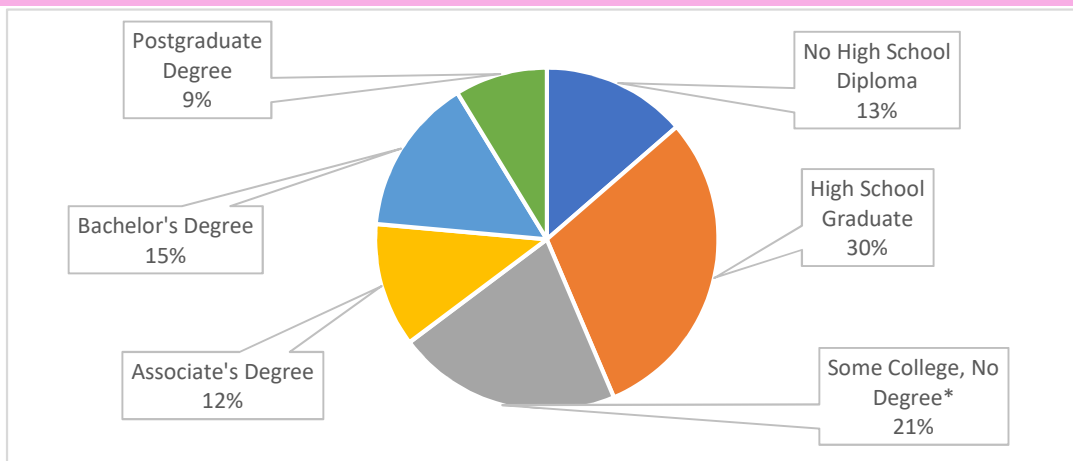
### Industry Announced Investment 2011-2019

<b>Total Announced Investment</b>	<b>Jobs Announced</b>
\$2,166,780,000	6,381

#### Jobs Announced by Industry

Industry	Number of Jobs	% of Jobs Announcements
Manufacturing	5,759	90%
Office, HQ, & R&D (Service)	406	6%
Warehousing & Distribution	216	3%

### Educational Attainment (Adults 18-64)



\*Includes Certificate level credentials

## Worklink Region Education Snapshot (2017-2018)

### Universities/Colleges

**Fall 2017 Enrollment (29,569)**

Institution	Total Enrollment
Clemson University	24,387
Anderson University	3,494
Southern Wesleyan University	1,688

### **2017-2018 Public/Independent Colleges and Universities Degrees Awarded (7,811)**

Program (CIP Code)	Degrees	% of Awarded
Business, Management, Marketing & Related (52)	1,650	21%
Engineering (14)	1,519	19%
Education (13)	676	9%
Biological & Biomedical Sciences (26)	633	8%
Health Professions & Related Programs (51)	519	7%
Computer & Information Sciences (11)	369	5%

### Technical College(s)

**Fall 2017 Enrollment - Credit (6,069) & Corporate and Community Education (CE) Programs**

Institution	Credit Enrollment	CE Enrollment (2017 & 2018 Annualized)
Tri-County Technical College	6,069	7,740

### **2017-2018 Technical Colleges Program Completions (2,026 - Credit Awards Only)**

Program (CIP Code)	# of Credentials	% of Awarded
Liberal A/S, General Studies & Humanities (24)	913	45%
Health Professions & Related Programs (51)	257	13%
Mechanic & Repair Technologies/Technicians (47)	200	10%
Precision Production (48)	197	10%
Engineering Tech. & Engineering-Related (15)	122	6%

### High Schools

**2017-2018 Career and Technical Education (CTE) Student Course Enrollment (13,559)**

CTE Student Cluster	Enrollment	% of CTE Students Enrolled
Business, Management & Admin.	4,011	30%
Human Services	1,796	13%
Health Science	1,423	10%
Ag., Food and Natural Resources	1,358	10%
S.T.E.M.	957	7%

### **High School CTE Certifications Awarded\* (1,501)**

Certification Focus	Total Certs Earned	% of Awarded
Health Science	566	38%
OSHA-10**	195	13%
Finance	147	10%
Transportation, Distribution & Logistics (TDL)	131	9%

\* Students may earn multiple certifications within a given certification focus

\*\* Multi-cluster certifications are reported independently of specific career clusters and may result in the omission of some industry certifications from specific focus areas.

Sources: SCDEW, US Census, JobsEQ, SC Commerce, SC Tech, SC Dept. of Education & SC Commission on Higher Education

# Interoperable Learning Records Landscape Inventory

Staff at the White House compiled this inventory to provide insight into the current landscape of interoperable learning records (ILRs) as of November 2019. There is currently no intention to update the inventory for subsequent periods.

Many of the stakeholders referenced in the inventory contributed to the compilation of the included information.

The inventory is broken out into five sections:

1. Secure Issuing and Verification Protocols (page 3)
2. Data Standards (page 9)
3. Ontologies/Frameworks (page 21)
4. Implementations, Pilots, and Implementation Support Networks (page 26)
5. Products and Services (page 49)

At the beginning of each section is a definition and the format for the entries contained in the section.

Note that the inventory is not intended to be comprehensive. Included entities were contacted to alert them to their inclusion in this document. All information contained is public information. Inclusion or exclusion of any entities in or from this document is not intended to serve as an endorsement or disapproval of the entity.

This inventory is in response to a recommendation of the American Workforce Policy Advisory Board set forth in the September 2019 White Paper on Interoperable Learning Records.<sup>1</sup>

The white paper defines ILR protocols using the metaphor of a file cabinet. This inventory references that metaphor. As noted in the white paper, ILR protocols could operate at four layers, with more to emerge as necessary:

- The file cabinet (ILR): allows the curation and sharing of learner credentials.
- The envelope: verifies the integrity of credential data and issuer/learner identity.
- The letter: contains content details of a specific credential issued to a learner.
- The ontology: represents common language and schemas for occupations, jobs, competencies/ skills, and credential types, etc.

<sup>1</sup> [https://www.commerce.gov/sites/default/files/2019-09/ILR\\_White\\_Paper\\_FINAL\\_EBOOK.pdf](https://www.commerce.gov/sites/default/files/2019-09/ILR_White_Paper_FINAL_EBOOK.pdf)



**A learning record is like a file cabinet** that stores all of a learner's envelope-letter pairs or achievements.

*Interoperability* between records from various issuers is essential to the success of a system of ILRs.

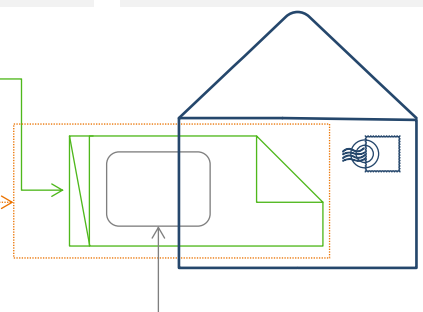


**The letter is the achievement assertion.**

It contains all the personal data that requires access control.

**Data standard to format and define** the contents of a letter that will be stored in the ILR (or file cabinet).

- HR Open Candidate Record
- IMS Global CLR and Open Badges
- PESC eTranscript, eCredential, ePortfolio, Assessment/Score | W3C DID



**The envelope is the secure issuing and verification protocol.**

It stores metadata which is visible on the outside and is used to send a letter.

- A4L SIF 3 Infrastructure | ASU Trusted Learner Network | Blockcerts
- MIT Digital Credentials | PESC EdExchange
- W3C Verifiable Credential

**Ontologies/frameworks to describe the achievement.**

- CASE Network | CMC | Degree Qualifications Profile | Emsi Skills Library | NICE Framework | O\*NET | SOC

**Data standards** also exist for education-related data, credentialing-related data, and workplace-related data, which are used to describe learning achievements. The following organizations manage data standards:

- A4L | ANSI | CEDS | Credential Engine | HR Open Standards | IMS Global
- IEEE SA | PESC | Schema.org | U.S. Chamber of Commerce Foundation

For background information, see the American Workforce Policy Advisory Board's White Paper on Interoperable Learning Records [https://www.commerce.gov/sites/default/files/2019-09/ILR\\_White\\_Paper\\_FINAL\\_EBOOK.pdf](https://www.commerce.gov/sites/default/files/2019-09/ILR_White_Paper_FINAL_EBOOK.pdf)



## SECURE ISSUING AND VERIFICATION PROTOCOLS

Secure issuing and verification protocols provide the infrastructure for issuing, sharing, and verifying credentials. These items are representative of the “envelope” in the ILR metaphor. These protocols store the metadata items such as the issuer of an achievement, the date issued, and the type of achievement. This information is visible to anyone as is the information on the outside of an envelope.

Metadata is data that provides information about other data. The main purpose of metadata is to facilitate the discovery of relevant information. Metadata helps organize electronic resources, provide digital identification, and support archiving and preservation of the resource.<sup>2</sup>

Format for secure issuing and verification protocols entries:

- Developing organization
- Technology
- Key features

### **Blockcerts**

<https://www.blockcerts.org/about.html>

#### **Developing organization**

The initial design was based on prototypes developed at the MIT Media Lab and by Learning Machine. For ongoing development, this open-source project actively encourages other collaborators to get involved. The MIT Media Lab is not actively involved in the ongoing development.

#### **Technology**

Blockchain

<sup>2</sup> “Frequently Asked Questions: Understanding the Public-Private Credentialing Data and Technology Ecosystem of the Credential Transparency Initiative.” Credential Transparency Initiative. More information on this initiative is available at: <http://connectingcredentials.org/resources/credential-transparency-initiative-cti/>.

**Key features**

Blockcerts is an open standard for creating, issuing, viewing, and verifying blockchain-based certificates. These digital records are registered on a blockchain, cryptographically signed, tamper-proof, and shareable. The goal is to enable a wave of innovation that gives individuals the capacity to possess and share their own official records. They invite feedback, contributions, and general discussion. The goal of this community is to create technical resources that other developers can utilize in their own projects.

**Digital Credentials**

<https://digitalcredentials.mit.edu/>

MIT Media Lab: <https://www.media.mit.edu/projects/media-lab-digital-certificates/overview/>

**Developing organization**

Founding members: Delft University of Technology (The Netherlands), Harvard University (USA), Hasso Plattner Institute of Potsdam (Germany), Massachusetts Institute of Technology (USA), Tecnologico de Monterrey (Mexico), Technical University of Munich (Germany), University of California at Berkeley (USA), University of California at Irvine (USA), and the University of Toronto (Canada)

**Technology**

The Digital Credentials Consortium is exploring public key infrastructures, public ledgers, and blockchains to rethink the way to recognize and transact with academic achievements.

**Key features**

Infrastructure for digital verifiable credentials of academic achievement. The infrastructure aims to be a trusted, distributed, and shared infrastructure standard for issuing, storing, displaying, and verifying academic credentials.

**EdExchange**

<https://edexchange.pesc.org/home#/home>

**Developing organization**

The Postsecondary Electronic Standards Council (PESC) was established in 1997 at The National Center for Higher Education. PESC operates as an international 501(c)(3) non-profit, community-based, umbrella association headquartered in Washington, D.C. Member organizations include: data, software, technology service providers and vendors; schools, districts, colleges and universities; college, university and state/provincial systems; local, state/provincial and federal government offices; professional, commercial and non-profit organizations; and non-profit associations and foundations. PESC approved standards, technology, and services are community-sourced. PESC serves as an incubator and standards-development body.

### **Technology**

The EdExchange software is open source so you can extend and configure it as needed. Using the reference directory and network server code as a base, you can send and receive documents for free. To receive documents you'll also need to host a network server, use the reference network server app, create your own custom app, or integrate EdExchange with an existing app at your institution.

### **Key features**

EdExchange is a data exchange service offered and operated by PESC and directly managed by PESC Members. The foundation of the service is a directory 'look up' server or 'platform' to which institutions, vendors, service and data providers that are able to exchange data electronically subscribe. The directory server lists, or itemizes, the technical capacity of each user, the document types supported electronically and additional identifier data. To exchange data, users then connect directly with the respective recipient. While EdExchange is built on open standards and web services architecture, any type of data in any format can be exchanged over EdExchange.

EdExchange is in production and supported by: Credentials Solutions, Digitary, Educational Credential Evaluators, National Student Clearinghouse, Oracle, Parchment and University of Phoenix. EdExchange is supported by a Steering Committee, User Group and based on a subscription-based model.

## **SIF 3.3 Infrastructure**

<https://www.a4l.org/page/Infrastructure3-3>

### **Developing organization**

Access 4 Learning (A4L) Community

### **Technology**

Secure REST-based infrastructure

### **Key features**

SIF 3.3 is the latest release of an open standard infrastructure, which began over 20 years ago as the product neutral interface of an existing commercial message broker. SIF 3 is designed for the modern era by leveraging a REST-based approach to data exchange. The key contribution of the SIF Infrastructure is to define, coordinate, and standardize the ways in which multiple RESTful clients can access a RESTful services securely, robustly, and in real time.

SIF is not a product, but a technical blueprint for enabling diverse applications to interact and share data. SIF is designed to: facilitate data sharing and reporting between applications without incurring expensive customer development costs; enhance product functionality; and provide solutions to customers.

The SIF 3 Infrastructure has been shown to be: secure, simple to start, and scalable. It is an open standard and does require a special license.

## **Trusted Learner Network (TLN)**

<https://uto.asu.edu/initiatives/trusted-learner-network>

### **Developing organization**

Developed at Arizona State University (ASU) in a collaboration between the Office of the University Provost, the University Technology Office and EdPlus.

### **Technology**

Blockchain

### **Key features**

ASU's Trusted Learner Network (TLN) describes a new, secure, and decentralized approach to recording, curating, and sharing learner data on abilities and skills across the learner's lifespan. By definition, a network connects together multiple participants in a value exchange of mutual benefit. There are 12 principles of the TLN:

1. Stores learner achievements
2. Safe and secure
3. Always up-to-date
4. Issued and maintained by the entity
5. Presents current information first
6. Records learner consent
7. Shared only within the TLN
8. Co-owned by the learner
9. Open-source tools and APIs
10. Identity and access management tools included
11. Non-commercial use
12. Network of networks

Building a TLN needs to surface the key parameters of trust and the use cases on which they depend to ensure that the value is attained, and the technology under development is uniquely suited to deliver it. This requires a committed group of organizations working together, formalized in the TLN Partnership. ASU is convening a selected group of higher education, K-12, non-profit institutions, government entities and companies to take high-impact use cases, prioritized by the TLN community, and conduct rapid development,

deployment and testing of TLN blockchain proof of concept. This will validate and inform all interested parties, identify areas needing further R&D, or justify the investment in productizing the PoC. This is a curated membership organization based on a commitment, both financial and in-kind contributions, to define, build and assess applications of the TLN against real world problems and opportunities.

## **Verifiable Credential Authentication**

<https://www.w3.org/TR/vc-use-cases/#introduction>

### **Developing organization**

World Wide Web Consortium (W3C) leads the World Wide Web to its full potential by developing protocols and guidelines that ensure the long-term growth of the Web. W3C standards define an Open Web Platform for application development that has the potential to enable developers to build interactive experiences, powered by data stores that are available on any device. The full strength of the platform relies on many technologies that W3C and its partners are creating, including CSS, SVG, WOFF, the Semantic Web stack, XML, and a variety of APIs. W3C develops these technical specifications and guidelines through a process designed to maximize consensus about the content of a technical report, to ensure high technical and editorial quality, and to earn endorsement by W3C and the broader community.

### **Technology**

The specification is a data model representation, encoded primarily in JSON-LD, and a suite of non-normative definitions, explanations, and potential business case and use case descriptions.

### **Key features**

A verifiable credential is a structure that contains credential data including digital keys and signatures allowing it to be cryptographically verified.

From the W3C Verifiable Credential Data Model, a [credential](#) might consist of:

- Information related to identifying the [subject](#) of the credential (for example, a photo, name, or identification number).
- Information related to the issuing authority (for example, a city government, national agency, or certification body).
- Information related to the type of credential this is (for example, a Dutch passport, an American driving license, or a health insurance card).
- Information related to specific attributes or properties being asserted by the issuing authority about the [subject](#) (for example, nationality, the classes of vehicle entitled to drive, or date of birth).
- Evidence related to how the credential was derived.
- Information related to constraints on the credential (for example, expiration date, or terms of use).

A [verifiable credential](#) can represent all of the same information that a physical credential represents. The addition of technologies, such as digital signatures, makes verifiable credentials more tamper-evident and more trustworthy than their physical counterparts. [Holders](#) of verifiable credentials can generate [verifiable presentations](#) and then share these [verifiable presentations](#) with [verifiers](#) to prove they possess verifiable credentials with certain characteristics.

Both verifiable credentials and verifiable presentations can be transmitted rapidly, making them more convenient than their physical counterparts when trying to establish trust at a distance.

## DATA STANDARDS

Data standards are agreed-upon sets of characteristics used to establish a common understanding of the meaning or semantics of the data to ensure correct and proper use and interpretation of the data by its owner and users. For example, it defines what each piece of information is, what formats (integer, decimal, mmdyy) are used and what the vocabulary means.<sup>3</sup>

Data standards define the format for the contents of a letter in the ILR metaphor. Letters are stored in the ILR (or file cabinet).

Format for data standards entries:

- Description of organization
- ILR-related activities, standards and resources

### **Access 4 Learning Community (A4L)**

<https://www.a4l.org/>

#### **Description of organization**

The Access 4 Learning (A4L) Community, previously the SIF Association, is a non-profit collaboration composed of schools, districts, local authorities, states, US and International Ministries of Education, software vendors and consultants who collectively address all aspects of learning information management and access to support learning.

#### **ILR-related activities, standards, and resources**

- **Unity Specification** is built using 20 years of experience by A4L volunteer members developed using open, non-proprietary and transparent processes linked to a quality control Certification Program. It contains a comprehensive K12 data model and modern transport technologies to securely move the data to provide it to the right person at the right time in the right way under local data privacy policies. <https://www.a4l.org/page/Unity>
- **xPress Roster, Student Records Exchange and IEP** are open, standard APIs (Application Programming Interfaces) built on the SIF 3 infrastructure, which provides schools and developers with a way to simply and securely exchange data among modern apps, whether they are hosted locally, in the cloud or on mobile devices. <https://xpressapi.org>

<sup>3</sup> “Frequently Asked Questions: Understanding the Public-Private Credentialing Data and Technology Ecosystem of the Credential Transparency Initiative.”

## **American National Standards Institute (ANSI)**

[https://www.ansi.org/about\\_ansi/overview/overview?menuid=1](https://www.ansi.org/about_ansi/overview/overview?menuid=1)

### **Description of organization**

The American National Standards Institute (ANSI) is a private, not-for-profit organization dedicated to supporting the U.S. voluntary standards and conformity assessment system and strengthening its impact, both domestically and internationally.

### **ILR-related activities, standards, and resources**

ANSI provides a framework for fair standards development and quality conformity assessment systems, and safeguards their integrity. The Institute represents the diverse interests of more than 270,000 companies and organizations, and 30 million professionals worldwide. ANSI is the official U.S. representative to the International Organization for Standardization (ISO) and, via the U.S. National Committee, the International Electrotechnical Commission (IEC). ANSI is also a member of the International Accreditation Forum (IAF). Although ANSI itself does not develop American National Standards (ANSs), it provides all interested U.S. parties with a neutral venue to come together and work towards common agreements. The process to create these voluntary standards is guided by the Institute's cardinal principles of consensus, due process and openness and depends heavily upon data gathering and compromises among a diverse range of stakeholders.

## **Common Education Data Standards (CEDS)**

<https://ceds.ed.gov/>

### **Description of organization**

The Common Education Data Standards (CEDS) contain a broad scope of data element definitions spanning P-20W (early learning through postsecondary and workforce) with data models and tools for understanding and implementing the standards. CEDS is developed through an Open Source Community.

### **ILR-related activities, standards, and resources**

The standards reflect data vocabularies developed by various industry standards bodies in addition to standards developed through public-private collaboration that represent data definitions and code sets recognized for federal reporting programs such as EdFACTS and IPEDS. CEDS include data definitions for early learning, K-12, postsecondary, career and technical education, adult education, and workforce sectors, and it has data domains for assessments, competency frameworks, credentials, learning resources, authentication and authorization, facilities, and implementation variables.

- **CEDS Data Vocabulary** includes over 1700 data element definitions and a mapping toolkit for mapping other standards and organizational data dictionaries to CEDS.



- **CEDS Align** is a web-based tool that enables users to import or input their data dictionaries, align their elements to CEDS, compare their data dictionaries with those of other users and analyze their data in relation to various other CEDS alignments. CEDS Align is designed to enable education stakeholders to understand how their data dictionaries relate to the Standards, as well as what similarities or gaps might need to be addressed in sharing data among educational sectors and across state lines.
- **CEDS Connect** enables users at different levels to consider “connections” such as metric definitions of data points, policy questions, or federal data reporting requirements by establishing the data elements necessary to answer a given connection, as well as recommend logic and routines for analysis. CEDS Connect is designed to help the education data community work together toward standard definitions and methodologies that will provide common, comparable data measurements and reporting across districts, state and multiple educational agencies. The myConnect feature builds upon CEDS Align to apply their Align maps to the elements needed for any connection.
- **CEDS Data Models:**
  - **Conceptual Model** is a canonical organization of entities based on a foundation of person, organization, role, event, and resource.
  - **DES** is a domain-entity schema used as a web interface on the CEDS website and within the CEDS tools, Align and Connect, to organize and present data element definitions organized by domain.
  - **NDS/IDS** is a P-20W logical normalized data schema (NDS) and physical integration data store (IDS) relational data model are based on superclasses/categories in the Conceptual Model.
  - **DW/RDS** is the P-20W data warehouse model and reporting data store (DW/RDS) is a star-schema data model designed initially to support state reporting needs.

## Credential Engine

[www.credentialengine.org](http://www.credentialengine.org) and [www.credreg.net](http://www.credreg.net)

### Description of organization

Credential Engine is a 501(c)3 based in Washington, D.C. whose mission is to bring transparency to all credentials in the marketplace, reveal the marketplace as it exists, improve credential literacy, and help individuals and institutions make more informed decisions about credentials. There are at least 738,000 confirmed unique credentials in the U.S., including diplomas, badges, certificates, certifications, licenses, apprenticeships, and degrees of all types and levels. In such an expansive and chaotic marketplace, credentials remain the most important and common signal of an individual’s knowledge, skills, and abilities. Credentials are often the best signal employees have of the competencies required for particular occupations. Open, transparent data on credentials, competencies, and outcomes is fundamental to improving access to opportunity, increasing accountability, and aligning education and training offerings with employer needs. Credential Engine provides an open family

of specifications for describing credentials, competencies, and outcomes as well as technologies that support trusted search, discovery, and comparison.

#### **ILR-related activities, standards, and resources**

- **Credential Transparency Description Language (CTDL) & CTDL-ASN** provide a common set of terms that define the “rules of the road” for how credentials, credentialing organizations, quality assurance bodies, and competencies are described in Credential Engine's Credential Registry and on the Internet. By creating a common language to describe this information, CTDL and CTDL-ASN enable universal credential and competency comparability. The Credential Registry is similar to a dictionary of credential and competency data that people, organizations, and software can refer to in order to structure information. It provides searchable and comparable information about all types of credentials—from diplomas, badges, and certificates to licenses, certifications and degrees of all types and levels. It is a central location to collect, maintain, and connect credential and competency information to support an open applications marketplace. When credential and competency information is published to the Credential Registry, the CTDL links each data point (e.g. competency), making it possible to compare that credential's data across all other credentials in the Registry and globally.

### **Ed-Fi Alliance**

<https://www.ed-fi.org/>

#### **Description of organization**

The Ed-Fi Alliance is a 501(c)(3) nonprofit funded by the Michael & Susan Dell Foundation. They are a group of former teachers, administrators, and developers who understand education technology from all angles. Together with a nationwide community of people and partners, they are working toward a future where student data is always standardized, always secure, and always supporting teachers and students.

#### **ILR-related activities, standards, and resources**

- **Ed-Fi Assessment Outcomes API** describes a REST API surface to enable exchange of assessment metadata and student assessment results between disparate and geographically separated systems operated by different organizations.
- **Ed-Fi Core Student Data API** describes a REST API surface that covers the core data domains typically managed by student information systems in K–12 education. These standards can be used to drive analysis of student performance, both alone and in combination with data from other systems.
- **Ed-Fi Data Standards** are a common model providing the data elements and serialization formats on which all other Ed-Fi data systems are based.

- **Ed-Fi Enrollment API** describes a set of read-only REST APIs for transfer of basic student and teacher demographic data and enrollment data for K–12 education. The API is intended to allow source systems to provide the basic data needed to provision a broad range of online teaching and learning applications.

## **HR Open Standards**

<https://hropenstandards.org/>

### **Description of organization**

HR Open Standards Consortium is a voluntary, consensus-based standards organization. Its community of HR technologists facilitate discussions on global technology concepts and challenges. Members collaborate to develop free standards, which encompass the full HR domain from hire to retire and are open to all HR professionals.

HR Open is leading an Employment and Earnings Record project in coordination with the T3 Innovation Network. HR Open is also participating in several other T3 initiatives including the Data Standards Harmonization, Learner Record, Public-Private Standards, and Empowering the American Student & Worker.

### **ILR-related activities, standards, and resources**

- **HR Open Candidate Record** (education, employment and military history, assessments, and screening results) contains information on an employee’s achievements.
- **Data standards** for the following HR-related topics:
  - Assessments
  - Benefits
  - Contingent Staffing
  - Employee Performance Management
  - Payroll
  - Provisioning
  - Recruiting
  - Screening
  - Time Management

## IEEE Standards Association – Learning Technology Standards Committee (LTSC)

<https://standards.ieee.org/>

### Description of organization

IEEE Standards Association is a global voluntary consensus standards body and consensus building organization that nurtures, develops and advances global technologies. They bring together a broad range of individuals and organizations from a wide range of technical and geographic points of origin to facilitate standards development and standards-related collaboration. With collaborative thought leaders in more than 160 countries, they promote innovation, enable the creation and expansion of international markets and help protect health and public safety. Collectively, their work drives the functionality, capabilities and interoperability of a wide range of products and services that transform the way people live, work, and communicate. Standards related to Interoperable Learner Records are stewarded by the IEEE Learning Technology Standards Committee ([LTSC](#)).

### ILR-related activities, standards, and resources

- **IEEE Standard Data Model for Reusable Competency Definitions ([1484.20.1](#))** defines a data model for describing, referencing, and sharing competency definitions, primarily in the context of online and distributed learning. The standard provides a way to represent formally the key characteristics of a competency, independently of its use in any particular context. A current workgroup is revising the standard informed by the 2017 “Ecosystem Mapping Project” with participants representing various technical standards organizations including A4L, CASS, CEDS, Credential Engine, Ed-Fi, HR Open Standards Consortium, IMS Global, IEEE LTSC, MedBiquitous, PESC, and [Schema.org/DCMI-LRMI](#).
- **IEEE SCORM Standards ([1484.11.3/1484.12.3](#))** when integrated with a web-based dynamic user interface can become a platform for the educators distributed across the globe to create, store and reuse the domain-specific and user-specific e-learning modules.
- **IEEE Conceptual Model for Learning Technology Standards ([CM4LTS](#))** is a new study group with the goal of updating the IEEE’s 2003 Learning Technology Systems Architecture standard 1484.1 and publish a crowd-maintained, updated, conceptual/logical meta model with linked alignments to relevant data, technical, policy, and achievement standards.
- **IEEE Standard for Child and Student Data Governance ([P7004](#))** will define specific methodologies to help users certify how they approach accessing, collecting, storing, utilizing, sharing, and destroying child and student data. This project will standardize specific metrics and conformance criteria regarding these types of uses from trusted global partners and how vendors and educational institutions can meet them.
- **IEEE Experience Data Tracking and Access ([P9274.1](#))** will provide an interoperable means to store and retrieve learning experience data as required by modern, data-intensive learning technologies by advancing the Experience API (xAPI)

specification to an IEEE standard. This project will standardize the data model format and communication protocol for learning experience data allowing vendors to build interoperable solutions and to take advantage of many products that support the xAPI.

## **IMS Global**

<https://www.imsglobal.org/>

### **Description of organization**

The IMS Global Learning Consortium (IMS Global/IMS) is a nonprofit, member organization that strives to enable the adoption and impact of innovative learning technology to advance lifelong learning. The mission of IMS Global is to advance technology that can affordably scale and improve educational participation and attainment. To ensure that learning impact of technology-enabled innovation is achieved around the world, IMS's community of educational institutions, suppliers, and government organizations develops open interoperability standards, supports adoption with technical services, and encourages adoption through programs that highlight effective practices.

### **ILR-related activities, standards, and resources**

IMS Global members participate in any or all of the aspects of the IMS work: from standards creation to adoption of ed-tech innovation to large-scale deployment of technology to achieve learning impact: improving access, affordability and quality of learning. The interaction and feedback among these three "stages" of market adoption are critical to the success of the open architecture and the fostering of new opportunities in lifelong learning. All IMS published standards are open, free, and available for all to use.

- **Comprehensive Learner Record (CLR)** is a secure and verifiable digital record for learners, supporting learning experiences and achievements including courses, competencies, skills, co-curricular achievements, prior learning, internships and experiential learning. The CLR is designed to support traditional academic programs as well as co-curricular, competency-based education, and mastery-based learning to capture and communicate a learner's achievements in a form they can control, manage and share. The CLR is a modern lifelong learner record that is structured yet flexible enough to meet the needs of learners, registrars, and employers. Based on the IMS Global's work in digital credentials and closely following the guidance of the American Association of College Registrars and Admissions Officers (AACRAO), the CLR standard is interoperable with the Open Badges standard and the emerging work of the W3C on decentralized identity (DID) and verifiable credentials (VC). The Comprehensive Learner Record was designed as a secure, learner-centered record for the 21st century for K12, Higher Education and employer-based learning. The IMS CLR standard is designed to be compatible with the emerging data ecosystem of credentials and job definitions. <https://www.imsglobal.org/activity/comprehensive-learner-record>

- **Open Badges from IMS Global** are information-rich visual forms of recognition with onboard structured data. The Open Badges standard describes a method for packaging information about accomplishments, embedding it into portable image files as digital badges, and establishing resources for its validation and verification. In other words, Open Badges contain detailed metadata about achievements such as who earned it, who issued it, the criteria required, and in many cases even the evidence and demonstrations of the relevant skills. Open Badges 2.0 provides new features such as endorsements, internationalization and multi-lingual capabilities, versioning, improvements for accessibility, and full adoption of JSON-LD. Open Badges 2.0 is in Final status. Open Badges 2.1, referred to as the Badge Connect API, puts badge earners in control of where their badges are stored. Originally developed by the Mozilla Foundation, Open Badges were transferred to IMS Global in 2016 to lead future advancements of the specification which is an important component of the digital credential's ecosystem. Open Badges 2.x is designed for compatibility and interoperability with the other IMS standards and most especially [Comprehensive Learner Record](#) and [Competencies and Academic Standards Exchange \(CASE\)](#)®.
- **Competencies and Academic Standards Exchange (CASE) by IMS Global** provides an open standard to publish, align and share skill and competency frameworks and data across organizations, learning records and learner-held digital credentials. For example, connecting an educator-published curriculum with a framework of job roles such as those in the new JDX JobSchema+. CASE provides a format for digitally expressing competency statements and associated evaluation rubrics so the broader ecosystem of digital credentials systems can easily access and integrate this information. CASE provides educators a faster and more reliable way to align curriculum, content and instruction with career requirements. CASE allows for the digital exchange of competency definitions between applications and systems and eases sharing of resources utilizing different learning standards by providing linkages between sets of standards and competencies using different terms and even in different languages. CASE provides a standard method for provisioning and transmitting skills and competency framework documents, items, associations and optional assessment rubrics. <http://www.imsglobal.org/initiative/advancing-digital-credentials-and-competency-based-learning>

## **JDX JobSchema+**

<https://www.uschamberfoundation.org/jdx/job-schema>

### **Description of organization**

The Job Data Exchange™ (JDX), developed by the U.S. Chamber of Commerce Foundation, is a set of open data tools and resources that leverage global data standards and advancements in artificial intelligence (AI) to transform how employers send signals about hiring requirements for in-demand jobs.

### **ILR-related activities, standards, and resources**

Using structured, linked data, the JDX improves how job descriptions and postings are communicated. This is accomplished through the development of a JDX schema (JDX JobSchema+) that extends and improves upon a widely-deployed schema in the employment context, the [JobPosting Schema](#), in partnership with HR Open Standards. JobSchema+ is a standardized way of organizing structured data on the web for jobs. The U.S. Chamber of Commerce is currently pilot testing and refining JDX JobSchema+.

### **Learning Resource Metadata Initiative (LRMI)**

<https://www.dublincore.org/specifications/lrmi/>

#### **Description of organization**

The Learning Resource Metadata Initiative (LRMI) is a project started in 2011, originally co-led by the AEP—the 501(c)(3) division of the Association of American Publishers—and Creative Commons, to establish a common metadata framework for describing learning resources. The aim of the Learning Resource Metadata Initiative (LRMI) is to define learning resource related metadata terms that can be used with any RDF or linked data resource description schema, especially the Schema.org vocabulary. Schema.org was jointly founded by Google, Microsoft, Yahoo, and Yandex in 2011. Shortly thereafter, LRMI was organized to represent the educational community to Schema.org. Initially, LRMI was a joint initiative of the Association of Educational Publishers and Creative Commons with funding from the Bill & Melinda Gates Foundation and the William and Flora Hewlett Foundation. Since 2014, LRMI has been managed by the Dublin Core Metadata Initiative (DCMI).

#### **ILR-related activities, standards, and resources**

LRMI defined a set of metadata terms that can be applied to Creative Works in the Schema.org framework. These terms indicate key features such as the competencies to which the resource is aligned (`educationalAlignment`), how a work is intended to be used (`educationalUse`), the typical age range of students that might use the resource (`typicalAgeRange`), the time required to make effective use of the resource (`timeRequired`), and more.

When a person engages in a learning activity that has been described using LRMI terms, that LRMI information is used to create an entry in their Interoperable Learner Record.

More recently, the LRMI Task Group has supported the development of the Schema.org Course entity and the work of the Schema.org Educational and Occupational Credentials Community Group. Guided by the simplicity of both Schema.org and the DCMI, the LRMI terms are simple, clearly-defined, and broadly applicable. Because of this, the same terms are used in many educational metadata contexts beyond Schema.org.

## Postsecondary Electronic Standards Council (PESC)

<https://www.pesc.org/pesc-approved-standards.html>

### Description of organization

The Postsecondary Electronic Standards Council (PESC) was established in 1997 at The National Center for Higher Education. PESC operates as an international 501(c)(3) non-profit, community-based, umbrella association headquartered in Washington, D.C. Member organizations include: data, software, technology service providers and vendors; schools, districts, colleges and universities; college, university and state/provincial systems; local, state/provincial and federal government offices; professional, commercial and non-profit organizations; and non-profit associations and foundations. PESC approved standards, technology, and services are community-sourced. PESC serves as an incubator and standards-development body.

### ILR-related activities, standards, and resources

PESC-approved standards are available openly and free of charge. The standards are workgroup-developed, approved, ratified, and maintained through an open, transparent, rigorous, community-based, collaborative process. This includes a public notification when development initiates and a formal 30-day public comment period before approval by PESC Members. PESC-approved standards are platform, system and application neutral; used, implemented, adopted and integrated in systems, networks, applications, products and services; are hub and spoke and web services friendly; support a transaction or business process; and can be used or implemented independently from another.

PESC approved standards:

- **Core Main** is an XML schema that contains a dictionary of common element type definitions that can be used to construct and validate XML messages.
- **Academic Record** is an XML schema that contains a dictionary of element type definitions that can be used to construct and validate XML messages. The library contains element types that are specific to information about a student's academic experience and accomplishments.
- **Academic College Transcript and Academic High School Transcript** includes transcript data for admissions and transfer.
- **Admissions Application** includes admissions specific information.
- **Education Course Inventory and Education Test Score Reporting** is for exchanging course data and test scores.
- **ePortfolio** schema facilitates the transmission of ePortfolio data from one ePortfolio system to another.



- **Credential for Certificates, Degrees & Diplomas** uses Core Main. Includes XML Schema and Academic Record.
- **Global Education Organization (GEO) Code** is a free, open and standardized directory of codes & identifiers for institutions and education organizations. <https://www.pesc.org/geo-code.html>
- **SPEEDE Server** is an electronic data exchange server that allows free, open and secure exchange of education documents and data between institutions and solution providers. SPEEDE Server is utilized when partnering schools need a mechanism to safely and securely exchange education documents between them. What SPEEDE Server Includes: Known entity exchanges between registered SPEEDE users, Email notification when files are sent and received, Audit trail via system activity logs and notifications, and Transaction reporting. PESC with partners AACRAO, ARUCC, supports SPEEDE Server as a data exchange platform. <https://www.pesc.org/technology-and-services.html>
- **Student Loan Servicer Portfolio Detail Report** is for student loan servicing.

## Schema.org

<https://schema.org>

### Description of organization

Schema.org is a collaborative, community that creates, maintains, and promotes schemas for structured data on the Internet, on web pages, in email messages, and beyond. Webmasters and developers use a shared vocabulary to decide on a schema and get the maximum benefit for their efforts.

### ILR-related activities, standards, and resources

Schema.org vocabulary can be used with many different encodings, including RDFa, Microdata and JSON-LD. These vocabularies cover entities, relationships between entities and actions, and can easily be extended through a well-documented extension model. Over 10 million sites use Schema.org to markup their web pages and email messages. Many applications from Google, Microsoft, Pinterest, Yandex and others already use these vocabularies to power rich, extensible experiences.

Founded by Google, Microsoft, Yahoo and Yandex, Schema.org vocabularies are developed by an open [community](#) process, using the [public-schemaorg@w3.org](mailto:public-schemaorg@w3.org) mailing list and through [GitHub](#).

- **EducationalOccupationalCredential (EOC)** is an educational or occupational credential. A diploma, academic degree, certification, qualification, badge, etc., that may be awarded to a person or other entity that meets the requirements defined by the credentialer. <https://schema.org/EducationalOccupationalCredential>

- **Learning Resource Metadata Initiative (LRMI)** is a project co-led by the Association of Educational Publishers (AEP) and Creative Commons to build a common metadata vocabulary for educational resources. LRMI addresses those metadata properties that distinguish content when it is deliberately used for learning. [https://schema.org/docs/kickoff-workshop/sw1109\\_Vocabulary\\_LRMI.pdf](https://schema.org/docs/kickoff-workshop/sw1109_Vocabulary_LRMI.pdf)

## **World Wide Web Consortium (W3C)**

<https://www.w3.org/standards/>

### **Description of organization**

World Wide Web Consortium (W3C) leads the World Wide Web to its full potential by developing protocols and guidelines that ensure the long-term growth of the Web. W3C standards define an Open Web Platform for application development that has the potential to enable developers to build interactive experiences, powered by data stores that are available on any device. Although the boundaries of the platform continue to evolve, industry leaders speak nearly in unison about how HTML5 will be the cornerstone for this platform. But the full strength of the platform relies on many technologies that W3C and its partners are creating, including CSS, SVG, WOFF, the Semantic Web stack, XML, and a variety of APIs. W3C develops these technical specifications and guidelines through a process designed to maximize consensus about the content of a technical report, to ensure high technical and editorial quality, and to earn endorsement by W3C and the broader community.

### **ILR-related activities, standards, and resources**

- **Decentralized identifiers (DIDs)** are a new type of identifier for verifiable, decentralized digital identity. These new identifiers are designed to enable the controller of a DID to prove control over it and to be implemented independently of any centralized registry, identity provider, or certificate authority. DIDs are URLs that relate a DID subject to means for trustable interactions with that subject by way of a DID document. DID documents are simple documents that describe how to use that specific DID. Each DID document may express cryptographic material, verification methods, and/or service endpoints. These provide a set of mechanisms which enable a DID controller to prove control of the DID. Service endpoints enable trusted interactions with the DID subject. <https://w3c.github.io/did-core/>

## ONTOLOGIES/FRAMEWORKS

Ontologies/frameworks can generally be described as a set of terms and relationships that represent the structured content of a topic. Ontologies help communities develop trust through shared understandings.<sup>4</sup>

For example, an ontology related to a specific occupation might describe both the skills needed in the field and explicit relationships between the “work roles,” “tasks,” and “knowledge, skills, and abilities.” This type of ontology facilitates occupational workforce communications, mappings to other fields, and machine-actionable representations (i.e., schemas) that applications could support.

Format for ontologies/frameworks entries:

- Type/topic
- Owner
- Details

### **CASE Network**

<https://casenetwork.msglobal.org/cfdoc/>

#### **Type/topic**

Competency statements, learning outcomes, frameworks, and associated rubrics

#### **Owner**

IMS Global Learning Consortium

#### **Details**

CASE Network enables better support for aligned instruction and competencies across the digital learning ecosystem via a free public digital registry that includes standards for all 50 U.S. states and the Common Core. Currently, it includes full sets of English Language Arts and Mathematics standards in CASE format that can be downloaded or accessed by an authenticated API by registered users. CASE Network is based on IMS Global’s CASE open standard to publish, align and share skill and competency frameworks and data across organizations, learning records and learner-held digital credentials. For example, connecting an educator-published curriculum with a framework of job roles such as those in the new JDX JobSchema+.

<sup>4</sup> White Paper on Interoperable Learning Records

CASE provides a format for digitally expressing competency statements, learning outcomes and associated evaluation rubrics so a broader ecosystem of digital credentials systems can easily access and integrate this information.

See Competency and Academic Standards Exchange (CASE) in the Data Standards section of this inventory.

### **Competency Model Clearinghouse (CMC)**

<https://www.careeronestop.org/competencymodel/careerpathway/cpwoverview.aspx>

#### **Type/topic**

Workforce, competency models

#### **Owner**

U.S. Department of Labor, Employment and Training Administration (ETA)

#### **Details**

The goal of the Clearinghouse is to inform the public workforce system about the value, development, and uses of competency models. The CMC website offers two interactive on-line tools to help businesses, educators, and workforce professionals achieve their talent development goals: the Build a Competency Model Tool and the Build a Career Ladder/Lattice Tool.

### **Degree Qualifications Profile (DQP)**

<http://degreeprofile.org/>

#### **Type/topic**

Learning outcomes

#### **Owner**

National Institute for Learning Outcomes Assessment (NILOA), Institute for Evidence-Based Change (IEBC), Lumina Foundation

#### **Details**

The Degree Qualifications Profile is a learning-centered framework for what graduates should know and be able to do to earn the associate, bachelors or master's degree in any field of study. There are five broad categories of proficiencies which provide a profile of what degrees mean in terms of specific learning outcomes. Through focusing on broad areas of learning and the application of that learning, the DQP illustrates progressively challenging performance expectations for all students.

## **Emsi Open Skills Library**

<https://skills.emsidata.com/>

### **Type/topic**

Skills library

### **Owner**

Emsi

### **Details**

Emsi curates nearly 30,000 skills from hundreds of millions of job postings, resumes, and professional profiles into a skills library to serve as a common language between people looking for work, employers, and educational programs. In Emsi's Open Skills library, a skill is anything that defines or describes someone's knowledge and experience. Emsi releases a new version of the library every two weeks. Each release contains new skills and updates to how existing skills are identified.

Available to the public through Emsi Skills API.

## **National Initiative for Cybersecurity Education (NICE) Cybersecurity Workforce Framework**

<https://www.nist.gov/itl/applied-cybersecurity/nice/resources/nice-cybersecurity-workforce-framework>

### **Type/topic**

Taxonomy and lexicon for cybersecurity work and workers

### **Owner**

National Institutes of Standards and Technology (NIST)

### **Details**

The NICE Framework, [NIST Special Publication 800-181](#), is a national focused resource that categorizes and describes cybersecurity work. The NICE Framework establishes a taxonomy and common lexicon that describes cybersecurity work and workers irrespective of where or for whom the work is performed. The NICE Framework is intended to be applied in the public, private, and academic sectors.

## O\*NET

<https://www.onetcenter.org/overview.html>

### **Type/topic**

Occupational taxonomy

### **Owner**

The Occupational Information Network (O\*NET) is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce.

### **Details**

The O\*NET Program is the nation's primary source of occupational information. Valid data are essential to understanding the rapidly changing nature of work and how it impacts the workforce and U.S. economy. From this information, applications are developed to facilitate the development and maintenance of a skilled workforce. Central to the project is the O\*NET database, containing hundreds of standardized and occupation-specific descriptors on almost 1,000 occupations covering the entire U.S. economy. The database, which is available to the public at no cost, is continually updated from input by a broad range of workers in each occupation.

O\*NET information is used by millions of individuals every year, including those taking advantage of O\*NET Online, My Next Move, and other publicly and privately developed applications.

- **O\*NET Content Model** describes the distinguishing characteristics of an occupation. Every occupation requires a different mix of knowledge, skills, and abilities, and is performed using a variety of activities and tasks.  
<https://www.onetcenter.org/content.html>
- **O\*NET-SOC Taxonomy** defines the set of occupations across the world of work. It is based on the [Standard Occupational Classification](#) and currently includes [974 occupations](#) which currently have, or are scheduled to have, data collected from job incumbents or occupation experts. To keep up with the changing occupational landscape, the taxonomy is periodically revised; the last revision was in 2010. <https://www.onetcenter.org/taxonomy.html>

## **Standard Occupational Classification (SOC)**

<https://www.bls.gov/soc/>

### **Type/topic**

Workforce, occupational categories

### **Owner**

Office of Management and Budget and the Standard Occupational Classification Policy Committee (SOCPC) which includes representatives from several federal agencies.

### **Details**

The 2018 SOC system is a [federal statistical standard](#) used by federal agencies since 2000 to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 867 detailed occupations according to their occupational definition. To facilitate classification, detailed occupations are combined to form 459 broad occupations, 98 minor groups, and 23 major groups. Detailed occupations in the SOC with similar job duties, and in some cases skills, education, and/or training, are grouped together.

## IMPLEMENTATIONS, PILOTS, AND IMPLEMENTATION SUPPORT NETWORKS

Implementations and pilots are examples of how secure delivery platforms, data standards, and/or ontologies/frameworks come together in the education and workforce ecosystem. Implementations are those examples that are being integrated or that are in development. Pilots are test cases.

Implementation support networks are organizations that are actively working to implement ILR solutions to the workforce and education ecosystem.

Format for implementations, pilots, and implementation support entries:

- Organization(s) or partners
- Overview of the effort
- Maturity or status
- Details

### **ACE Learner Success Lab**

<https://www.acenet.edu/News-Room/Pages/Statement-on-ACE,-Strada-Launch-Innovative-Learner-Success-Initiative.aspx>

#### **Organization(s) or partners**

ACE and Strada Education Network

#### **Overview of the effort**

A 2.5-year initiative to help colleges and universities align learning and workforce opportunities to improve student success. Strada's \$1.5 million grant will allow ACE to research, develop, and pilot a Learner Success Lab that will provide opportunities for postsecondary institutions to strategize and implement effective policies and practices that help students meet the demands of today's workforce.

#### **Maturity or status**

Announced September 2019

#### **Details**

As part of this initiative to develop student-centered solutions, ACE will leverage Strada's education consumer survey database of more



than 340,000 Americans to understand individuals' perceptions on the value, relevance, reputation, and quality of their education to career and life experiences.

The model for the Learner Success Lab will be ACE's Internationalization Lab, which brings together campus leaders and faculty to advance campus-wide internationalization and global engagement. Once the Learner Success Lab is launched, teams of higher education administrators and faculty will participate in a 12-month strategic planning process with the goal of developing policy and practice strategies at their own institutions to integrate higher education learning and academic credentials with workforce-ready skills.

As part of the initiative, ACE will also convene a National Task Force on the Transfer of Credit. Its members will undertake a comprehensive review of the research on credit for prior learning, competency-based education, and military training, coupled with an assessment of successful credit transfer practices and recommendations to improve the transfer and award of credit that benefit learners and institutions. The task force's work is made possible by grants from Strada and the Charles Koch Foundation.

## **Advanced Distributed Learning (ADL) Initiative**

<https://adlnet.gov>

### **Organization(s) or partners**

- [Defense ADL Advisory Committee](#), which comprises U.S. Department of Defense distributed learning organizations (e.g., Army University, Naval Education and Training Command, Air Education and Training Command, Marine Corps College of Distance Education and Training, Joint Staff J7 Joint Knowledge Online, DoD Chief Learning Officer (for Civilians), Defense Health Agency, and DoD Intel/Security Human Capital Management Office)
- Office of Personnel Management's USALearning
- DoD Chief Management Office, CIO for Defense Business Systems (leader for DoD Digital Learning Modernization reforms)
- [Coalition military partners involved with distributed learning](#) (e.g., NATO Training Group's task group for Individual Training and Educational Developments, Partnership for Peace Consortium's ADL working group, and the [ADL Global Partnership Network](#) with bilateral agreements with defense institutions, e.g., Canadian, Norwegian, and Serbian Armed Forces)
- Professional standards organizations, such as the IEEE Learning Technology Standards Committee

### **Overview of the effort**

Founded November 1997, the U.S. Government's ADL Initiative conducts research, development, testing, evaluation, and policy stewardship to enhance distributed learning. (See Program Element 0603769D8Z.) By mandate, the program works with Defense stakeholders and other Federal agencies as well as Coalition military partners, industry, and academia. The program is known for efforts such as its development of [SCORM](#) and the [Experience Application Programming Interface \(xAPI\)](#), release of the 2019 book [Modernizing](#)

[Learning: Building the Future Learning Ecosystem](#), and oversight of [DoD Instruction 1322.26 \(“Distributed Learning”\)](#). The program’s three major lines of effort are R&D for distributed learning modernization, distributed learning policy and technical guidelines, and implementation support and collaboration.

**Maturity or status**

The ADL Initiative is a mature and enduring program. It conducts various research efforts and pilot projects relevant to the ILR initiative. The ADL Initiative’s [Total Learning Architecture \(TLA\) project](#) is most aligned. The TLA is a collection of specifications for accessing and making use of learning-related data. That is, the TLA defines the larger library of specifications and the technical infrastructure needed to make them interoperate; these specifications include (a) activity-related specifications (e.g., enterprise course catalog), (b) enterprise learner record specifications (e.g., federated identity, universal learner records), (c) learning event tracking (lower-level tracking of learner performance, e.g., micro-behaviors, paradata on learning experiences), and (d) competency specifications across jobs, personal capabilities, and learning experiences.

**Details**

The TLA project is intended to form the technical foundations for the “future learning ecosystem,” i.e., the data-driven system-of-systems intended to support talent development in the future. The TLA specifications are already being used by ADL Initiative partners in pilot projects, e.g., the Air Force Learning Services Ecosystem and DoD (Intel/Security) Talent Development Toolkit. This work also supports and aligns with the DoD Chief Management Officer’s IT/Business System reform for “Digital Learning Modernization.”

Development of the TLA is conducted in collaboration with stakeholders from across the defense community, professional standards organizations, and commercial industry. The ADL Initiative hosts a [working group for the TLA](#), which includes subcommittees focused on Universal Learner Records, Competency Management, Content and Activity Metadata, and DoD xAPI Profiles.

Note: xAPI is a mature specification for encoding, transferring, and storing syntactically and semantically interoperable learner performance data. Standardization of the specification by the IEEE Learning Technology Standards Committee is expected in 2020.

**American Council on Education – Credly Transcript**

<https://resources.credly.com/blog/post/american-council-on-education-credly-launch-new-digital-credential-program-to-recognize-workforce-training>

**Organization(s) or partners**

American Council on Education and Credly

**Overview of the effort**

Participants in ACE's College Credit Recommendation Service (CREDIT®) are able to issue digital credentials through Credly, making it easier for working professionals to request academic credit for workplace training and to share evidence of their achievements online.

**Maturity or status**

In place since January 2017

**Details**

The collaboration between the American Council on Education and Credly allows organizations that offer training recommendations for college credit to be issue secure, portable, and data rich digital badges that recognize professional and academic achievements in addition to an ACE official transcript. Credly's Acclaim platform transforms knowledge, skills, and achievements into digital credentials that empower individuals to capture opportunities and organizations to measure impact.

- **Create**—build an organization's digital credentials using Credly's Credential Dashboard
- **Issue**—bulk issuing and enterprise-class scalability allow organizations from higher education to corporate training and development to professional associations to reliably issue credentials.
- **Promote**—earners can then share their credentials across various social media platforms, with their contacts, and the greater community enhancing their profile, as well as that of the issuing organization.
- **Analyze**—comprehensive reports include: badge earning, sharing and display activity, earner achievements, identity leading influencers, and earner interests
- **Benefits**—increased engagement, improved satisfaction for both individuals and organizations, and a higher happiness quotient

**Competency-Based Education Network (C-BEN) CLR Initiative**

<https://www.cbenetwork.org/collaboratory/>

**Organization(s) or partners**

Competency-Based Education Network members

**Overview of the effort**

Project 3 under the C-BEN Collaboratory

**Maturity or status**

Complete

### **Details**

Participants were selected through an application process in the summer of 2018. The most important qualification for participation was the ability to work effectively with a diverse team, and to appropriately balance institutional or individual interests with a broader commitment to supporting a healthy field of practice. Successful applicants have committed to practicing and advancing the competencies of servant leadership, including self-awareness, the desire to listen closely, an ability to catalyze the energy and intelligence of others, and the willingness to work in service of progress for the field of CBE. Through this project, the Standardized Components for a Competency-Based Educational Record has been released. <https://www.aacrao.org/events-training/event/2019/09/17/default-calendar/the-standardized-components-for-a-competency-based-educational-record>

### **Comprehensive Learner Record (CLR) Initiative**

<https://www.aacrao.org/signature-initiatives/comprehensive-learner-record>

### **Organization(s) or Partners**

**Partners:** Association of Student Affairs Professionals (NASPA), American Association of Collegiate Registrars and Admissions Officers (AACRAO), National Institute for Learning Outcomes and Assessment (NILOA), Lumina Foundation, colleges, and universities

### **Overview**

The goal of the comprehensive learner record (CLR) is to showcase student learning from a variety of experiences, including academic courses, co-curricular engagements, and other opportunities. NASPA, AACRAO, and NILOA, with support from Lumina Foundation, are partnering to help institutions create digital records that will help students describe the depth and breadth of their learning.

### **Maturity or status**

The pilot phase of the project concluded in November 2017 with 12 institutions developing records that included e-portfolios, co-curricular transcripts, and badges ([download the report here](#)). Through grant support from Lumina Foundation, the second phase of the project began in December 2017 and will reach up to 150 more institutions through regional workshops to show groups of institutions how to create these records.

### **Details**

Participating Educational Institutions' Models:

- Borough of Manhattan Community College (BMCC) - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/borough-of-manhattan-community-college>
- Brandman University - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/brandman>
- Dillard University - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/dillard-university>
- Elon University - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/elon-university>

- Indiana University: Purdue University Indianapolis (IUPUI) - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/indiana-university-purdue-university-indianapolis>
- LaGuardia Community College - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/laguardia-community-college>
- Stanford University - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/stanford-university>
- University of Central Oklahoma (UCO) - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/university-of-central-oklahoma>
- University of Houston Downtown (UHD) - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/university-of-houston-downtown>
- University of Maryland University College (UMUC) - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/university-of-maryland-university-college>
- University of South Carolina (USC) - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/university-of-south-carolina>
- University of Wisconsin: Extension and Wisconsin Colleges - <https://www.aacrao.org/signature-initiatives/comprehensive-learner-record/university-of-wisconsin-extension-and-wisconsin-colleges>

### **Dallas County Community College: Texas – SPEEDE Transcripts**

<https://www.dcccd.edu/services/onlineservices/transcripts/pages/speede.aspx>

#### **Organization(s) or partners**

Dallas Community College system and Greenlight Credentials

#### **Overview of the effort**

Dallas County Community College District (DCCCD) issues electronic transcripts that can be sent to over 100 participating institutions for free through SPEEDE, which is a blockchain-based platform.

The present and future work of addressing talent pipeline shortages requires new technologies that work horizontally across schools, colleges, government agencies, non-profits and employers in order to facilitate seamless collaboration and remove frictions to success.

DCCCD in partnership with GreenLight Credentials is helping to:

- Reduce barriers for individuals to access higher education and employment.
- Provide secure, simple, instant sharing and validation of records for academic admissions and transfers, internships, scholarships, and job applications.

- Work closely with major DFW area academic institutions, Dallas Promise, P-Tech and businesses.
- Transform the college application process and employer recruitment methods.

### **Maturity or status**

At DCCCD alone, over 15,000 students have taken ownership of their records and shared their transcripts with over 500 colleges nationwide. Since all of these records are entered into the blockchain by the institutions, the receiving parties can instantly verify the authenticity of the records. This speeds up application processing, improves accuracy and reliability, and reduces costs.

### **Details**

The goals of the initiative are to:

- Drive equity in college, workforce and economic mobility across the country.
- Create a market place that allowed colleges, internship opportunities, apprenticeships and jobs to find students, not the other way around.
- Address the talent gap by connecting employers to talent based on skills.
- Allow students to own and manage their on credentials & skills.
- Allows students to share those records without having to contact the sending institution.
- Interface with multiple organizations and institutions especially employers.

## **Developing a Connected Work and Learn Ecosystem**

<https://credentialengine.org/2019/11/22/guide-to-key-initiatives-for-the-connected-learn-and-work-ecosystem/>

### **Organization(s) or partners**

36 efforts supported by over 30 funders

### **Overview of the effort**

The ever-shifting work and learn landscape has made selecting an education and training program a more high-stakes choice for students and workers than ever before. With hundreds of thousands of credentials available in the U.S. alone, and little easily-accessible data available about the majority of them, the credential marketplace is confusing and chaotic. While many initiatives are working hard to bring order and understanding to this key piece of the nation's economy, coordination among efforts has been challenging to track. To improve coordination and collaboration, the [Guide to Key Initiatives for the Connected Learn and Work Ecosystem](https://credentialengine.org/2019/11/22/guide-to-key-initiatives-for-the-connected-learn-and-work-ecosystem/) covers 36 efforts supported by a total of over 30 funders that consider key questions about the credential marketplace.

**Maturity or status**

Projects are in various stages of development.

**Details**

See guide

**Indiana**

**Organization(s) or partners**

State of Indiana with various partners

**Overview of the effort**

Several efforts described in detail below

**Maturity or status**

Varies by project

**Details**

- **The Indiana e-Transcript Program** was developed in 2005 by the Indiana Commission for Higher Education (ICHE) and the Indiana Department of Education (ICOE). e-Transcripts provide notification of when each transcript is sent and received, provide more precise information about where students are in the admissions process, result in quicker admissions decisions, and allow students to order transcripts at their convenience, 24/7 online. Indiana was the first state in the Midwest to adopt e-Transcript and now at least six other states have followed their lead. The e-Transcript Program has resulted in a statewide, common high school transcript that each high school is capable of sending as a data file compliant with national, open consensus standards, the Postsecondary Electronic Standards Council (PESC) XML eTranscript schema. Fields are being added that describe student achievements and competencies beyond those in a conventional academic transcript: project-based, work-based, and service-based learning experiences; industry certifications; and apprenticeships. <https://www.in.gov/che/4626.htm>
- **The Comprehensive Learner Record (CLR)** project is extending the Indiana e-transcript program to postsecondary. This project is in partnership with AACRAO/NASPA. The CLR will also link electronically, through the Credential Registry, to information about the credential the learner has earned, revealing, among other things, the generic competencies all credential earners should have mastered.

- **Scale-Up of Credential Engine** in Indiana represents the first state to have all certificate and degree programs at all levels from all public two- and four-year institutions on the Credential Registry. Tuition and fee information is available for each of the over 3,000 included credentials. Data on how much graduates earn one, five, and ten years after graduation should be added in the near future. Competencies for all community college associate degrees have already been added to the Registry, while competencies for other programs will be added in the future. <https://www.in.gov/che/4782.htm>
- **Aligning competencies** cultivated in education and non-traditional training programs with competencies sought by employers is a priority in Indiana. This focus on alignment is embodied in other statewide initiatives, such as NextLevel Jobs, Skillfull Indiana, and the state’s engagement with the U.S. Chamber of Commerce Foundation’s T3 Innovation Network and the JDX initiative, all of which provide an employer perspective on desired competencies in Indiana’s workforce.
- **Connecting Indiana’s Learn & Work Ecosystem** has two phases of work. The Phase I workshops will result in a multi-year Phase II proposal to support state-level guidance on how to break down data silos between education and workforce and empower policymakers with the information they need to make strategic and programmatic investments as well as provide students and workers with the data to make informed decisions about their learning and career pathways. Credential Engine was awarded a grant in September 2019 from the National Science Foundation (NSF) to support a partnership with the Indiana Higher Education Commission and Lumina Foundation to identify and build critical data exchanges between education and workforce systems in Indiana. This work is part of NSF’s Convergence Accelerator, a new capability within NSF to accelerate use-inspired, convergence research in areas of national importance via partnerships between academic and non-academic stakeholders.
- **Skillfull**, a non-profit initiative of the Markle Foundation, is dedicated to enabling all Americans – particularly those without a four-year degree – to secure good jobs in a changing economy. In partnership with Microsoft and others, Skillful is developing skills-based training and employment practices in collaboration with state governments, local employers, educators, and workforce development organizations. A skills-based approach to hiring reduces bias and creates a more equitable job market that “screens in” for skills and clarifies credential requirements. Skillful and its partners are working to create a labor market in which skills are valued, and people can more easily access the information and education they need to keep pace with technology’s impact on work.

### **International Association for K-12 Online Learning (iNACOL)**

<https://www.inacol.org/our-work/>

#### **Organization(s) or partners**

iNACOL is a non-profit organization focusing on research, developing policy for student-centered education to ensure equity and access,



developing quality standards for emerging learning models using competency-based, blended and online education, and supporting the ongoing professional development of school and district leaders for new learning models.

**Overview of the effort**

The mission of iNACOL is to catalyze the transformation of K-12 education policy and practice to advance powerful, personalized, learner-centered experiences through competency-based, blended and online learning.

Personalized learning opens student pathways, optimizes instruction, and encourages student voice and choice in their education. Data-rich personal learning plans inform student-centered instruction and progression upon mastery.

Competencies are defined by explicit learning objectives that empower students. Students receive timely, differentiated support, and they advance by demonstrating evidence with meaningful assessments via mastery, not seat time.

**Job Data Exchange™ (JDX) Pilot**

[https://www.uschamberfoundation.org/sites/default/files/JDX\\_FAQs\\_January%202019.pdf](https://www.uschamberfoundation.org/sites/default/files/JDX_FAQs_January%202019.pdf)

**Organization(s) or partners**

The JDX™ is a set of open data resources, algorithms, and reference applications for employers and their HR technology partners to use in improving how employers communicate competency and credentialing requirements for in-demand jobs. The JDX is the vehicle employers need to move in a scalable, sustainable way towards competency-based hiring.

**Partners:** <https://www.uschamberfoundation.org/jdx/pilot-partners>

**Overview of the effort**

The JDX, and the [data standard](#) it employs, help employers and their HR partners break down a job description into specific skill and hiring requirements. Open-source, non-proprietary, and free to use, the JDX collects that hiring data in a structured, machine-readable way and then makes that data available to the education and workforce partners that are helping students and job seekers prepare for the workforce.

**Maturity or status**

Phase 1 of the JDX pilot is complete as of October 2019. The eight pilot partner teams, across seven states and the District of Columbia, used the pilot to improve job descriptions and share them with their talent sourcing partners. Phase 2 will work to further refine the JDX and to incorporate the standard into HR vendor platforms.

**Details**

The JDX will:

- Develop competency-based job descriptions.
- Provide employers with feedback and recommendations on how to make improvements to job descriptions and postings.
- Validate job descriptions across an industry.
- Distribute job postings to education and workforce partners in real time.

**Mastery Transcript Consortium (MTC)**

<https://mastery.org/>

**Organization(s) or partners**

The Mastery Transcript Consortium™ (MTC) is made up of a growing network of public and private high schools who are co-designing the Mastery Transcript.

**Overview of the effort**

The Mastery Transcript is a high school transcript that supports mastery learning and reflects the unique skills, strengths, and interest of each learner. In the coming years, the MTC hopes to change the way students prepare for college, career, and life. The MTC model is substantively different from the traditional model of crediting and transcript design that is typically oriented around content-oriented courses, Carnegie units for credits, and grades.

**Maturity or status**

Ongoing

**Details**

The Mastery Transcript model is organized around performance areas (rather than academic departments), mastery standards and micro-credits (rather than grades). Each micro-credit applied to a transcript signifies complete mastery of a specific skill, knowledge block or habit of mind as defined by the crediting high school. The MTC schools are supported by a technology platform that allows the complete record of a student's credits and submitted evidence to be submitted to college admission offices and professional organizations for evaluation.

This electronic Mastery Transcript allows college admission officers to dive deep within a transcript to see the specific credits of the sending high school and actual evidence of student work and mastery, thus giving depth and transparency to the student's work record. The MTC network will draw upon the collective strength of their member schools, Advisory Council and Board, Higher Ed Working Group, and other partners to change the college and career preparation model for all high schools.

## **MILGEARS by the U.S. Department of Defense**

Coming soon to the U.S. Navy COOL site: <https://www.cool.navy.mil/usn/index.htm>

### **Organization(s) or Partners**

DoD with military branches and private contractor.

### **Overview**

MILGEARS is a soon-to-be-released tool (powered by Credentialing Opportunities On-Line or COOL) that assists service members connect their military occupation, career goals, interests and credentials to chart a customized career pathways. The Navy is now deploying MILGEARS with other service branches to follow.

### **Maturity or status**

In beta version. Not yet released to the public. Release expected soon.

### **Details**

MILGEARS allows service members, their families, and the general public to explore career pathways and credentials. Users can browse the content or can upload or manually enter their military service history and experience, transcripts, and other personal information to personalize the experience.

## **Navy Research and Development and Training Transformation**

<https://www.onr.navy.mil/en/our-research/naval-research-framework>

### **Organization(s) or Partners**

**Partners:** Credential Engine and the U.S. Navy

### **Overview**

The U.S. Navy is partnering with Credential Engine based on the recognition that the Navy may be able to use the Credential Transparency Description Language as a typology to update its internal systems and publish its linked credentials to the Credential Registry.

### **Maturity or status**

This R&D work is guided by a Cooperative Research and Development Agreement (CRADA) signed by the Navy's Research & Development Unit. As this work succeeds in aligning to competency and credentialing systems, Credential Engine will be able to incorporate Navy-linked credentials into the Credential Registry; the Navy can update its internal systems using a common credentialing language;

civilian organizations can better understand Navy-linked credentials; and veterans leaving the service can transition more easily into civilian jobs.

**Details**

The partnership is: 1. Completing a gap analysis between the CTDL and Navy Task Classification Taxonomy; 2. Mapping the CTDL to Navy specs that support data linked to various components of its training artifacts; 3. Linking the CTDL with all Navy KSAOs in its linked data classification and curriculum (e.g., “courses”); and 4. Connecting the CTDL to KSAOs in the Navy’s maintenance task analysis.

**Office of Personnel Management (OPM) Employee Digital Record**

[https://www.performance.gov/OPM/FY2019\\_sept\\_OPM\\_Enable\\_Federal\\_Employees.pdf](https://www.performance.gov/OPM/FY2019_sept_OPM_Enable_Federal_Employees.pdf)

**Organization(s) or Partners**

Office of Personnel Management with other federal partners

**Overview**

The Employee Digital Record (EDR) is a single, comprehensive view of the data of an employee's Federal Government career. The EDR is being developed with Government-wide human resource experts and industry experts to ensure information is secured, standardized, and accessible. Once implemented, the EDR will provide employees, HR experts, and other authorized users a common language (data standard) so that human capital activity is exchanged seamlessly with the right context.

**Maturity or status**

Early stages. Working on development of data standards.

**Details**

No additional details at this time.

**OpenCLR Lab**

**Organization(s) or Partners**

Broward County Public Schools (BCPS), IMS Global, Amazon Web Services, Public Consulting Group

**Overview**

Demonstrate, document, and share how personalized, competency-based, and blended learning can leverage the draft IMS Global CLR specification to support BCPS graduates as they transition into post-secondary degree completion, industry certifications, NCAA

athletics, and other professional licensure fields. The specific projective objectives include the BCPS CASE server, the Florida Comprehensive Learning Record, and a roadmap to leverage interoperability standards to enable competency-based, blended learning.

**Maturity or status**

In planning phase

**Details**

No additional details at this time.

**T3 Innovation Network: Open Data Standards – Map and Harmonize Data Standards**

<https://www.uschamberfoundation.org/t3-innovation/pilot-projects>

**Organization(s) or Partners**

**Partners:** T3 Innovation Network members

**Overview**

Develop methods and tools for mapping and harmonizing existing data standards for improving interoperability and search and discovery on the web.

**Maturity or status**

- Confirmed commitments from data standards organizations (PESC, IMS Global, HR Open, CEDS).
- Convened the Open Data Standards Work Group and developed a work plan and charter.
- Released a data standards landscape survey to data standards organizations.
- Began working with data standards organizations to map Comprehensive Learner/Worker/Military Record data standards for gap analysis.

**Details**

Visit site for details and updates.

### **T3 Innovation Network: Open Data Standards – Employment and Earnings Records Standards**

<https://www.uschamberfoundation.org/t3-innovation/pilot-projects>

#### **Organization(s) or Partners**

**Partners:** T3 Innovation Network members

#### **Overview**

Develop public-private standards for employment and earnings records to improve data quality and utilization and reduce reporting costs.

#### **Maturity or status**

Kicked off July 23, 2019.

- HR Open Standards Consortium established a work group to develop employment and earnings record standards.
- Hosted a T3 Network stakeholder forum in Washington, DC to discuss use cases
- Developed approach for estimating costs and benefits of enhanced employment and earnings records for federal reporting systems.

#### **Details**

Visit site for details and updates.

### **T3 Innovation Network: Open Data Standards – Comprehensive Learner/Worker/Military Records Standards**

<https://www.uschamberfoundation.org/t3-innovation/pilot-projects>

#### **Organization(s) or Partners**

**Partners:** T3 Innovation Network members

#### **Overview**

Align and pilot-test the use of data standards to enable individuals to better manage and use competencies documented in their records to pursue career and educational opportunities.

#### **Maturity or status**

Kicked off July 24, 2019.

- Convened the CLWMR Advisory Group and developed a work plan and charter.
- Convened a CLWMR “Use Case Task Group” that developed five prioritized use cases along with a use case template and corresponding diagrams.

#### **Details**

Visit site for details and updates.

### **T3 Innovation Network Pilot: Open Data Standards – Public-Private Adoption of Open Data Standards**

<https://www.uschamberfoundation.org/t3-innovation/pilot-projects>

#### **Organization(s) or Partners**

**Partners:** T3 Innovation Network members

#### **Overview**

Improve public and private collaboration in the development and use of data standards.

#### **Maturity or status**

Roundtable on Public-Private Standards Development and Use by Government held on September 17, 2019.

- Developed an inventory of: (1) leading data standards organizations, (2) data standards and development processes, (3) and government policies and practices for the development and use of data standards.
- Drafted a background paper on “Public-Private Standards Development and Use By Government” and held a roundtable discussion in Washington, DC to receive feedback on the draft paper.
- Release a final report in December 2019 on “Principles and Practices for Public-Private Standards Development and Government Participation.”

#### **Details**

Visit site for details and updates.

### **T3 Innovation Network Pilot: Competency-Based Learning & Hiring – Competency Data Collaborative**

<https://www.uschamberfoundation.org/t3-innovation/pilot-projects>

#### **Organization(s) or Partners**

**Partners:** T3 Innovation Network members

**Overview**

Develop an open-source infrastructure that can be used to better connect and link machine-actionable data from competency frameworks and repositories.

**Maturity or status**

Kicked off August, 2019.

- Developed a work plan and charter.
- Developed a tool for reading competency framework publications in a range of formats and output machine actionable data (Competency Framework Extraction Module).
- Organized a Technical Work Group (TWG) to develop draft specifications and protocols for an open, linked network of registries and repositories of machine actionable competency data.

**Details**

Visit site for details and updates.

**T3 Innovation Network: Competency-Based Learning & Hiring – Competency Translation & Analysis**

<https://www.uschamberfoundation.org/t3-innovation/pilot-projects>

**Organization(s) or Partners**

**Partners:** T3 Innovation Network members

**Overview**

Analyze, compare, and translate competencies within and across industries using artificial intelligence and machine learning.

**Maturity or status**

Kicked off August, 2019.

- Assisted in the kick-off of the Competency Data Collaborative and Technical Work Group.
- Released a competency translation and analysis survey to the full T3 Network as an environmental scan of the current tools, resources, and datasets being used in the talent marketplace.
- Begin to create a T3 Network webpage to share landscape and gap analysis information and resources from the survey.

**Details**

Visit site for details and updates.



### **T3 Innovation Network: Empowering Learners & Workers – Data Collaborative for Individual-Level Data**

<https://www.uschamberfoundation.org/t3-innovation/pilot-projects>

#### **Organization(s) or Partners**

**Partners:** T3 Innovation Network members

#### **Overview**

Promote best practices for managing public and private data, allowing for increased access while ensuring privacy and security.

#### **Maturity or status**

Kicked off August, 2019.

- Developed a work plan and charter.
- Identified a priority list of shared technical issues faced by data collaboratives for individual-level data.

#### **Details**

Visit site for details and updates.

### **T3 Innovation Network: Empowering Learners & Workers – Management and Use of Individual-Level Data Records**

<https://www.uschamberfoundation.org/t3-innovation/pilot-projects>

#### **Organization(s) or Partners**

**Partners:** T3 Innovation Network members

#### **Overview**

Develop open, self-sovereign protocols and data management guidance for learner, worker, and military records.

#### **Maturity or status**

Kicked off August, 2019.

- Developed a work plan and charter.
- Worked with Comprehensive Learner/Worker/Military Record Standards project to prioritize use cases and identify cases with self-sovereign implications.

**Details**

Visit site for details and updates.

**U.S. Department of Education Blockchain Action Network**

<https://tech.ed.gov/blockchain/>

**Organization(s) or Partners**

Department of Education Office of Educational Technology, educators, administrators, parents, students, and technology developers

**Overview**

As blockchain technologies and their associated networks evolve, this network will feature a diverse range of projects — those the community has highlighted as having the greatest potential to impact the national educational landscape.

**Maturity or status**

Holding working group meetings and awarding grant money in 2020.

**Details**

The recent and rapid evolution of distributed computing and blockchain technology has pushed the Department of Education to rethink and reimagine many of the foundational aspects of the traditional systems of education. Concepts like trust, value, privacy, and identity are all coming into question as we usher in a new suite of technologies. Through this transition, the Office of Education Technology is convening stakeholders across the learning continuum to ensure we equitably shape the ever-evolving technological landscape of the American education system. All partners are invited to work collectively to learn, influence, and equitably shape the ways in which these new technologies affect our shared future.

**U.S. Department of Education SLDS Program**

<https://nces.ed.gov/programs/slds/>

**Organization(s) or Partners**

U.S. Department of Education and grantees

**Overview**

Better decisions require better information. This principle lies at the heart of the Statewide Longitudinal Data Systems (SLDS) Grant Program which is administered by the National Center for Education Statistics. Through grants and a growing range of services and

resources, the program has helped propel the successful design, development, implementation, and expansion of K12 and P-20W (early learning through the workforce) longitudinal data systems. These systems are intended to enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDSs should help states, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes; as well as to facilitate research to increase student achievement and close achievement gaps.

**Maturity or status**

Ongoing

**Details**

As authorized by the Educational Technical Assistance Act of 2002, Title II of the statute that created the Institute of Education Sciences (IES), the SLDS Grant Program has awarded competitive, cooperative agreement grants to states since 2005. These grants extend for three to five years for up to twenty million dollars per grantee. Grantees are obligated to submit annual reports and a final report on the development and implementation of their systems. All 50 states, five territories, and the District of Columbia are eligible to apply. In November of 2005, the first year of the grant program, IES awarded SLDS grants to 14 states (FY 2006 grantees). SLDS grants were awarded to 12 additional states and the District of Columbia in June 2007 (FY 2007 grantees), 27 states in March 2009 (FY 2009 grantees), 20 states in May 2010 (FY 2009 ARRA grantees) and 21 states, the District of Columbia, Puerto Rico, and the Virgin Islands in May 2012 (FY 2012 grantees). The latest grantees were announced in September 2015 (FY 2015 grantees)—a total of 16 grants were awarded and included 15 states and first-time grantee, American Samoa.

In addition to the grants, the program offers many services and resources to assist education agencies with SLDS-related work. Best practices, lessons learned, and non-proprietary products/solutions developed by recipients of these grants and other states are disseminated to aid state and local education agencies.

**University of Central Oklahoma STLR**

<http://sites.uco.edu/central/tl/stlr/>

**Organization(s) or Partners**

University of Central Oklahoma

**Overview**

UCO's Student Transformative Learning Record (STLR) is like a second transcript that records students' growth and Transformative Learning across the other five of UCO's Central Six Tenets pictured below. Students reflect on their experiences, then receive feedback

from a trained faculty or staff member. Students display these experiences on their STLR Snapshot pages and in different versions of ePortfolios that they can share with potential employers, graduate schools, or others to highlight their most employable strengths.

**Maturity or status**

Active

**Details**

For example, students might:

- Learn how to work well in teams with people whose opinions differ from their own.
- Develop leadership skills as president of a student organization.
- Improve their ability to interact positively and appropriately with co-workers, customers, and others from different countries and cultures in their classes.
- Find out how to contribute as productive citizens to their local communities, the nation, and the world through volunteering.
- Practice solving unscripted problems and devise creative solutions while doing independent research.

Assessment of Transformative Learning at the University of Central Oklahoma is accomplished with the STLR Rubric. Faculty and professional staff intentionally create learning activities and environments designed to expand students' perspectives about themselves and others so that they understand the benefits of developing perspectives and life skills while they are in college and afterwards as life-long learners. The trained faculty or staff supervisor uses the STLR Rubric to evaluate the student's progress in the associated Central Six Tenet(s). The assessment helps guide a standardized rating of the student's achievement towards Transformative Learning and is documented in their Transformative Learning record.

The STLR Rubric is based on VALUE rubrics created by the Association of American Colleges and Universities, where possible. Rubrics for *Health & Wellness* and *Leadership*, for which no VALUE rubrics exist, have been constructed in a similar fashion and with the same rating scale as for VALUE rubrics. The VALUE rubrics were developed by approximately 200 faculty from around the U.S., from many disciplines, and from many different institutions. The STLR Rubric was developed by 20 UCO faculty and assessment personnel.

**Visual Experiential Transcript**

[https://www.parchment.com/wp-content/uploads/RodneyParks\\_UC2016.pdf](https://www.parchment.com/wp-content/uploads/RodneyParks_UC2016.pdf)

**Organization(s) or Partners**

Elon and Parchment

**Overview**

Experiential transcripts paint a different picture of candidates/applicants than academic transcripts. Started as a case study with Elon, experiences and academic performance combine to provide what Parchment called “a complete picture” of the student journey, including skills and competencies earned. The document was designed to breathe life into the co-curricular transcript and pave the way for further innovation.

**Maturity or status**

Ongoing

**Details**

The co-curricular transcript is a record of a student’s co-curricular and/or extra-curricular activities as defined by the institution. Elon has tracked and certified co-curricular experiences since 1994.

**WGU/EMSI Skills Mapping Project**

<https://www.wgu.edu/about/competency-based-education.html>

<https://www.economicmodeling.com/2019/07/24/wgu-creates-value-by-mapping-curriculum-to-skills/>

**Organization(s) or Partners**

**Partners:** WGU and EMSI

**Overview**

The goal was to develop an innovative methodology for translating curriculum to skills, and seeing how those skills align with employer demand. The analysis involved comparing the taught skills represented in WGU’s learning outcomes to the sought skills represented in employer job postings.

**Maturity or status**

The skills gap analysis was delivered via Excel in two versions. WGU plans to build off of the results for future courses. The vision is for their programs to be so well-aligned to industry needs that the skills employers value most are the learning outcomes for WGU’s programs—and students get maximum return on investment from each and every course they take.

**Details**

Emsi’s first step was identifying the target occupations for WGU’s business and data management and analytics programs. While the National Center for Education Statistics (NCES) provides a general purpose program-to-occupation crosswalk, Emsi’s team of data scientists and economists wanted to produce a more targeted analysis, specific to WGU’s alumni.

To achieve this, the consulting team leveraged Emsi's profile analytics, a unique data set of over 120 million professional profiles, which helped them identify the actual occupations that WGU grads are now working in. Complementing this with Emsi's traditional labor market data, the list was further refined to emphasize only those occupations that show robust growth projections over the next 10 years. After manual vetting and a cross-check with the NCES mapping, WGU and Emsi had a list of relevant, high-growth target occupations for the two programs of interest.

Target occupations are a solid start, but not detailed enough for the kind of mapping that WGU wanted to create. To dig deeper, Emsi consultants analyzed millions of job postings to detect the actual language employers use to describe their hiring needs. This started with identifying the most frequently requested skills in the target occupations. After additional statistical and manual vetting to prioritize only the most relevant skills, the initial list of almost 20,000 was whittled down to about 1,000 in-demand, marketable skills for each program. This step provided critical insight into the vocabulary employers use to describe their talent needs.

Employer demand was only the first half of the equation WGU was looking to solve. The other half was assessing how their course content aligned with the signals they were seeing from employers. This step presented a new challenge: WGU's curriculum is defined in terms that may not necessarily have a one-to-one correlation with the numerous skills that employers list in job postings.

To overcome this language barrier between educators and employers, the consulting team used Emsi's skill taxonomy to translate learning competencies for WGU's business core and data management and analytics programs into the language of the labor market. Doing so enabled Emsi to map WGU's learning competencies to corresponding skills that appear in job postings.

The heart of the analysis involved comparing the taught skills represented in WGU's learning outcomes to the sought skills represented in employer job postings. This provided three key areas of insight for WGU: where WGU curricular competencies are well-aligned with market needs (taught skills = sought skills); where there are gaps between market needs and curricular content (sought skills that did not show up in taught skills); and where there are skill "surpluses" (taught skills that do not appear to be in-demand in the labor market)

Though this analysis was largely a proof of concept for future work, it's already having an impact on the two programs analyzed in the pilot project. For example, the findings are informing a refresh of WGU's business programming, helping ensure that the courses and competencies they include are aligned to skills that are in high demand in industry.

## PRODUCTS AND SERVICES

Market-facing ILR-related tools.

Format for products and services entries:

- Company overview
- Details on product or services offered

### **Burning Glass**

<https://www.burning-glass.com/>

#### **Company overview**

Burning Glass Technologies delivers job market analytics that empower employers, workers, and educators to make data-driven decisions. Burning Glass is reshaping how the labor market works, with data that identify the skill gaps that keep job seekers and employers apart and tools that enable both sides to bridge that gap and connect more easily. The company's artificial intelligence technology analyzes hundreds of millions of job postings and real-life career transitions to provide insight into labor market patterns. This real-time strategic intelligence offers insights, such as which jobs are most in demand, the specific skills employers need, and the career directions that offer the highest potential for workers.

#### **Details on product/services offered**

Burning Glass' applications drive practical solutions and are used across the job market: by educators in aligning programs with the market, by employers and recruiters in filling positions more effectively, and by policy makers in shaping strategic workforce decisions. At the same time, Burning Glass' data-driven applications for workers and students help them choose career goals and build the skills they need.

### **Certified Electronic Diploma by Paradigm Corporation**

<https://www.paradigm-corp.com/digital-credentials-cediploma-cecertificate/>

#### **Company overview**

Paradigm, Inc. is a full-service credential provider, both paper and digital, for higher education. Paradigm is proud to service nearly 1,000 institutions.

### **Details on product/services offered**

The CeDiploma by Paradigm is the only credential that carries a unique identifier validated by the issuing Institution. It is digitally secure with additional assurance of authenticity using a tamper-evident signature. It also allows for unlimited sharing as it allows graduates to share credentials with potential employers on social media.

### **Concentric Sky**

<https://www.concentricsky.com/>

### **Company overview**

Software design and development studio that builds end-to-end solutions.

### **Details on product/services offered**

- **Badgr** delivers fully verifiable credentials to users around the world. The Badgr Pathways app allows institutions to design stackable, cross-disciplinary learning pathways that build off prior learning assessments, industry certifications, and other external credentials.
- **Program Mapper** helps students visualize their program options in the context of expected employment outcomes. The program features an interactive, pathway-based visualization of the traditional course catalog alongside career data.
- **Micro-credential platform** allows educators to earn competency-based recognition for their professional learning and share the results with colleagues. Educators can access and earn hundreds of micro-credentials on a variety of pedagogical topics, from computational thinking and learning differences to Deeper Learning. Backed by Badgr, the platform creates a true digital credential marketplace that allows any organization to submit and market their digital credentials to teachers around the world.

### **Connecting Credentials Framework**

<http://connectingcredentials.org/framework/>

### **Company overview**

Connecting Credentials campaign, a joint partnership of the Lumina Foundation, the Corporation for a Skilled Workforce (CSW), and 121 cosponsors.

### **Details on products/services offered**

This beta framework can be used to identify the competencies underpinning credentials, educational programs and work, establishing common language and delineating levels of proficiency to describe what people who have mastered these competencies know and are



able to do. One goal of this work is to make the competencies associated with a given credential, program, or job description explicit rather than implicit – including colleges aligning more precisely their program requirements with the mix and levels of competencies needed by relevant employers.

## **Core Learning Exchange (CLX)**

<https://www.corelearningexchange.com/>

### **Company overview**

Core-LX was formed in 2015 by an ed-tech veteran to improve competency-based, personalized, and blended learning while promoting student equity and equal access to quality education. At the root of this challenge is the ability to verify that an individual has mastered a skill set. While other badging technologies are available, only Core-LX offers an open content development and delivery platform that enables teachers and trainers to target and support those students who chose to pursue the middle skills path.

### **Details on product/services offered**

CLX is focused on solving the labor shortage for middle skills jobs by providing a verifiable Career Technical and mastery-based learning platform.

Core-LX serves K-12 sector, CTE high schools and trade schools, and professional development leadership training organizations. The white label version of the marketplace enables corporations to build and distribute proprietary, certification-related educational content.

The Core-XL platform includes a 21<sup>st</sup> Century, student-centered digital record of each learner’s experience through the use of a Comprehensive Learner Record (CLR). The CLR captures and communicates a learner’s journey in a verifiable, digital format. Because the CLR is holistic, it showcases both learning experience and achievements through the accurate reflection of a student’s range of knowledge, skills, and abilities. This tool enables students to express their qualification in a more detailed and complete way for districts, prospective employers, and community colleges and higher education institutions.

## **Credential Registry by Credential Engine**

<https://credentialengine.org/about/credential-registry-overview/>

### **Company overview**

Credential Engine is a non-profit whose mission is to create credential transparency, reveal the credential marketplace, increase credential literacy, and empower everyone to make more informed decisions about credentials and their value.

**Details on product/services offered**

The Credential Registry is a cloud-based library that collects, maintains, and connects information on all types of credentials, from diplomas to apprenticeships and from licenses to PhDs. The Registry holds detailed information on credentials in an easily-accessible format. Individuals can explore competencies, learning outcomes, market values, and career pathways and reference data on modern credential attainment and quality assurance at schools, professional associations, certification organizations, military, etc.

Using technology and Credential Transparency Description Language (CTDL), the Credential Registry captures, links, updates, and shares up-to-date information about credentials so it can be organized and centralized within the Registry, made searchable by [the Credential Finder](#), [customized applications](#) and linked to from anywhere on the open Web.

Data in the Credential Registry is publicly available for non-commercial use, and publishing to the Registry is free for any credentialing organization.

**Desire 2 Learn (D2L) – Achievement Standards Network (ASN)**

<https://www.d2l.com/achievement-standards-network/>

**Company overview**

The Achievement Standards Network (ASN) is one of the largest open-access collections of curriculum objectives. It helps facilitate standards-based course development.

**Details on product/services offered**

ASN provides access to over 700,000 learning objectives published by education agencies, organizations, and governments across the globe – including Common Core State Standards. It helps instructors and course designers align their content to published learning objectives.

**edX – Transferrable Learner Record (TLR)**

<https://www.edx.org/>

**Company overview**

edX is a nonprofit online education platform founded in 2012 by Harvard University and MIT, with more than 22 million learners and 140 institutional partners offering more than 2,600 online courses.

**Details on product/services offered**

In order to help learners more easily pursue education and employment opportunities, edX created a secure, transferrable learner record (TLR). Learners on edX.org who have earned at least one course completion certificate for a course that is part of a multicourse program can opt to share a link to their TLR with any other person, university, or employer.

A learner's record contains information about the courses completed, grades received and date of certification. Future iterations of the TLR will likely contain additional attributes such as learning objectives, competencies and skills acquired, and associated professional certifications, credit hour and continue education units.

The TLR link is directly accessed by learners with login credentials on edX.org from their profile or program progress page. For courses on edX.org that are associated with Master's degree programs, such as edX's MicroMasters® programs, edX streamlines the credit application process for Master's degree programs by sending a secure TLR link to the university on behalf of the learner.

**Emsi Data and Analytics**

<https://www.economicmodeling.com/>

**Company overview**

Emsi uses data to drive economic prosperity.

**Details on product/services offered**

Emsi provides labor market data available to professionals in higher education, economic development, workforce development, talent acquisition, and site selection. The data covers nearly 100 percent of the workforce and is compiled from a wide variety of government sources, job postings, and professional profiles. Emsi data is used to align programs with regional needs; equip students with career visions; understand regional economic and workforce activity; and find and hire the right talent.

**ETS**

<https://www.ets.org/about/what/>

**Company overview**

ETS works with education institutions, businesses and governments to conduct research and develop assessment programs that provide meaningful information they can count on to evaluate people and programs.

**Details on product/services offered**

They design their own assessments with research with the goal of helping education and workplace communities make informed

decisions. Their assessments, research and customized products and services are designed to improve teaching and learning, expand opportunities for learners and communities, inform education and policy, and advance the field of educational measurement.

Their work falls into five broad areas of expertise: research, assessment development, test administration, test scoring, and providing instructional products and services.

## **Greenlight Credentials**

<https://www.glcredentials.com/>

### **Company overview**

Greenlight Credentials is a private company offering credential sharing and verification services.

### **Details on product/services offered**

Greenlight is a blockchain-based platform that stores academic achievements, credentials, work experience and recommendation letters in the user's GreenLight Locker. The Locker holds a "life transcript" that represents all the skills and competencies that user has acquired, and for which they have been certified, in some manner, with the granter of the certificate tracked in a verifiable manner. The skills, competencies, and credentials can be easily accessed and shared with any third-party without the need to contact each institution on the user's behalf.

## **National Student Clearinghouse (NSC)**

<https://studentclearinghouse.org/>

### **Company overview**

The National Student Clearinghouse® helps education go further with innovative solutions that meet reporting, research, verification, transcript, and data exchange demands across the K-20 to workforce continuum.

### **Details on product/services offered**

The NSC provides services for:

- Students to order transcripts, obtain verification of in-school status, find money-saving student discounts, and more.
- High schools to receive continuing collegiate enrollment and degree information on their alumni. The NSC offers transcript services and education research services to help high schools and districts improve college readiness and success.

- Colleges to navigate growing compliance, administrative, student access, accountability, and analytical needs. The NSC offers data exchange, financial aid, research, and verification services.
- Educational organizations, including state and local agencies, to assess the efforts of K-20 schools and outreach programs that help students succeed in higher education.
- Workforce companies and organizations to take the guesswork out of confirming academic credentials. The NSC offers industry-based solutions that leverage education data resources.

### **Parchment Credential Profile**

<https://www.parchment.com/about/>

#### **Company overview**

Parchment is a digital credential service, allowing learners, academic institutions, and employers to request, verify, and share credentials in simple and secure ways. The platform has helped millions of people and thousands of schools and universities exchange more than 30 million transcripts and other credentials globally.

#### **Details on product/services offered**

With credential profiles, individuals can manage all of their hard-earned lifelong achievements in one place, accessible from any device at any time.

### **Tallo**

<https://tallo.com/>

#### **Company overview**

Tallo is an online platform that brings all stakeholders together: talent, educators, companies, organizations, governmental agencies, states and more. It allows students to display their skills, and puts organizations in front of talent.

#### **Details on product/services offered**

Employers micro-target talent with criteria including career interests, college major interests, demographics, locations, test scores, work experiences, etc. Students can upload their classes, work, band, projects, and videos to ensure employers, colleges, and companies can find them when searching for candidates. Companies and colleges send students direct messages about opportunities that fit their skills and interests.



## AMERICAN WORKFORCE POLICY ADVISORY BOARD

### Investing in American Workers to Expedite Economic Recovery

A CALL-TO-ACTION BY THE  
AMERICAN WORKFORCE POLICY ADVISORY BOARD

May 2020

#### **An Urgency to Act**

The COVID-19 crisis continues to impact the U.S. economy in unprecedented ways; putting millions out of work, forcing businesses large and small to make drastic cuts, and fundamentally remaking every aspect of U.S. productivity. The unparalleled nature of the pandemic has profound consequences for the American workforce. Over 30 million workers have filed for unemployment due to COVID-19, and countless millions more have seen a fundamental change to their work environment, including many who now work remotely.

But amid this seismic shift in the landscape of work, the American economy and spirit are resilient. Industries and individuals alike have shown innovation and flexibility: manufacturers reorienting product lines and processes, service-sector jobs aligning to fortify the frontlines, and educators ensuring learning continues uninterrupted by adopting new online approaches overnight.

This pandemic has highlighted the need to provide critical support to American workers. It is essential to connect displaced workers to upskilling and reskilling pathways and ensure they have access to the online tools and distance learning they will need to guide them toward good jobs in rebounding fields as the health crisis abates and the economy begins to recover.

**In response, immediate and unprecedented investments in American workers and the pathways necessary for them to get back to work are needed to expedite the U.S. economic recovery.**

A shared, coordinated, sustained effort by government, business, labor, education, and others is profoundly urgent. To this end, the American Workforce Policy Advisory Board calls on all these stakeholders to embrace and immediately undertake a **National Workforce Recovery Call-to-Action** to help the millions of workers who need assistance now, and build the resilient and agile workforce of the future powered by skilled American workers.

## **Getting America Back to Work — A National Workforce Recovery Call-to-Action**

The American Workforce Policy Advisory Board, comprised of leaders from government, education, industry, and labor was convened prior to the pandemic to help reshape the nation's education and skills-based training landscape. Now, amidst and deeply affected by this crisis, the Advisory Board's charge of promoting multiple pathways to employment, increasing data transparency and relevance, modernizing recruitment practices, and encouraging employer investments has never been more important to improving the conditions of America's workers, students, and employers. While the Advisory Board will put forward formal recommendations later this summer, this call-to-action to enable Americans to re-enter the workforce cannot wait.

The Advisory Board's call-to-action is organized around three immediate and enduring workforce recovery goals:

- I.** Expedite American workers' return to employment and upward mobility by investing in career pathways and implementing skills-based hiring practices
- II.** Remove obstacles to the modernization of American education and training to accelerate reskilling and facilitate innovation in workforce development
- III.** Build the technological infrastructure necessary for the future of work

### **I. Expedite American workers' return to employment and upward mobility by investing in career pathways and implementing skills-based hiring practices**

Connecting all American workers to good jobs, and employers to talented workers, is the most pressing objective of the Advisory Board. Immediate matching of displaced workers to open jobs is the first order of action. While many jobs will return as businesses are able to reopen, there is a critical need to prioritize education and training alignment with workforce needs.

Our nation must immediately build and expand high-quality pathways that will lead to good jobs and careers for all Americans, especially for those most impacted economically by the crisis. These pathways must be direct and enable a lifelong education-to-opportunity journey that leads to lasting economic mobility and success. The workforce development programs supporting these pathways must stand the tests of relevancy, validity, reliability, and accessibility to ensure all Americans can learn, grow, and benefit from these experiences.

Specific Actions:

- Federal, state, and local governments must prioritize resources to assist those American workers displaced by the pandemic. All Americans must have access to training and reskilling opportunities that lead to lasting economic mobility and success.

- State and local government must facilitate partnerships between employers and education providers to efficiently connect displaced workers to jobs through employer-led training models as the economy begins to recover and businesses reopen. Frictionless hiring practices that prioritize skills and competencies must be embraced, and pathways to jobs should be based on “skills first.”
- Education and training providers must facilitate pathways for immediately retraining and reskilling workers for in-demand fields highlighted by COVID-19, such as healthcare, manufacturing supply chain, maintenance and other trades, IT, and infrastructure. Going forward, these training programs should also contain information on health and safety protocols required for workers to protect themselves from COVID-19.
- Federal, state, and local government must incentivize employers to facilitate pathway developments by investing in education and training for all American workers including those from non-traditional backgrounds to widen the talent pool. This can occur through an array of existing and new public- and private-sector investments including changing the way employer-led training costs are treated from an accounting perspective to encourage further investment.
- All workforce stakeholders and policymakers must embrace a new generation of pathways to opportunity including short-duration, competency-based, earn-while-you-learn, on-the-job, and apprenticeship programs that can be expanded rapidly and stack into future opportunities. These new pathways must define outcomes based on skills and competencies developed on the job and provide credit for prior learning. They must also provide critical onramps to these pathways including career coaching and counseling, especially to individuals who are most at risk as a result of the pandemic.
- All workforce stakeholders and policymakers must prioritize support for America’s most vulnerable youth, teens, and young-adults to prepare them for their employment future. These include expanding out-of-school community programs that develop essential workplace skills, promote the exploration of multiple career pathways, and create work-based learning opportunities.
- The private sector must promote and invest in research related to advancing the use of learning technologies. Virtual and online learning must be more accessible and cost-effective for American workers and training providers to create more opportunities for upskilling and reskilling.
- The private sector must lead a national awareness campaign to connect American workers to jobs through this new generation of pathways to opportunity. Employers and jobseekers more than ever must be able to find and access multiple pathways to career success.



## **II. Remove obstacles to the modernization of American education and training to accelerate reskilling and facilitate innovation in workforce development**

Workforce demands are changing dramatically—a reality accelerated by the pandemic. Technological advances alter the models, methods, and even the value proposition of education and training, along with the need to evolve regulatory structures to keep pace with and facilitate innovation in education and training. The pandemic has created an extreme urgency to modernize many important but dated regulations.

Now is the time to boldly embrace new modes of delivery that are online and virtual, new types of credentials that are stackable, portable, and widely available, and new methods of learning that are skills- and competency-based to better serve American workers. These should be applied across the full spectrum of lifelong, skills-based training categories, including initial skills training, job maintenance training, up-skilling, and employee development. They should fit the needs of different learners from young students to mid-career workers.

### Specific Actions:

- Federal, state, and local governments must unleash innovation by eliminating unnecessary regulations that impair workforce economic and geographic mobility. Efforts to streamline occupational licensing, education requirements, reduce the cost of licensing, and increase reciprocity will enhance mobility and prosperity.
- The federal government must allow student financial aid for high-quality, short-term, market-aligned credential programs that stack into lifelong learning opportunities.
- Education and training providers must partner with government to promote high-quality educational opportunities by measuring and publishing outcome data. This includes measuring skill acquisition and making such information more readily available for learner and employer use. A focus on outcomes allows education and training providers to innovate and embrace new and more effective ways to serve the American worker.
- Education and training stakeholders must unite to assist American workers and learners in completing credentials by ending transfer credit loss. This will allow working learners with accrued credits to earn degrees and certifications more immediately. It will also create a strong foundation for lifelong learning and economic mobility for American workers.

### **III. Build the technological infrastructure necessary for the future of work**

Our nation cannot achieve a satisfactory post-pandemic recovery unless the technological infrastructure is in place to connect and empower all Americans to participate in the workforce. Just as the development of the interstate highway system changed almost every aspect of American life, from culture to commerce, this new technology infrastructure will have a dramatic impact on the way America operates.

This pandemic is underscoring the wide-ranging impact of existing disparities in access to technology, broadband, and digital literacy from how and whether students can access remote learning options to an individual's ability to access telehealth, access new opportunities previously unavailable, and engage regularly in the digital economy. This inequity must be resolved to provide access to opportunity for all Americans.

Specific Actions:

- Initiate an unprecedented investment in digital infrastructure. The government and private sector must work collaboratively to deploy a once-in-a-generation infrastructure campaign to provide all Americans with affordable, high-speed access to online healthcare, education, and retail.
- Develop a digital open skills system for American workers and students. Such a system will align the skills and competencies needed to effectively connect education-to-work that does not exist today. It will guide learners and workers to available opportunities and provide for lifelong learning and growth. The federal government, states, education providers, labor unions, and the private sector all have significant roles in advancing this system, including providing more expansive guidance and flexibilities on data sharing.
- Develop a secure, student-owned Interoperable Learning Record (ILR) to translate a worker's full education, skills-based training, and work experience to a record of transferable skills that will open doors to opportunity. An ILR must be fast-tracked to rapidly advance the adoption of skills-based learning and hiring, and must be accompanied by a common mechanism to define skills and verify skills attainment.