



GOLDEN OPPORTUNITIES

TALENT DEVELOPMENT STRATEGY
FOR THE GOLDEN ISLES 2021–2025



Carl Vinson
Institute of Government
UNIVERSITY OF GEORGIA

GOLDEN OPPORTUNITIES

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Davis Love Foundation

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INTRODUCTION

Talent development plays many important roles in a community. It helps current employers hire and retain qualified employees to meet their ongoing business needs. It helps attract businesses looking to locate or expand their operations in a community. It helps individuals identify career opportunities, undertake necessary training and education, and ultimately secure employment. While the impacts are clear, talent development does not happen by chance but instead requires partnership, vision, and ongoing investment.

In 2020, the Golden Isles Development Authority and the Brunswick–Golden Isles Chamber of Commerce launched an effort to develop a community-wide talent development strategy for Brunswick and the Golden Isles. The goal of the project was to assess the current status of workforce initiatives across the community, identify gaps, and ultimately develop a roadmap for advancing talent development efforts over the next several years.

Investing in talent development is a critical action item for Brunswick and Glynn County. The strong business community, effective economic development elements, and committed community leaders have created a climate where businesses can thrive. Currently, Glynn County has 40,000 workers, a 10% increase over the past decade.¹ The county boasts a diverse industry base anchored by several key sectors, including manufacturing, health care, logistics, hospitality, and the federal government. Each of these industry sectors has unique workforce challenges and needs. This talent development strategy seeks to establish programs, strategies, and investments to support the community's diverse industry base. The strategy also seeks to enhance prosperity for the citizens of Glynn County, create more job opportunities, and contribute to a strong community.

1. Economic Modeling Specialists, Inc. See the data appendix for more detailed labor market information.



PROCESS OVERVIEW

The inclusive process used to create this talent development strategy involved key business, community, and education stakeholders. The planning process began in September 2020 and concluded in November 2020. The project's aim was to develop data, resources, and insights that would inform a community-wide strategy for strengthening the community's workforce and a plan for implementing that new strategy.

A steering committee comprising business, community, education, and governmental leaders in Glynn County led the talent development strategy project. The steering committee met four times throughout the process to set project goals, review data, engage with employers, examine the current environment, and ultimately develop a strategy for moving forward. The Golden Isles Development Authority and the Brunswick–Golden Isles Chamber of Commerce engaged the Carl Vinson Institute of Government at the University of Georgia to assist with facilitating and documenting the project. Additionally, the Institute of Government team assisted with the analysis of labor market, education, and economic data and engagement with business, community, and education stakeholders through interviews and site visits.

STEERING COMMITTEE MEMBERS

Don Asdell
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Bill Austin
Golden Isles Development
Authority Board of Directors

Markisha Butler
WorkSource Coastal

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Pinova Solutions

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Chamber of Commerce

Travis Stegall
City of Brunswick

Myrick Stubbs
Decorum Cabinetry
and Flooring

Valerie Whitehead
Glynn County Schools

MAJOR THEMES AND FINDINGS

The steering committee identified the following major workforce development themes:



SHARED WORKFORCE NEEDS

Employers in Glynn County reported a variety of hard-to-fill positions in health care, manufacturing, hospitality, government, and other key local industry sectors. While the specific occupational needs were diverse, a common theme was the need for a robust pipeline of work-ready individuals who had strong employability skills (e.g., dependable, able to work on a team, punctual, respectful) and a desire to learn and grow in their careers. Many Glynn County employers reported their willingness to train employees and provide ongoing educational and career development opportunities; their main barrier to doing so was identifying and hiring qualified entry-level candidates.



ENTREPRENEURIAL COMMUNITY

The Golden Isles is a growing entrepreneurial community. It is composed of small business owners, makers, sole proprietors, startups, and others seeking to develop and grow their businesses. These entrepreneurs span the entire economy and represent a key asset to locally driven economic growth. These entrepreneurs face a common set of workforce challenges — hiring and retaining workers and competing against larger firms — and many aspiring entrepreneurs require support and direction as they start their businesses.



OPPORTUNITIES FOR ENHANCED MARKETING AND COMMUNICATION

Steering committee members and community stakeholders reported a need for enhanced marketing and communication around workforce development in the Golden Isles. Students and their parents may not be aware of the wealth of opportunities available in the communities. Job seekers may not be aware of currently open job opportunities and training programs to help them achieve their goals. Glynn County has a variety of workforce development resources and programs. Each individual program undertakes some kind of marketing and outreach, but there is an opportunity for a larger marketing and communication initiative focused on promoting workforce development opportunities and careers in the Golden Isles. This effort should build on the existing Keep Glynn Running campaign launched in 2020 by the Golden Isles Development Authority.



UNEQUAL OUTCOMES FOR COMMUNITY RESIDENTS

Labor market, demographic, and economic data show inequities in outcomes across Glynn County. While certainly not new or something that can be changed quickly, the unequal outcomes both impact workforce development and can be impacted by successful implementation of a workforce development strategy. Examples of data reviewed by the steering committee can be found in the data appendix.



LACK OF COORDINATION AND ALIGNMENT AMONG EXISTING WORKFORCE RESOURCES AND PROGRAMS

Glynn County has more workforce development resources and partners than many other similarly sized communities. A variety of programs, partners, and resources in the Golden Isles support youth, young adults, and adults with workforce development assistance through training, coaching, job searches, and other services. While having many partners and resources can be beneficial, community stakeholders reported that there may be overlap between some programs as well as opportunities for enhanced coordination, alignment, and deeper partnerships between the various workforce entities in the community.



QUALITY OF LIFE

A constant theme from employers, community stakeholders, and the steering committee was that Glynn County is a great place to live, work, and raise a family. The area's quality of life and friendly character attract both workers and retirees. A sense of place and obvious pride of local residents in a community are critical assets to attracting and retaining a workforce. The county's large retiree population is also a vital advantage that can be further utilized to support young adults and adults on their career development and entrepreneurial journeys.



TRANSPORTATION ISSUES IMPACT WORKFORCE

Employers, stakeholders, and the steering committee highlighted issues related to transportation that may block residents from pursuing job opportunities, educational programs, and other workforce resources. Some individuals are unable to secure or retain specific jobs due to difficulties getting to work. Likewise, some citizens face similar transportation challenges enrolling or succeeding in education and training programs, particularly those not centrally located.

GOLDEN ISLES **WORKFORCE DEVELOPMENT VISION**

The Golden Isles Talent Development Steering Committee developed a vision for the future of workforce development in Glynn County based on their review of data, analysis of the current landscape, and their aspirations for the future of talent development in the community.

The Golden Isles will be recognized as a top location for talent development and attraction that supports a growing and diverse set of industries. This vision will be achieved by implementing a community-wide workforce development strategy that is aligned to current and future workforce needs, is inclusive of partners, and has clear accountability.



TALENT DEVELOPMENT PRIORITIES

To accomplish this talent development vision for the Golden Isles and to make positive change over the next several years, the steering committee developed a series of priority areas and specific action items. This section serves as a roadmap for investments of time, resources, and leadership. Each priority area has specific action items to complete in Year 1, Year 2, and over longer timeframes. The steering committee prioritized these action items by focusing on capacity, available resources, and their ability to impact the talent development system in Glynn County. Each priority area also has an initial list of metrics to help capture progress and the impact of the work in the years to come.



**Building the Youth
and Young Adult
Talent Pipeline**



**Supporting and
Strengthening
the Adult
Workforce**



**Creating a
Community
Workforce
Network**



**Developing and
Supporting
Entrepreneurs
in the Golden
Isles**



PRIORITY 1

Building the Youth and Young Adult Talent Pipeline

A key element of talent development is establishing a strong foundation from which to build the next generation of workers for a community. This priority has a longer-term focus since many of the action items listed are related to preparing and guiding students toward career success after graduation.

YEAR 1 ACTION ITEMS

Launch a Connect Golden Isles teacher and counselor externship program.

Teachers and counselors play a critical role in advising and supporting students along their educational journeys. Many teachers and counselors have limited exposure to key industries in Glynn County. A teacher and counselor externship program will allow these educators to experience local industries, build connections, and gather information that can be used in lesson plans and while advising students. This program could be launched as a small pilot in the summer of 2021 and expanded in future years based on participant feedback, demand, and employer partnerships.

Create a career coaching pilot program in Glynn County Schools.

Many students need career development coaching, support, and guidance. School counselors, teachers, and parents each play an important role in assisting students with career exploration and decision making, but they are also juggling additional roles and responsibilities. A focus on career development can help students identify and achieve their educational and work goals. It can also help introduce students to career opportunities in Glynn County. The career coaching pilot program could take several forms, including hiring a dedicated career coach at a high school, assigning existing staff to career coaching services, or leveraging retiree and community volunteers in a career coaching and mentoring program (or a combination of several approaches). After the initial pilot, the program should be evaluated and considered for expansion into other schools.

YEAR 2 ACTION ITEMS

Develop a program for the business community to support literacy in the early grades.

Literacy is integral to academic and career success.² Reading on grade level, especially in elementary school, is critical for students to successfully learn and advance throughout their educational journey. Literacy in early grades has a significant long-term impact. According to the Annie E. Casey Foundation, “about 16% of children who are not reading proficiently by the end of third grade do not graduate from high school on time, a rate four times greater than that for proficient readers.”³ The business community in Glynn County can take an active role in supporting Glynn County Schools’ literacy development efforts. Such a partnership could assist with providing books, classroom reading, individual student reading support, or some combination thereof.

Launch a Keep Glynn Running internship program.

Businesses in several sectors shared a need for entry-level workers with basic employability skills and a desire to learn. One effective strategy for building this entry-level talent program is through a Keep Glynn Running internship program. Employers expressed a desire for a structured internship program that combines school-based technical training, a focus on employability skills, and on-the-job experience. Glynn County has many great employers but none large enough to run its own structured internship program, so the Keep Glynn Running internship program would be targeted at one or more sectors of the economy and focus on meeting their shared talent needs. This program could be delivered in partnership with the Glynn County Schools work-based learning program.

2. See the Get Georgia Reading campaign for more data and research on literacy.

3. See Donald J. Hernandez. 2011, April. *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Baltimore: Annie E. Casey Foundation.

Expand career exposure and awareness efforts for Glynn County Schools.

Glynn County boasts many in-demand and well-paying careers in a variety of industries. Unfortunately, many students are not fully aware of the benefits, opportunities, and career pathways potentially afforded them through these in-demand careers. These opportunities span the entire economy, including manufacturing, logistics, health care, hospitality, and government. Expanded career exposure and awareness will help inform students (and their parents) of the career opportunities available in Glynn County. The exact activities and investments will vary by grade level. For example, elementary school students may complete field trips to local businesses and participate in contextualized learning. Middle school students could complete research projects and individualized graduation plans, and high school students might complete the YouScience assessment,⁴ participate in job-shadowing at a local business, and be mentored by a local business or community leader. It will be critical to evaluate current career exposure and awareness efforts and identify opportunities to expand and strengthen the opportunities afforded students.

LONG-TERM ACTION ITEMS

Expand STEM programming and facilities in Glynn County Schools.

Technology and innovation continue to shape our economy and the skills that young adults will need upon graduation. More and more jobs are requiring knowledge in science, technology, engineering, and mathematics (STEM) areas. Building the STEM workforce in Glynn County will take enhanced programming and investment in STEM across K-12 education. This action item should start with a review of the existing STEM resources, programs, and facilities in the school system. This review can then be used to identify gaps that require attention or investment. Employers, teachers, parents, and administrators should be involved in developing this programming.

Continue to expand the opportunities at the Golden Isles College and Career Academy.

The Golden Isles College and Career Academy (GICCA) serves as a key resource and partner in building the workforce in Brunswick and Glynn County. It will be critical to regularly evaluate existing programs and partnerships (with both educational institutions and employers). The results of the evaluation can be used to shape program changes, outreach strategies, and partner engagement. GICCA must continue to adapt as the career training needs required by local employers change. Additionally, there may be opportunities to utilize GICCA to deliver core academic courses at the facility in addition to Career, Technical, and Agricultural Education (CTAE) courses to high school students both through traditional delivery and dual enrollment.

PRIORITY 1 METRICS

To track progress on this priority area, the steering committee developed the following metrics:

- ✓ # of young adults age 16–24 not in school or working
- ✓ % of high school students graduating career ready
- ✓ Post-high school graduation progression
- ✓ Third-grade literacy rate

4. YouScience is an online aptitude and interest assessment available to middle school and high school students. The State of Georgia makes YouScience available at no cost to public schools. See youscience.com for more information.





PRIORITY 2

Supporting and Strengthening the Adult Workforce

The current workforce in Glynn County plays a critical role in supporting existing businesses and attracting new prospects. The steering committee determined that efforts to support and strengthen the adult workforce in the community should focus on two main goals: (1) helping individuals enter or re-enter the workforce and (2) strengthening training programs and resources to help workers advance in their careers. This priority will help individuals secure and advance in career pathways that can sustain families and promote long-term career success.

YEAR 1 ACTION ITEMS

Advocate for capital funding to support the expansion of the Coastal Pines Technical College campus in Brunswick.

Coastal Pines Technical College is a key workforce development engine for the Golden Isles. Unfortunately, the college has limited classroom and lab space to deliver key in-demand programs to meet the needs of local industry partners. Coastal Pines Technical College, in consultation with business and community partners, has developed initial plans to add a 94,000 square foot new building to its Brunswick campus. Capital funding to support this expansion would contribute greatly to the community's talent development efforts.

Inventory and make strategic investments in existing strong workforce partners.

The first step in the workforce development strategy project was an inventory of workforce development partners in the community. The steering committee and other stakeholders worked to identify an initial list of programs and resources in the community. The next step will be to continue developing this inventory and begin to collect additional datapoints (e.g., programs offered, target populations, service locations, application procedures) that can be used as a community workforce directory. Once the inventory is completed, the data can be used to guide strategic investments in strong existing workforce partners who can help to move the needle in Glynn County.

Promote the Keep Glynn Running Job Portal.

The Golden Isles Development Authority launched the Keep Glynn Running Job Portal in the fourth quarter of 2020.⁵ This interactive web tool compiles Glynn County job postings from nearly 30,000 job boards. This new tool can help job seekers identify local open positions and apply for them. The job portal would also be a good place to add information on training programs, job seeker assistance, and other relevant workforce programs, accessed through a new tab on the site (i.e., job seeker resources).

YEAR 2 ACTION ITEMS

Identify needs for a downtown space to support workforce development initiatives.

Steering committee members, education and training partners, and other community stakeholders identified a need for a workforce development training site in downtown Brunswick to support various workforce development initiatives and programs. The steering committee envisions a multipurpose space that would be suited for many functions to enhance the workforce, such as hosting courses from Coastal Pines Technical College, training programs offered by nonprofit providers, and job seeker workshops. This space could also potentially support some of the entrepreneurship activities detailed in Priority 4. The first step toward establishing such a space will be to identify and evaluate the needs of the various workforce development partners and programs in the community. Once the needs are clearly defined, they can be used to help guide the site search and resource development process.

5. See keepglynnrunning.com/available-jobs/.

Expand and coordinate programs that help individuals enter or re-enter the workforce.

The transition into the workforce can be difficult. Stakeholders reported a need to enhance services and support provided to individuals entering the workforce for the first time (i.e., transitioning after graduation) or returning to the workforce after not working for a period of time. These programs encompass job training, coaching, placement assistance, and supportive services. Investing in these programs will help individuals across the community but will also increase the community's workforce size to meet the needs of employers. Efforts to accomplish this action item should build off the expanded inventory conducted in Year 1 and should focus on organizing and strengthening the partners, resources, and programs that focus on these needs.

LONG-TERM ACTION ITEMS

Coordinate with area employers to codevelop industry pipeline training programs.

The Golden Isles has a strong industry base and diverse workforce development needs. The steering committee identified a long-term goal of facilitating new partnerships between industry sectors and education and training providers to develop pipeline training programs. While each employer in Glynn County has its own workforce needs, an industry sector approach could be used to develop or enhance pipeline training programs. For example, Glynn County manufacturing or hospitality employers could create manufacturing or hospitality pipeline training programs in conjunction with GICCA, Coastal Pines Technical College, WorkSource Coastal, and nonprofit partners.

PRIORITY 2 METRICS

To track progress on this priority area, the steering committee developed the following metrics:

- ✓ Workforce participation
- ✓ Household income
- ✓ Educational attainment
- ✓ Poverty rate



Photo Credit:
STAR Foundation



PRIORITY 3

Creating a Community Workforce Network

Advancing talent development efforts across Glynn County will take shared commitment, coordination, and ongoing partnerships among employers, educational institutions, and other community-based providers. The Golden Isles community has numerous partners and resources focused on education, training, and workforce development. To achieve the goals outlined in this strategy, a community-wide network focused on workforce development will be required.

YEAR 1 ACTION ITEMS

Identify and launch a Glynn County Workforce Development Network.

The Glynn County Workforce Development Network will allow employers, educational institutions, training providers, and others involved in workforce development efforts to strengthen collaboration, share ideas, and work to advance community-wide efforts. Ideally, the network would meet quarterly to network and coordinate efforts and strategies. It would also serve as a vehicle for working on other action items identified throughout the Golden Isles Talent Development Strategy.

Begin implementation of the Talent Development Strategy with committees for each priority.

Moving from strategy development to strategy implementation can be challenging. It will be critical to quickly form committees to oversee and undertake the action items developed by the steering committee. These priority area committees should work to carry out the action items, bring additional partners to the table, secure resources for the priority focus items, and serve as the primary implementation leaders. Each committee should have one or more appointed leaders to help lead the efforts, plus additional staff support to help with logistics, meeting documentation, and other project management tasks.

Enhance marketing and outreach of existing workforce resources and programs in the community.

Glynn County has a variety of workforce development resources and programs, and there may be more opportunities for marketing, outreach, and resource sharing. Stakeholders reported that potential service recipients and educational program participants may not be aware of the depth and variety of resources that exist in the community. The Workforce Development Network should inform the community-wide marketing and outreach strategy for this action item. This action item is also linked with several other action items such as promoting the job portal, adding job seeker resources to the portal, and building a comprehensive inventory of workforce programs in the community.

Develop an annual report and accountability structure for the initiative.

Continued progress and investment in the Golden Isles Talent Development Strategy will be driven by effective implementation, impact, and accountability. A simple annual report and an ongoing accountability structure (i.e., semi-annual progress review meetings) will be critical to sustaining community support and making progress. The steering committee developed an initial set of metrics to track for each priority area. While workforce development is a long-term proposition, tracking these metrics, in addition to more specific action item measures, will help demonstrate whether the strategy is moving the needle in the right direction.

YEAR 2 ACTION ITEMS

Hire or appoint a workforce development project manager.

The Golden Isles Talent Development Strategy involves many partners, priorities, and action items. The long-term successful implementation of the strategy will require a high-level of coordination, project management, and staff support. It will be important to hire or appoint a workforce development project manager who can work with each of the priority area committees, serve as a workforce development expert, and provide overall project management support for the initiative.

Launch a campaign focusing on career path stories.

Employers in key Glynn County industries highlighted the career pathways available to employees, meaning that an employee can start in an entry-level position and receive professional development, training, and mentoring to help them advance to higher levels within the organization or industry. Employers and other stakeholders shared that promoting the career pathway opportunities using real examples from Glynn County employers could help young adults and other job seekers make informed career decisions. This campaign could focus on social media and other internet mediums (e.g., Keep Glynn Running Job Portal, parent newsletters).

Collect and analyze additional data to inform workforce planning efforts.

The Golden Isles Talent Development Strategy was guided by data—both quantitative and qualitative sources. The steering committee would like to continue collecting data to inform future strategy development efforts, understand the impact of the workforce efforts, and ensure the strategy is aligned to the community's top needs. This action item is focused on collecting data on the various identified metrics, reviewing secondary and administrative data (e.g., census data, school system data, Bureau of Labor Statistics), and potentially collecting additional data through surveys or interviews.

LONG-TERM ACTION ITEMS

Conduct a workforce service gap analysis and develop plans to close service gaps in the community.

One task for the Glynn County Workforce Development Network will be to analyze workforce development services available in the Golden Isles, review the alignment between industry needs and educational programs, and develop plans to close any gaps identified. During its regular meetings, the Workforce Development Network should regularly and formally review the alignment of existing technical training programs, programs that support job seekers, and skill development needs.

PRIORITY 3 METRICS

To track progress on this priority area, the steering committee developed the following metrics:

- ✓ # of partners actively engaged in the Network
- ✓ of successes shared from the Network





PRIORITY 4

Developing and Supporting Entrepreneurs in the Golden Isles

Entrepreneurs and small business owners play an important role in the Glynn County economy. Fifty-four percent of workers in Glynn County work at firms that meet the Small Business Administration's definition of small businesses.⁶ The steering committee identified supporting and developing entrepreneurs in the Golden Isles as a key workforce strategy. The committee also determined that investing in fostering entrepreneurship will help advance community development efforts, diversify the economy, and provide more opportunities for residents. Action items associated with this priority build upon existing entrepreneurship efforts like 1 Million Cups-Brunswick, Maker Meetup sponsored by the Golden Isles Development Authority, and programs offered by the College of Coastal Georgia.

YEAR 1 ACTION ITEMS

Recruit additional entrepreneurship mentors in the Glynn County community.

The Golden Isles is a great place to work, live, and retire. The community has an abundance of successful working and retired entrepreneurs and business leaders. A top way to support more entrepreneurs is to match them with a mentor who can provide support, advice, and coaching as they develop ideas and build their businesses. In Year 1, the Priority 4 committee should develop a process and outreach campaign to identify and recruit additional entrepreneurship coaches in Glynn County. This recruitment campaign can work with civic associations, the Brunswick–Golden Isles Chamber of Commerce, social organizations, and the existing mentor network to identify potential mentors.

Develop a formal training program for mentors.

In addition to recruiting additional entrepreneurship mentors, it will be critical to properly onboard and train mentors. While the mentors may have a strong background in business formation and leadership, most will have limited experience supporting new entrepreneurs. The training program should provide them with the tools, processes, resources, and direction to support entrepreneurs in the Golden Isles. Adopting (and revising, if necessary) an existing training program and curriculum from other communities and organizations may prove easier than crafting these resources from scratch.

YEAR 2 ACTION ITEMS

Launch a program to expose K-12 students to entrepreneurial thinking.

Similar to other talent development efforts detailed in this strategy, fostering more budding entrepreneurs will require an intentional effort to introduce young adults to entrepreneurship and entrepreneurial thinking. The committee should explore the creation a formal program to tackle this objective. Such a program could include increasing relevant CTAE programs (i.e., entrepreneurship CTAE pathway for high school students), mentoring programs for students with existing businesses, marketing and education campaigns (i.e., introducing the topic in earlier grades), incubator spaces at schools, and entrepreneurship competitions (Shark Tank–style events).

Research mentoring and entrepreneurship space ideas.

The entrepreneurship programs envisioned in this priority will require a common space for meetings, events, and other related activities. The first step to building a physical space to support entrepreneurship efforts will be to research similar spaces in other communities, identify funding sources for capital costs, and develop a space-use model that serves the unique needs of the community. There may also be an opportunity for collaboration between this action item and the downtown workforce development space envisioned in Priority 2.

6. US Census Bureau, Statistics of US Businesses, 2016.

LONG-TERM ACTION ITEMS

Develop an entrepreneurship support system in the Golden Isles.

The Year 1 and Year 2 action items will help expand resources, programs, and partnerships to support and develop entrepreneurs in the Golden Isles. If implemented effectively, these efforts should lead to more businesses being launched and more small businesses succeeding. After the initial action items have been completed, the committee will turn to evaluating the resource and program gaps faced by aspiring and current entrepreneurs and developing a long-term plan for creating a comprehensive entrepreneurship support system in the Golden Isles.

PRIORITY 4 METRICS

To track progress on this priority area, the steering committee developed the following metrics:

- ✓ # of entrepreneurial development program graduates with self-sustaining businesses
- ✓ # of formal mentor-mentee relationships
- ✓ # of programs/resources created to foster entrepreneurship
- ✓ # of participants actively engaging in the entrepreneurship support system
- ✓ Increase in key entrepreneurship measures (e.g., self-employment rates, entrepreneurial breadth, entrepreneurial depth)



CONCLUSION AND NEXT STEPS

The Golden Isles Talent Development Strategy is an aggressive, data-driven, and forward-looking approach to meeting the needs of employers, supporting economic development, and strengthening the community. This locally designed strategy—guided by a steering committee of business, education, community, and government leaders—provides a roadmap for advancing talent efforts in the community. The successful long-term implementation of this strategy will have positive impacts that are quantifiable through a variety of metrics. It will increase the ability of employers to find and retain qualified employees, help promote Glynn County as an attractive location for economic development recruitment and expansion decisions, and help connect individuals to quality career pathways.

To live up to its promise, this strategy must be implemented quickly by Glynn County leaders. It will take all workforce development and education partners working together cooperatively to accomplish these goals. Early progress on the strategy will build momentum and bring additional partners to the table. Since this talent development strategy encompasses four unique priority areas, it will be critical to establish a distributed approach to implementation. Committees should be formed for each priority area to oversee the efforts, begin work on the identified action items, and secure resources. Each priority committee should meet regularly to accomplish the goals. Coordination between the various priority committees will also be important, as there is potential overlap and opportunities to collaborate. Communicating the impact and progress of the strategy will be crucial to building community buy-in. Effective talent development efforts will position Glynn County—its businesses, education and training institutions, economic development efforts, and citizens—for success.

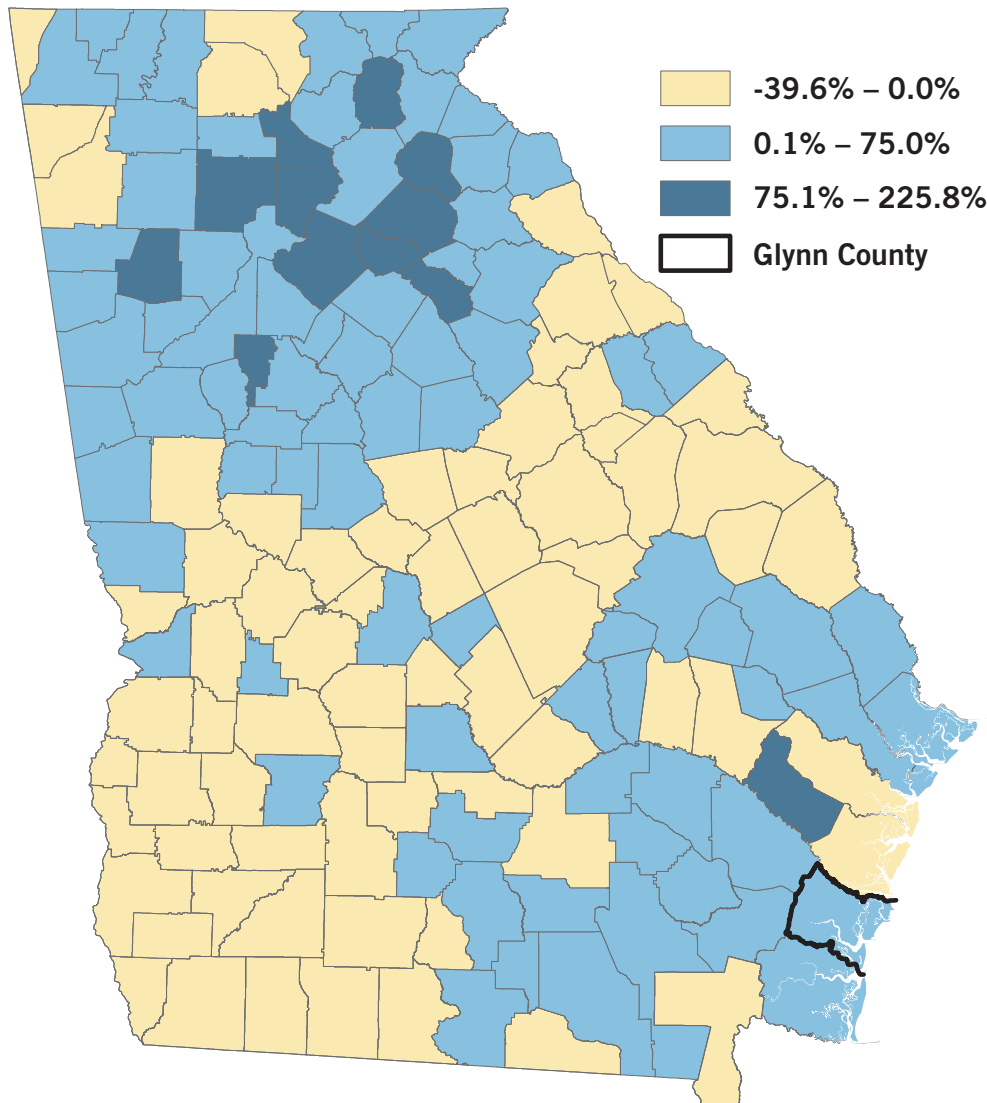


DATA APPENDIX

The Golden Isles Talent Development Strategy Steering Committee reviewed and analyzed labor market, education, and economic data to inform the planning process. This data appendix includes several of the key data points that helped guide plan development.

POPULATION CHANGE, 2010–2050

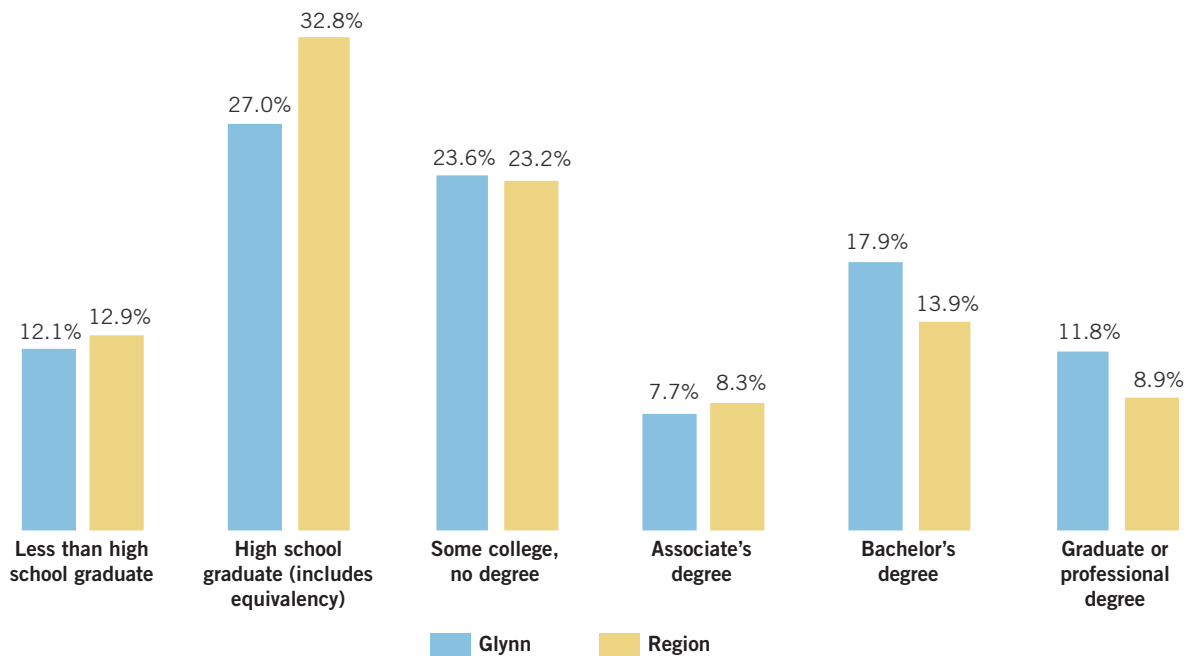
Glynn County's population grew 18% between 2000 and 2010, from 67,568 to 79,626. It is projected to grow another 25% by 2050, to 106,185.



Sources: US Census Bureau; Governor's Office of Planning and Budget

EDUCATIONAL ATTAINMENT

The proportion of Glynn County residents over the age of 25 with some college education or more is higher than the regional average.



The region includes Brantley County, Camden County, Glynn County, McIntosh County, and Wayne County

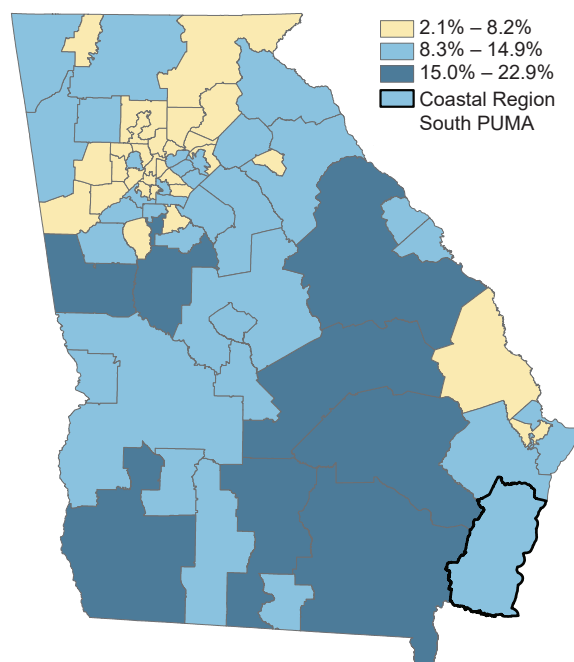
Educational attainment, 2013–2017	Glynn	Region
Total population 25 and over	58,258	134,546
Less than high school graduate	7,039	17,354
High school graduate (includes equivalency)	15,721	44,152
Some college, no degree	13,725	31,195
Associate's degree	4,506	11,218
Bachelor's degree	10,406	18,718
Graduate or professional degree	6,861	11,909
Some college or more	61%	54%

Source: US Census Bureau, 2013–17 American Community Survey

OPPORTUNITY YOUTH

13% of young adults in Glynn, Camden, and McIntosh counties are not working, enrolled in school, or seeking employment

	Total Youth	Opportunity Youth	% Opportunity Youth
Coastal Regional Commission PUMA (South) – Glynn Camden & McIntosh Counties	17,885	2,318	13%
State of Georgia	127,000	1,291,645	9.8%



Source: US Census Bureau (2014-2018 5-year estimate); Carl Vinson Institute of Government

Public Use Microdata Areas (PUMAs) are non-overlapping areas that partition each state into areas containing about 100,000 residents. Public Use Microdata is a sample of the responses to the US Census Bureau's American Community Survey.

LABOR FORCE PARTICIPATION

Glynn and Camden counties have the highest labor force participation rate in the region, and slightly higher than the state rate, for people ages 25–64.

Labor Force Participation Rate	
Glynn	77%
Camden	77%
McIntosh	71%
Wayne	61%
Brantley	60%
Georgia	76%

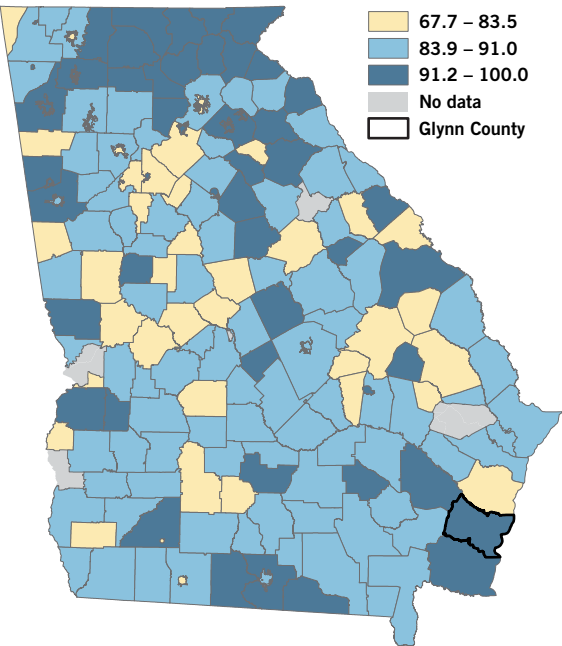
Source: US Census Bureau, 2013–17 American Community Survey

GRADUATION RATE

Glynn County high schools consistently have higher four-year graduation rates than Georgia as a whole.

	2017	2018	2019
Brunswick High School	87.5%	96.0%	91.5%
Glynn Academy	94.9%	94.6%	93.9%
All Glynn County high schools	90.9%	95.1%	92.8%
Georgia	80.6%	81.6%	82.0%

Source: Governor’s Office of Student Achievement

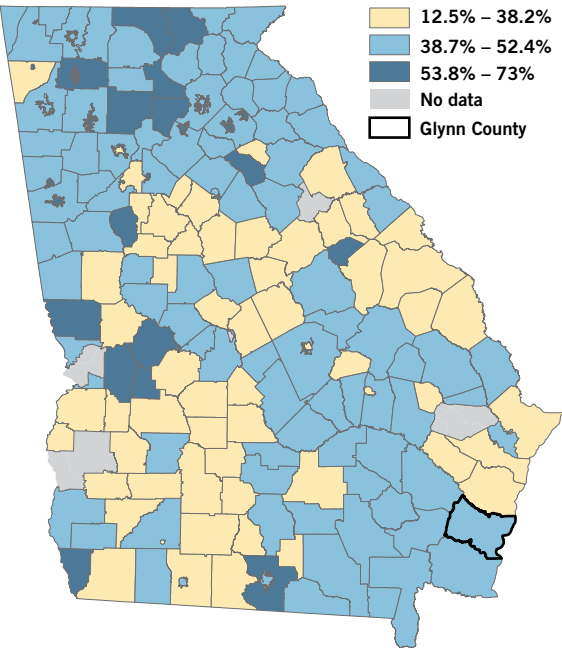


HOPE ELIGIBILITY

Glynn Academy has had a higher proportion of HOPE-eligible students than Georgia as a whole for the last three years. Brunswick High School has been improving.

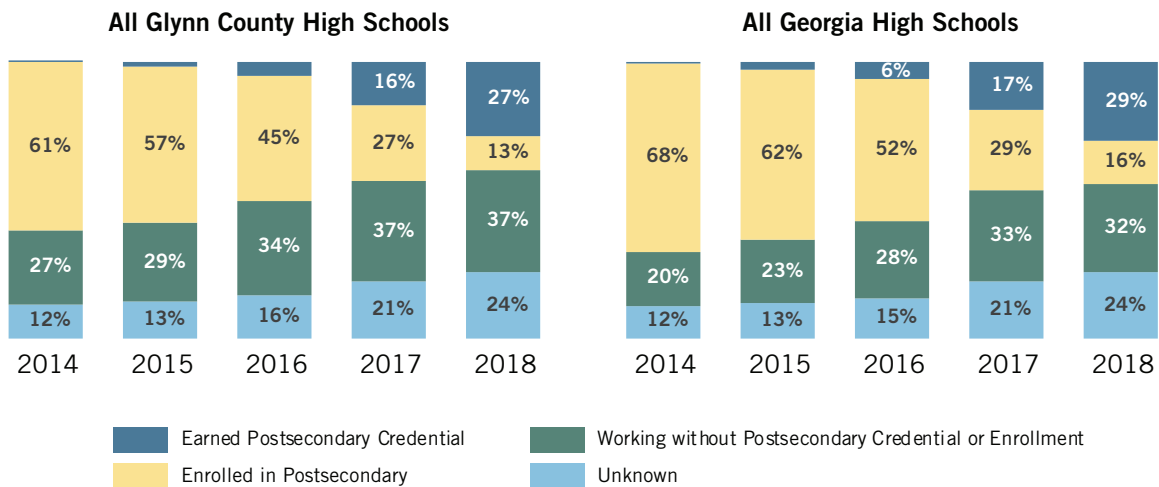
	2017	2018	2019
Brunswick High School	35.2%	38.7%	43.8%
Glynn Academy	47.5%	57.7%	57.5%
All Glynn County high schools	41.8%	49.4%	50.8%
Georgia	43.1%	44.2%	44.5%

Source: Governor’s Office of Student Achievement



OUTCOMES AFTER GRADUATION

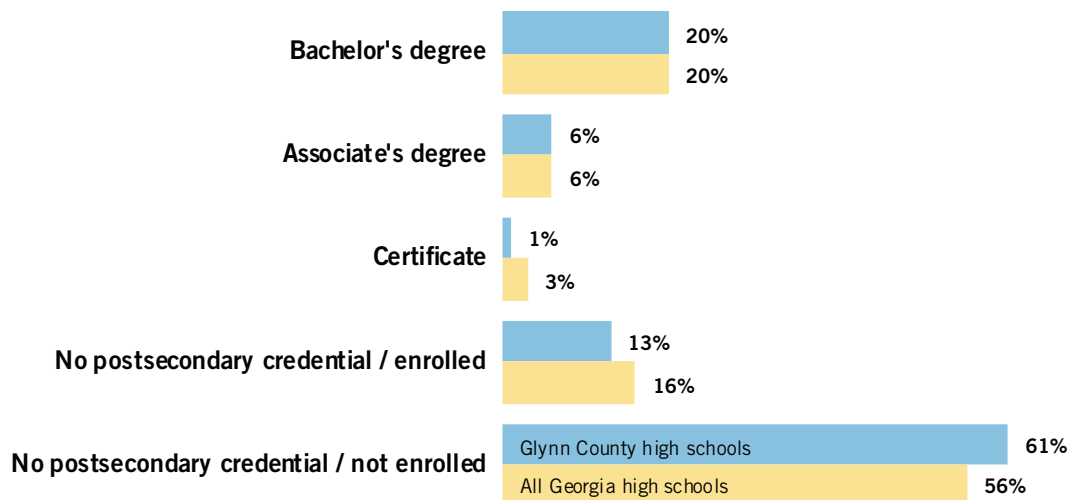
Glynn County is on par with the state for post-high school progression, with slightly more graduates going straight to work right after high school.



Source: Governor's Office of Student Achievement

HIGHEST CREDENTIAL EARNED FIVE YEARS AFTER HIGH SCHOOL GRADUATION

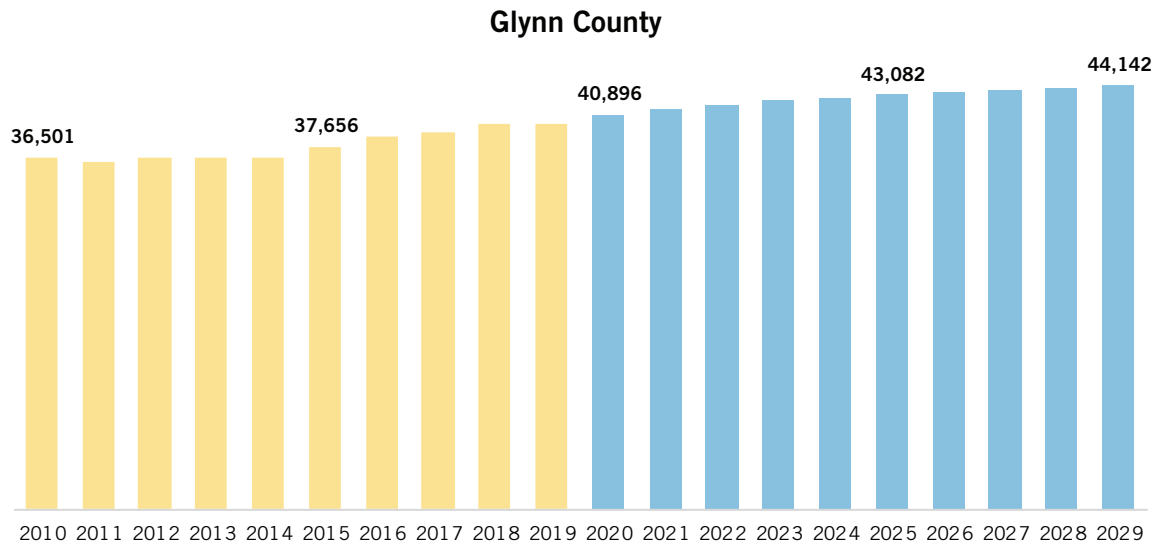
Glynn County matches the state in the proportion of graduates who earn bachelor's and associate's degrees five years after high school graduation.



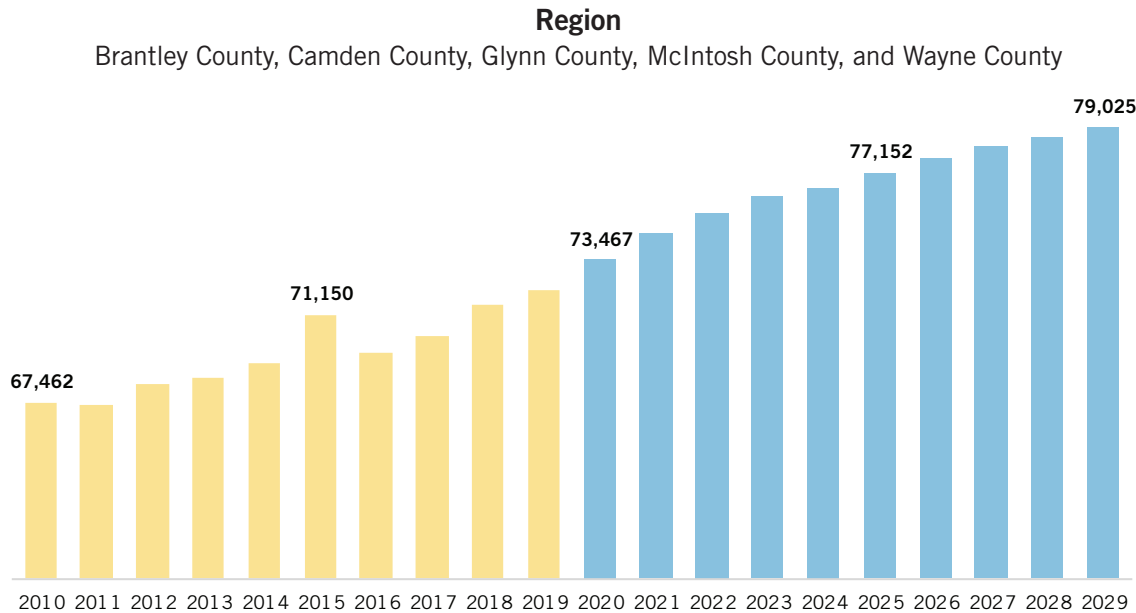
Source: Governor's Office of Student Achievement

EMPLOYMENT TREND, 2010–2029

Between 2010 and 2019, employment in Glynn County grew by 3,603 jobs (9.9%). In the next 10 years, that growth is projected to continue, with 3,246 new jobs (7.9%).



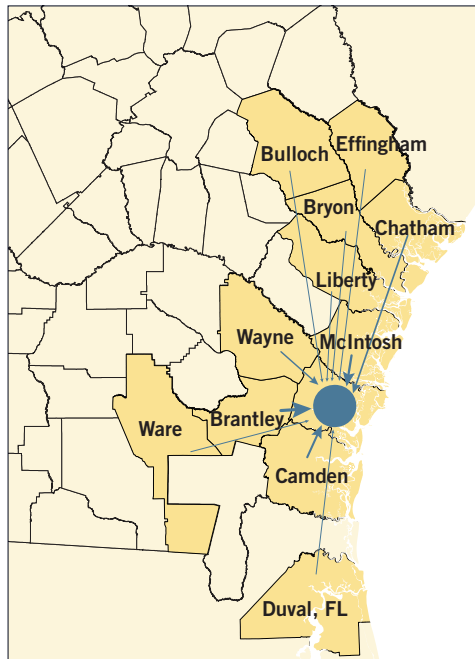
Between 2010 and 2019, employment in the region grew by 4,688 jobs (6.9%). In the next 10 years, that growth is projected to continue, with 5,558 new jobs (7.6%).



* Projections are based on historical trends and long-term assumptions. COVID-19 will impact employment in the short term.
Source: EMSI

IN-COMMUTE

Nearly 40% of the workforce in Glynn County commutes from outside the county each day.



Where Glynn County Workers Live	Number of Jobs	Share of Total
Glynn County, GA	20,707	61.0%
Camden County, GA	1,861	5.5%
Brantley County, GA	1,498	4.4%
McIntosh County, GA	1,127	3.3%
Chatham County, GA	821	2.4%
Wayne County, GA	697	2.1%
Liberty County, GA	492	1.4%
Ware County, GA	377	1.1%
Effingham County, GA	309	0.9%
Bryan County, GA	307	0.9%
Bulloch County, GA	299	0.9%
Duval County, FL	294	0.9%
All other	5,168	15.2%
Total primary jobs	33,957	

Source: OnTheMap,
US Census Bureau

GLYNN COUNTY TOP GROWTH INDUSTRIES

The largest jobs growth between 2010 and 2019 was in the services sector. It is unclear what the actual growth in hospital jobs was (see note). Average earnings for those jobs were the second highest.

NAICS	Description	2010 Jobs	2019 Jobs	2010–2019 Change	Percent Change	Average Earnings Per Job	2019 Location Quotient	2019 Establishments
7225	Restaurants and Other Eating Places	3,495	4,601	1,106	32%	\$20,577	1.64	204
4231	Motor Vehicle and Motor Vehicle Parts and Supplies Merchant Wholesalers	72	865	793	1101%	\$116,725	9.37	4
5617	Services to Buildings and Dwellings	776	1,114	338	44%	\$33,225	1.98	110
4523	General Merchandise Stores, including Warehouse Clubs	529	782	253	48%	\$31,610	1.55	24
7139	Other Amusement and Recreation Industries	509	737	228	45%	\$37,113	2.04	41
9029	State Government, Excluding Education and Hospitals	998	1,207	209	21%	\$52,158	2.05	32
4883	Support Activities for Water Transportation	232	394	162	70%	\$48,702	16.15	7
6212	Offices of Dentists	216	359	143	66%	\$61,451	1.43	37
4541	Electronic Shopping and Mail-Order Houses	139	269	130	94%	\$44,233	2.59	4
7211	Traveler Accommodation	2,303	2,411	108	5%	\$35,494	4.71	57
8131	Religious Organizations	595	699	104	17%	\$20,710	1.57	4
5413	Architectural, Engineering, and Related Services	182	286	104	57%	\$66,797	0.73	38
4451	Grocery Stores	639	742	103	16%	\$28,372	1.07	39
8111	Automotive Repair and Maintenance	408	508	100	25%	\$63,758	2.08	47
6221	General Medical and Surgical Hospitals	0	1,891	1,891	Insf. Data	\$90,674	1.53	1

Note: The apparent large growth in General Medical and Surgical Hospitals is due to the change in classification for Southeast Georgia Regional Medical Center from Education and Hospitals (Local Government). That change happened between 2010 and 2019.

Source: EMSI

GLYNN COUNTY HIGH GROWTH

The largest change (2019–2029) in jobs is predicted to be in health care and fast food occupations.

Occupation	2019 Jobs	2029 Jobs	2019–2029 Change	Percent Change	Average Hourly Earnings	Typical Entry-Level Education	Annual Openings
Registered Nurses	1,163	1,635	472	41%	\$25.69	Bachelor's degree	127
Fast Food and Counter Workers	1,394	1,655	261	19%	\$9.55	No formal educational credential	330
Nursing Assistants	466	604	138	30%	\$10.30	Postsecondary nondegree award	76
Home Health and Personal Care Aides	324	462	138	43%	\$10.68	High school diploma or equivalent	77
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	682	817	135	20%	\$12.56	No formal educational credential	114
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	274	386	112	41%	\$29.56	High school diploma or equivalent	47
Clinical Laboratory Technologists and Technicians	278	354	76	27%	\$20.41	Bachelor's degree	28
General and Operations Managers	691	766	75	11%	\$45.75	Bachelor's degree	72
Security Guards	271	345	74	27%	\$13.63	High school diploma or equivalent	49
Postsecondary Teachers	249	320	71	29%	\$106.39	Doctoral or professional degree	33

Source: EMSI

GOLDEN OPPORTUNITIES

TALENT DEVELOPMENT STRATEGY FOR THE GOLDEN ISLES 2021–2025



Carl Vinson
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UNIVERSITY OF GEORGIA