SC Education Oversight
ASA Subcommittee Meeting

January 12, 2026

SC EDUCATION
OVERSIGHT COMMITTEE
Reporting facts. Measuring change. Promoting progress.

Approval of ASA Subcommittee Minutes

November 17, 2025

Dr. Patty Tate

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Action Item:
CTE Data Project Report

Bunnie Ward, Director Transform SC

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

SCCTE

South Carolina CTE Data Project

SC EDUCATION OVERSIGHT COMMITTEE

transformSC an initiative of SC CHAMBER OF COMMERCE

Building Collaboration for a Stronger Workforce

January 12, 2026

EOC Academic Standards & Assessment Subcommittee

SC EDUCATION OVERSIGHT COMMITTEE

transformSC

Innovate Education, Transform Futures

an initiative of SC COUNCIL ON COMPETITIVENESS

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SREB | Southern Regional Education Board

Project Scope

Report card requirements for career and technology schools (as provided in SECTION 59-18-920).

The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.

Project Scope

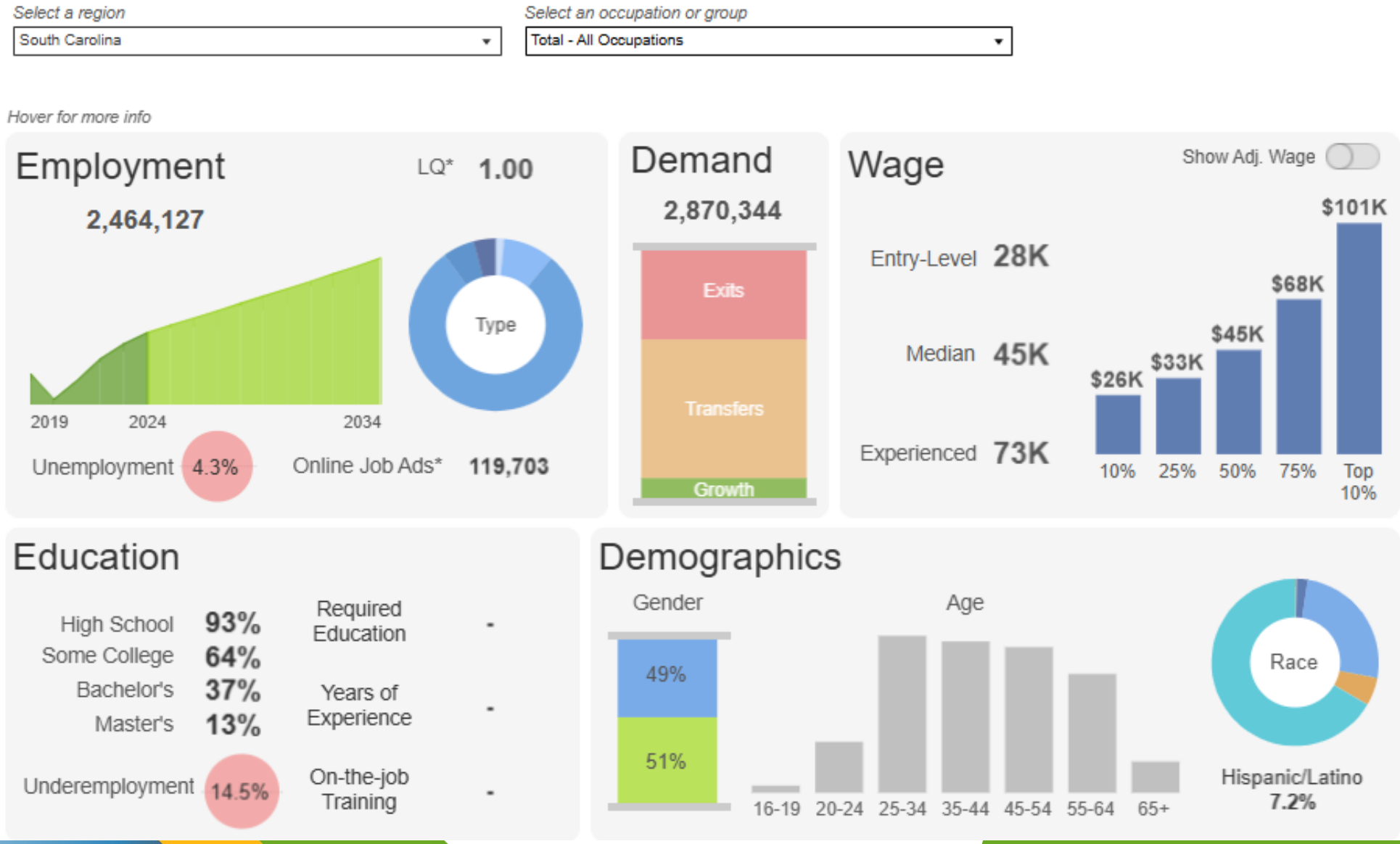
Provide research and stakeholder feedback about potential metrics for career and technical education

Data Project Outcomes

Through robust information gathering and data sharing, increase knowledge about career technical education leading to improved:

- CTE participation
- College and career readiness
- Postsecondary outcomes
- Education/business alignment

Our Final Outcome



Stakeholder Input

Advisory Working Group

Collaboration & Guidance

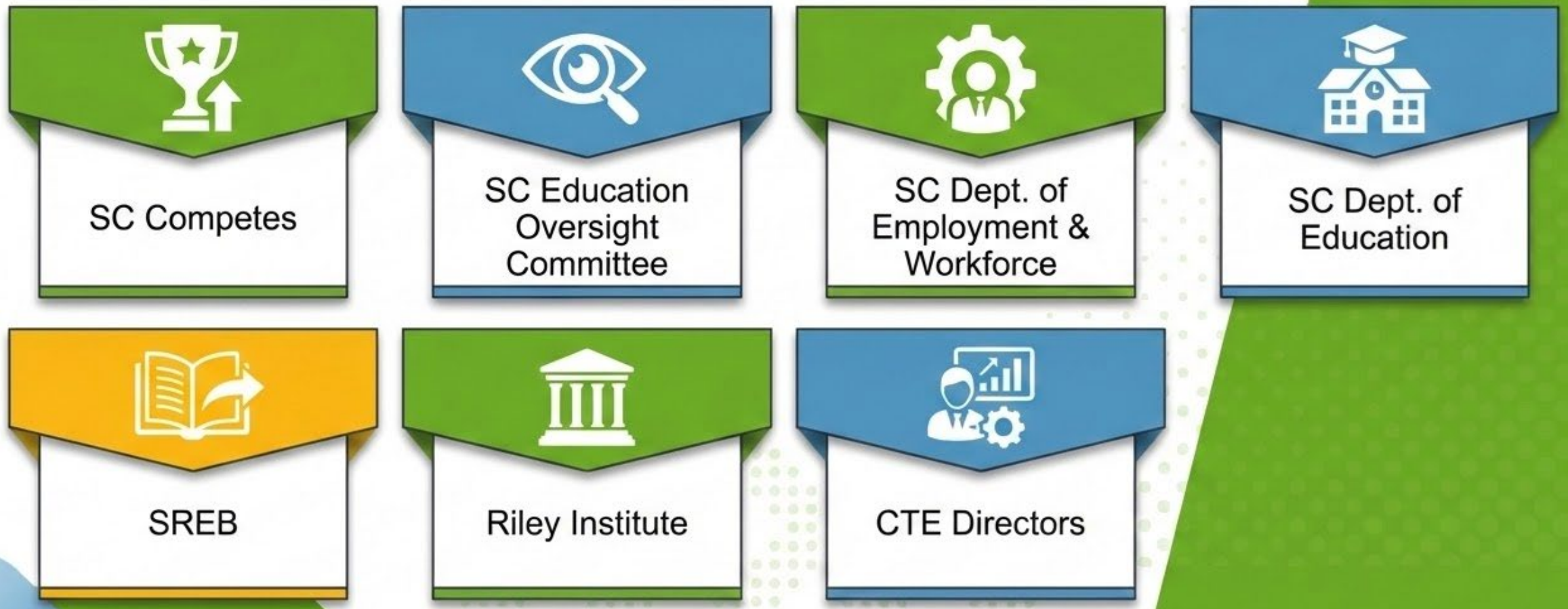
CTE Directors

Leadership & Implementation

Business and Industry

Partnerships & Workforce Needs

Advisory Working Group Members



CTE Directors

- Presentation during Education & Business Week in June and Fall CTE Directors Meeting
- Group Interviews with 30 CTE Directors
- Questionnaire to 122 CTE leaders

Business & Industry

- Presentations to SC Competes Industry Clusters (technology, logistics, aerospace/aviation))
- Group interviews with representatives
- Questionnaire to business & industry

Opportunities for Feedback

Small Group Interviews

Stakeholder Surveys

CTE Data Working Group

SCDE CTE Advisory Committee

Confirmed Data Groups

Participation

Student Experiences

Results

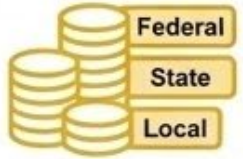
Impact

Used to Monitor Progress and Drive Improvement

Overall Participation Group

Enrollment by geography (bubble map by zip code, showing student origins)

Enrollment by program/cluster area, including gender and special populations



Program funding streams, especially breaking out federal, state, local, and business/industry contributions

Participant vs. regional demographics (comparing CTE participation to overall district demographics)

Program progression (enrollment → concentrator → completer → credential attainment)

Work-based learning participation (levels and types recorded)

Overall Student Experiences Group

Student engagement in work-based learning activities

Dual credit and post-secondary exposure/awareness

Program choice vs. placement (Was the student assigned or did they self-select? How did the decision occur?)

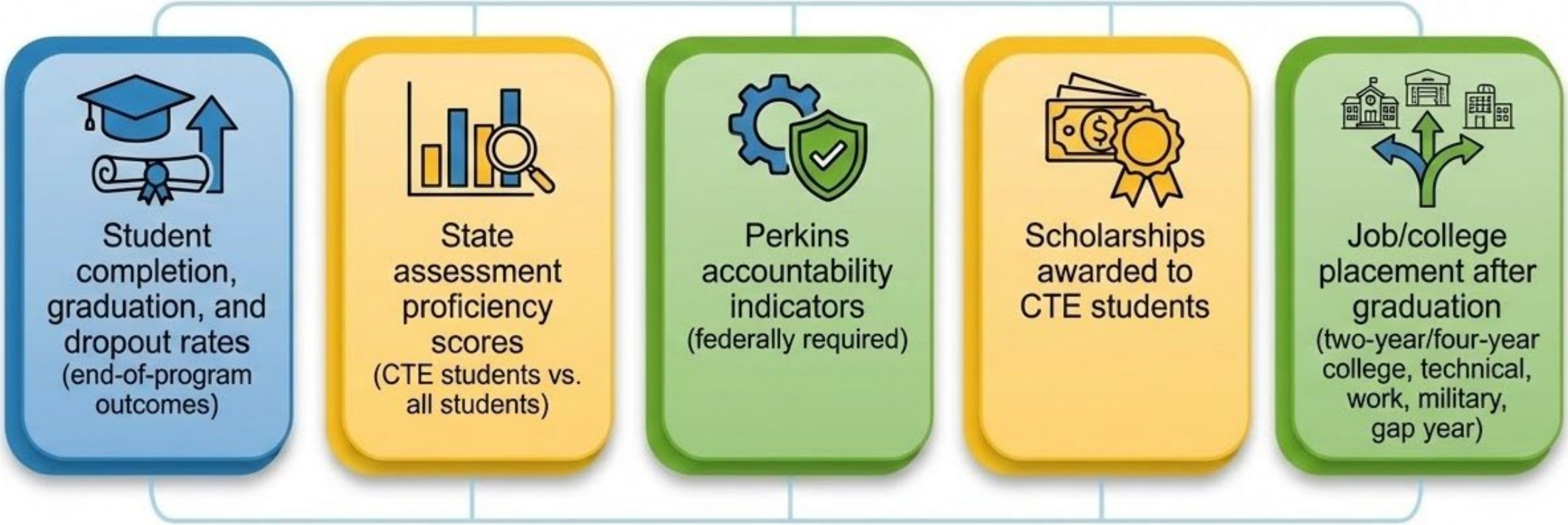
Job placement and awareness of post-secondary/ career options

Quality and support of educators (certifications, in-field status, years of business/industry experience)

Student Survey Results

Teacher Data

Proposed Results Group



Proposed Impact Group

Economic impact/regional jobs and wage forecasts (JobsEQ data, regional priority occupations)

Alumni outcomes (1, 3, 5 years out: employment, wages by field/credential)

Advisory committee and business/industry engagement (nature and extent of advisory participation)

Community recognition of student leadership and awards

Business and industry survey results

State and Regional LMI

Senior and Alumni Outcomes

Business Survey Results

Summary of Collected Feedback

- Participation
- Student Experiences
- Results
- Impact

Focus Group Interviews

Shareholder Questionnaires

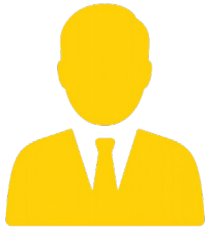
Business & Industry Leader Demographics

Industry Representation

- Manufacturing: **19%**
- Information Technology: **18%**
- Transportation, Distribution, and Logistics: **11%**

Regions Served

- Statewide: **26%**
- Multi-state/National: **21%**
- Upstate: **20%**



Primary Roles

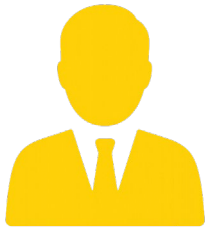
- Executive/ Leadership: **61%**
- Other: **20%**
- HR/Talent Pipeline **10%**

Hiring Levels

- Professional (4-yr degree +): **54%**
- Technician/ Skilled Trades: **26%**
- Entry-level: **20%**

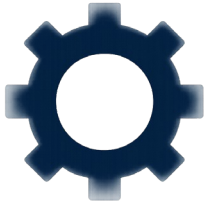
Source: Business and Industry Questionnaire Results

Educator Demographics



Primary Responsibilities

- CTE Center Director/ Administrator: **58%**
- District Leader: **33%**
- Teacher/Instructor: **8%**
- Other: **1%**



Top Career Clusters Offered

- Health Science: **78%**
- Agriculture, Food, & Natural Resources: **74%**
- Architecture & Construction: **70%**
- Manufacturing: **70%**

Regions Served

- Pee Dee: **32%**
- Midlands: **30%**
- Upstate: **21%**
- Lowcountry: **16%**

Source: CTE Directors' Questionnaire Results

Overall Participation Group

Enrollment by geography (bubble map by zip code, showing student origins)

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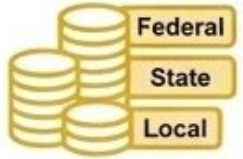

Program funding streams, especially breaking out federal, state, local, and business/industry contributions

Participant vs. regional demographics (comparing CTE participation to overall district demographics)

Program progression (enrollment → concentrator → completer → credential attainment)

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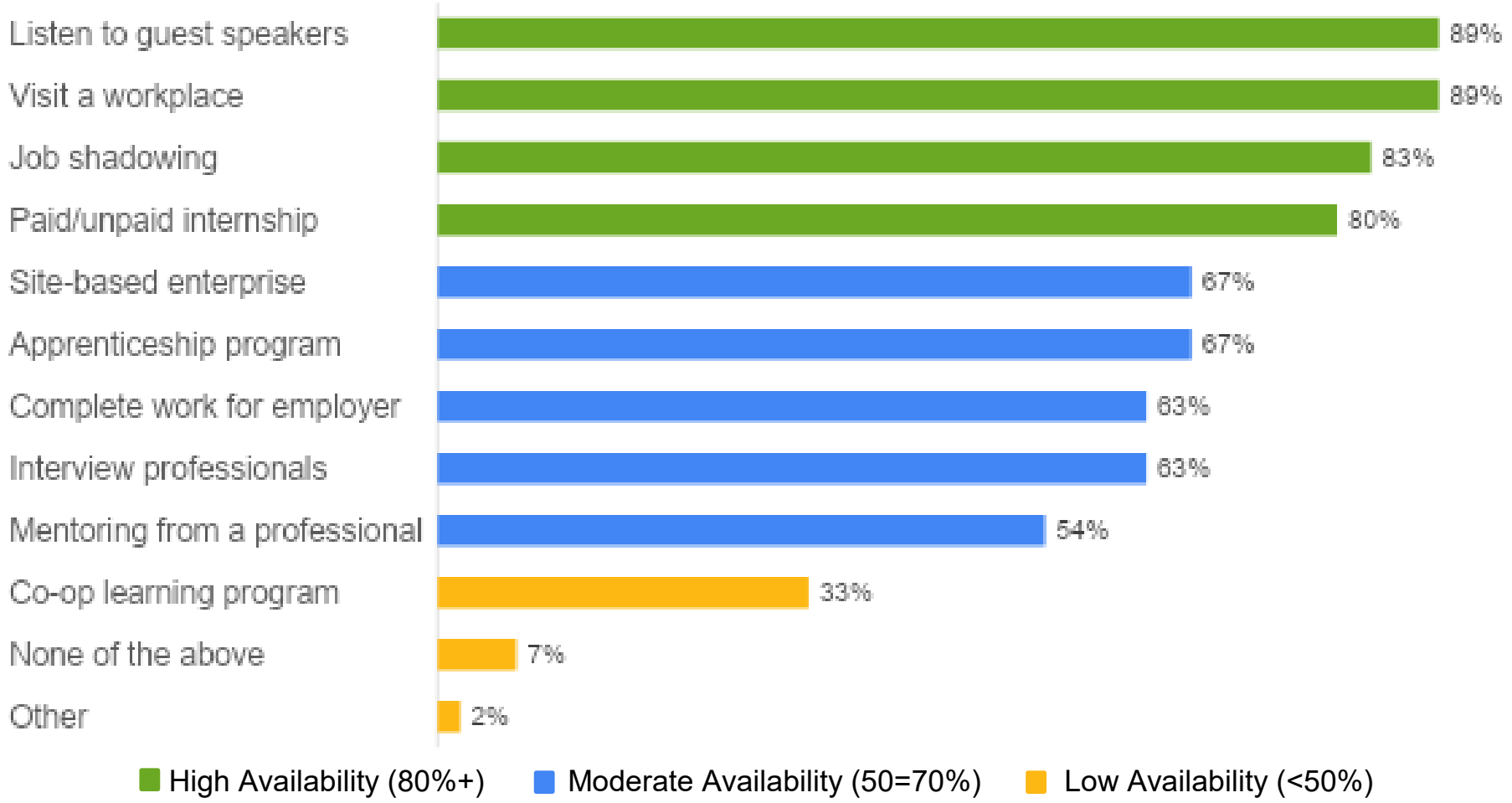
Work-Based Learning in Centers



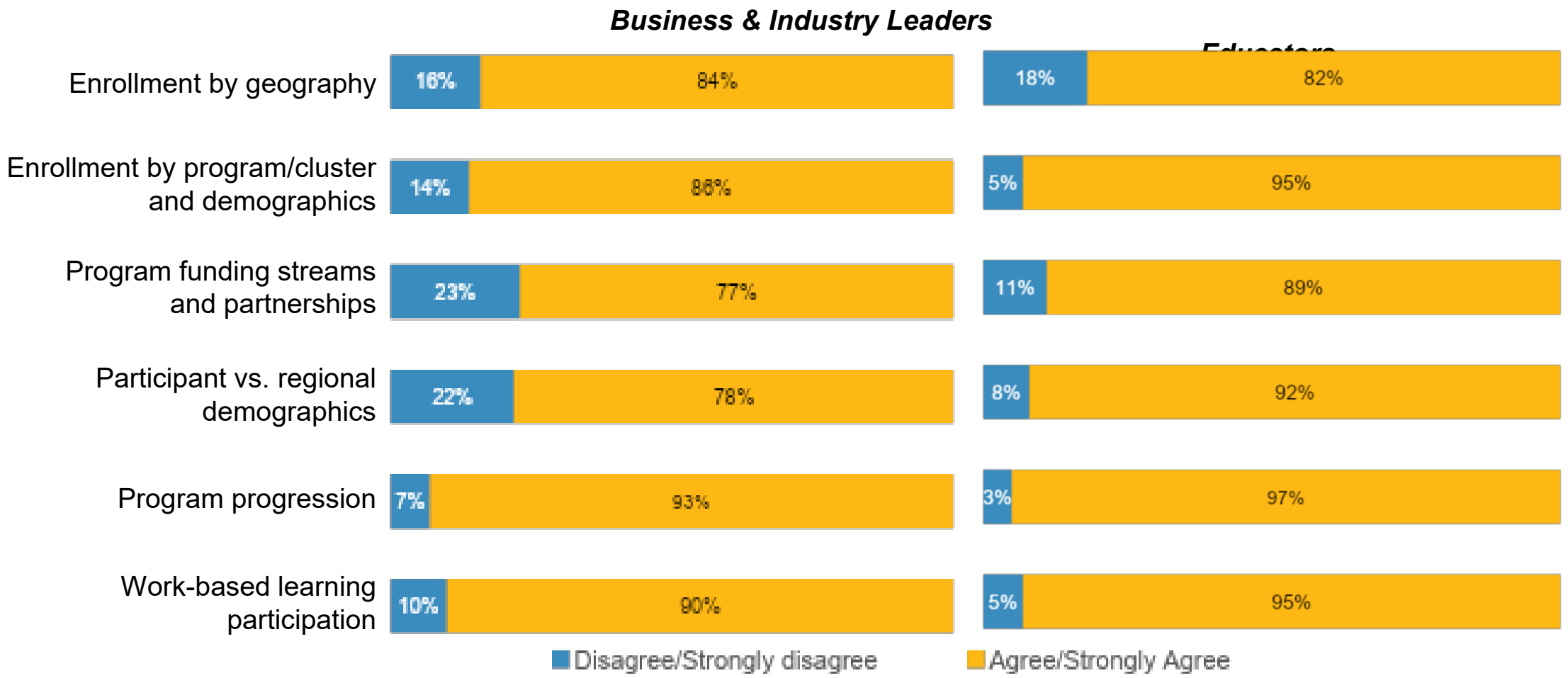
Source: CTE Directors' Questionnaire Results

Participation Data Group

	Business & Industry Leaders	Educators
Top Data Priorities	- Clear view of which programs exist in the region and at which centers - Program progression pipeline: enrolled → retained → concentrator → completer → credential - Geographic spread of students (where talent is coming from) - Participation in work-based learning by program	- Enrollment at the center and by program/pathway - Representation across sending schools, districts, and counties - Non-traditional participation for Perkins reporting - Feeder patterns from high schools to the tech center
Lower Value/ Concerns	- Funding streams (federal/state/millage/business donations) seen as not useful for hiring decisions - Detailed demographic breakdowns not a priority except where tied to hiring or outreach	- Less interest in public-facing detail on funding streams; more an internal operations concern
Key Additions/ Requested Changes	- Stronger program availability map/list by center and district - Trend lines for participation and completion by program - Simple, visual “pipeline snapshots” by pathway showing where students drop off	- Ability to see enrollment trends over time (3+ years) to inform scheduling, staffing, and program viability - Tools to quickly identify under-represented groups and geographic “cold spots” to target recruitment

Source: Focus Group Interview Summaries

Participation Data Group



Source: Questionnaire Results

Overall Student Experiences Group

Student engagement in work-based learning activities

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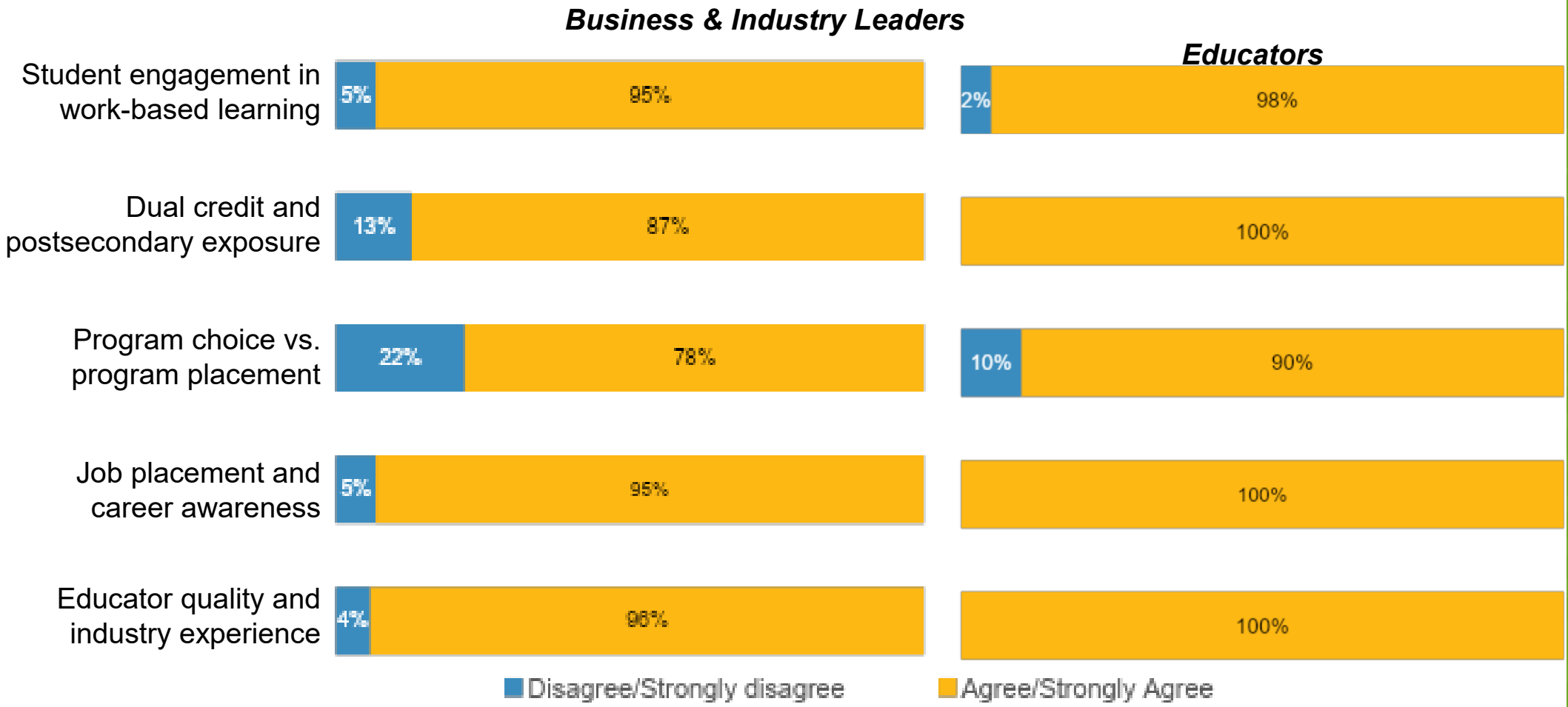
Student Experiences Data Group

	Business & Industry Leaders	Educators
Top Data Priorities	- Work-based learning experiences: tours, shadows, internships, pre-apprenticeships, judging projects, guest speaking - Exposure to postsecondary options and how transitions are supported - Whether students chose the program and whether it matched their interests - Teacher credentials and experience (certifications held, time in the field)	- Capturing what experiences students actually receive (CTSOs, projects, WBL, dual enrollment) - Understanding how students got into a program (choice, application, placement, waitlists) - Feedback on recruitment & counseling processes from the student lens
Lower Value/ Concerns	- Want surveys short and clear (≤10 minutes) - Less interested in broad "satisfaction" questions; more in *what experiences actually happened*	- Worried about survey fatigue for students; want short, focused surveys - Concern about over-emphasizing perception data that might be misinterpreted in a public tool
Key Additions/ Requested Changes	- Stronger reporting of frequency and intensity of WBL activities (not just yes/no) - Clear listing of curricular materials, certifications, and technologies used in each program	- More detail on why students switch programs or leave - Option for a teacher-facing survey/dashboard to inform internal improvement (not public-facing)

Source: Focus Group Interview Summaries

Student Experiences Data Group



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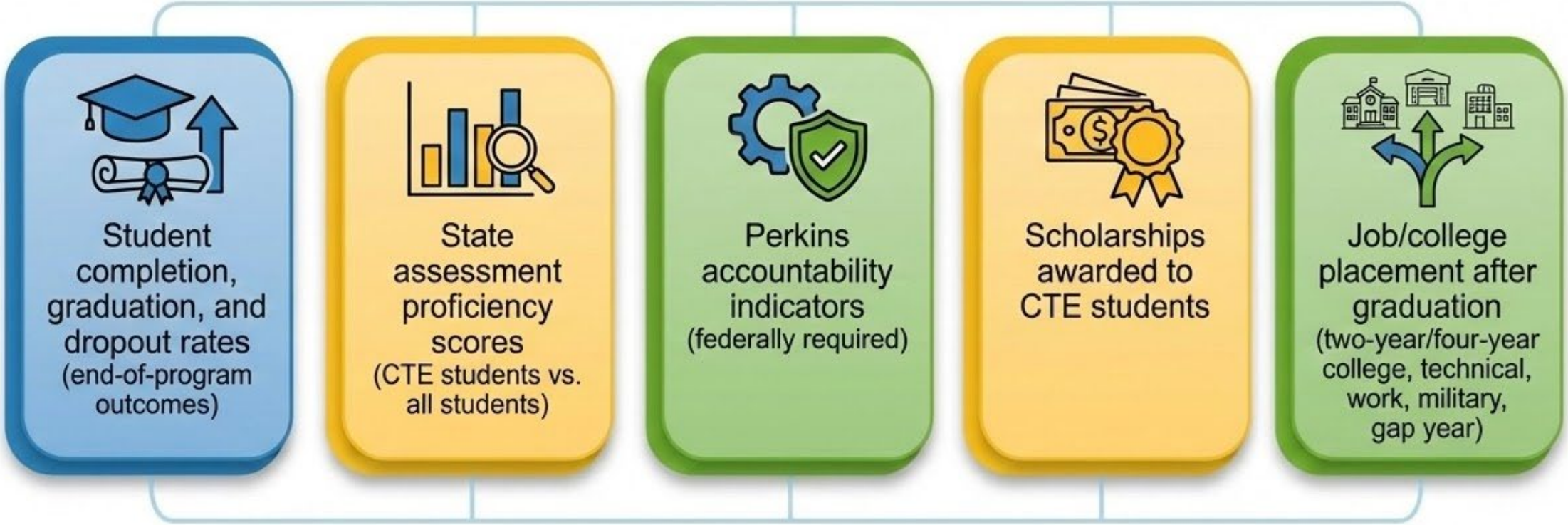
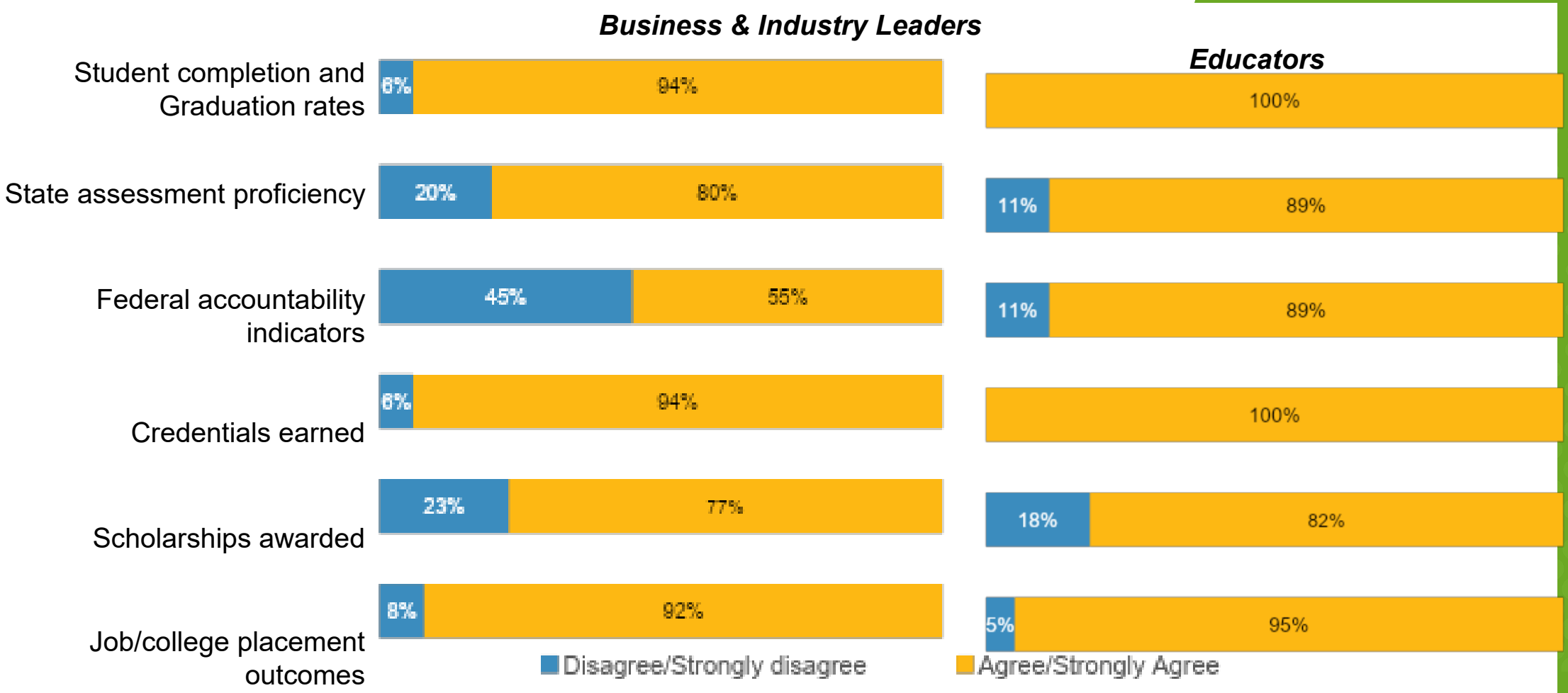


Results Data Group

	Business & Industry Leaders	Educators
Top Data Priorities	- Credential attainment by tier, especially Tier 3 career-ready certifications - Program completion (concentrators & completers) - Postsecondary intentions (work, military, 2-year, 4-year, apprenticeships) - Evidence that CTE leads to real opportunities (not just course credits)	- Program completion and graduation rates for CTE students - Perkins accountability indicators (technical skill attainment, graduation, etc.) to meet compliance and funding requirements - Credential attainment as part of accountability and school performance
Lower Value/ Concerns	- ELA/Math test scores and state assessments: seen as low value for hiring - Perkins indicators: acknowledged as important for schools, but not helpful for employers - Scholarships are “nice to know,” but not core to talent decisions	- Know they must use ELA/math test data and state assessments for accountability, but recognize it tells an incomplete story about CTE impact
Key Additions/ Requested Changes	- Make certification data front-and-center, by program and by tier, with certification names - Include multi-year trends in completions and credentials, not just a single year snapshot	- Better ways to show that CTE participation supports on-time graduation and engagement - More granular reporting on which certifications are earned, not just counts

Source: Focus Group Interview Summaries

Results Data Group



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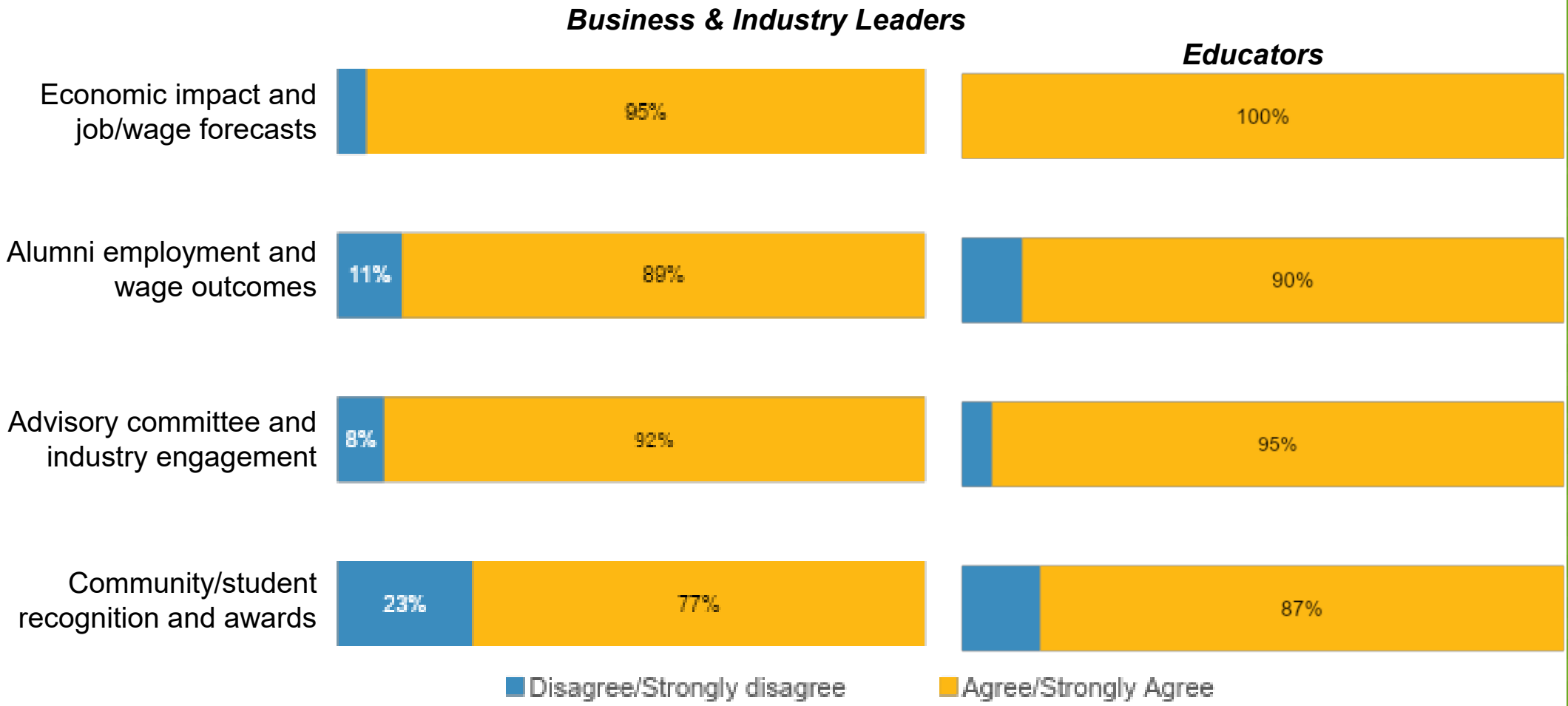
Business Survey Results

Impact Data Group

	Business & Industry Leaders	Educators
Top Data Priorities	- Labor market alignment: jobs, wages, projected openings, hiring demand - Alumni outcomes at 1, 3, and 5 years (employment and wages by sector) - Business & industry survey results on talent quality, skills gaps, and willingness to hire - Visibility into student leadership and contribution (CTSO roles, competitions, community recognition)	- Demonstrating that the center contributes to regional workforce demand - Using labor market data to align programs to priority occupations - Showing alumni outcomes to defend and expand programs (but recognizing data challenges) - Highlighting CTSO success, competitions, and leadership to shift perceptions of CTE
Lower Value/ Concerns	- Understand that 3- and 5-year data is aspirational but insist it's important long term - Recognize that military outcomes will remain difficult to track	- Worry about data privacy and complexity in building longitudinal systems - Need to manage expectations: some impact data may remain aspirational until systems mature
Key Additions/ Requested Changes	- Talent retention metrics: how many students stay in SC and in their industry cluster - Stronger economic development lens to support future program development - Clear "on-ramps" for deeper employer engagement (advisory boards, capstones, data sets, internships)	- Support from state partners (CCWD, SCDE, workforce agencies) to build shared longitudinal data systems - Guidance on how to use dashboard data for program improvement, not just reporting

Source: Focus Group Interview Summaries

Impact Data Group



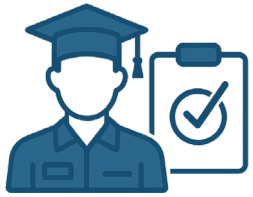
Source: Questionnaire Results

Business and Industry Engagement

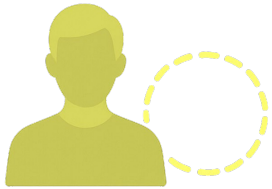
21% host work-based learning students

27% offer guest speaking or industry presentation

10% provide equipment and/or materials



21% hire graduates of career and technical programs

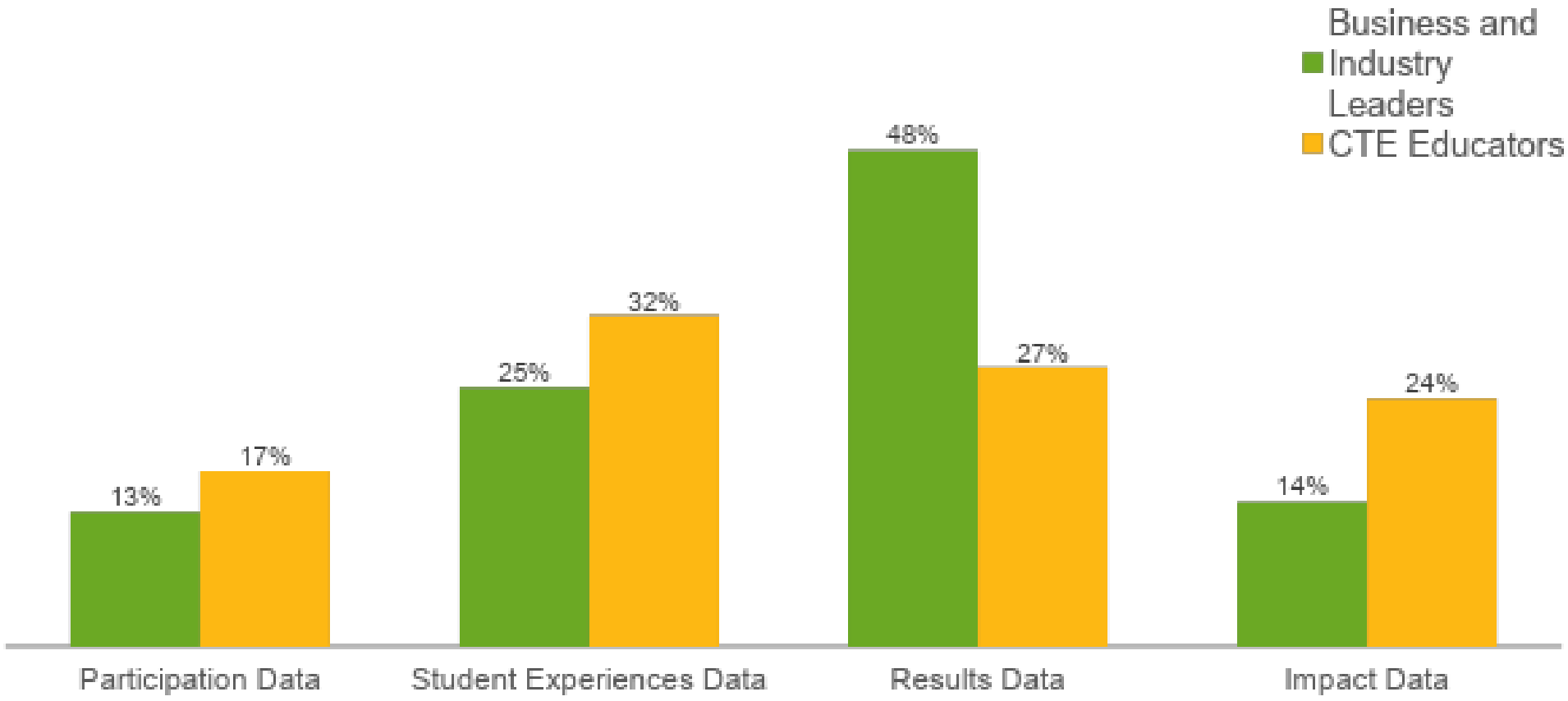


16% have no current engagement

6% engage in other ways

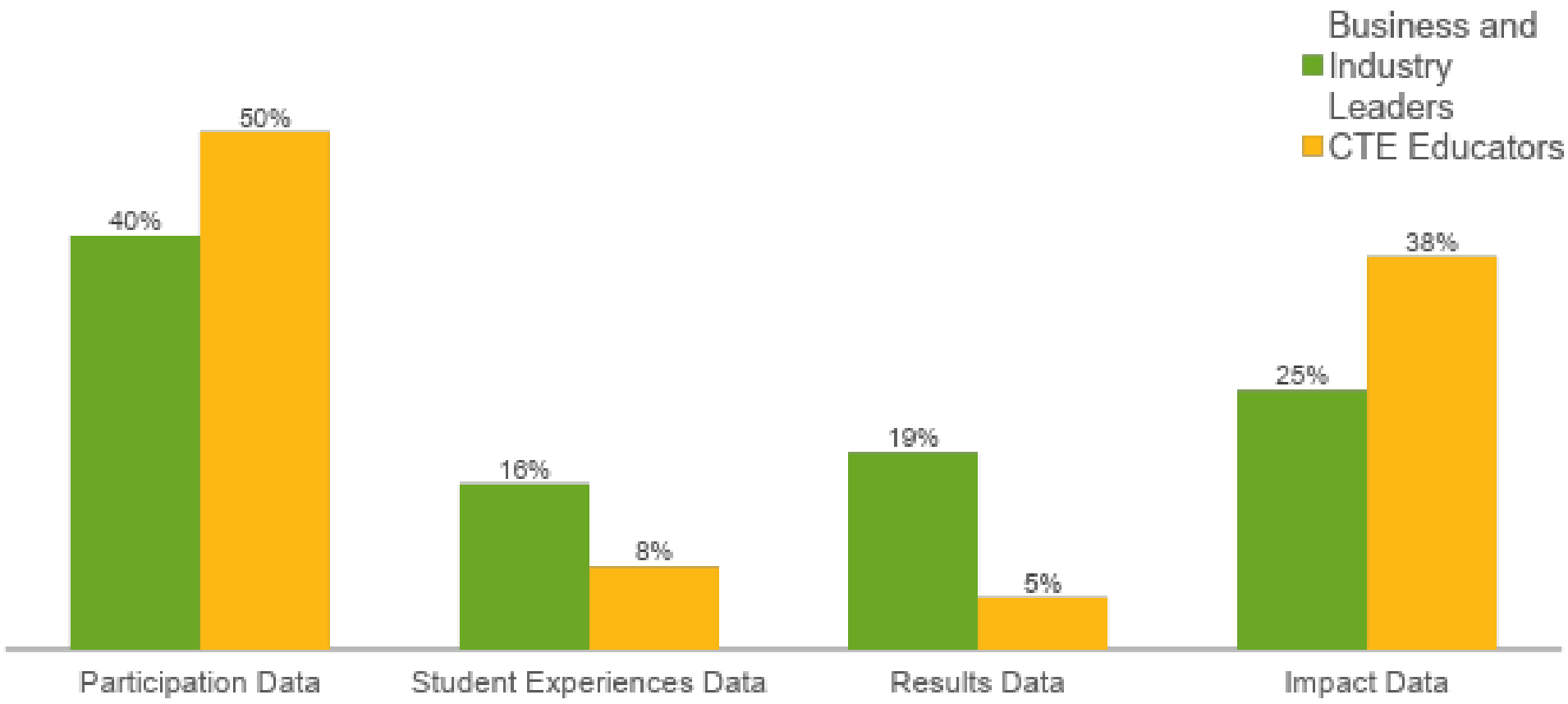
Source: Business and Industry Questionnaire Results

Most Valuable Data Groups



Source: Questionnaire Results

Least Valuable Data Groups



Source: Questionnaire Results

Conclusions

1. **A Phased Approach Is Necessary**
   The development of a statewide CTE data visualization tool must occur in phases, recognizing differences in data readiness and the need to build confidence and trust before full public release.
2. **Stakeholders Interpret Data Differently**
   CTE leaders, educators, business and industry, and the public bring different contexts and levels of understanding to data, requiring intentional design and testing to ensure clarity and shared interpretation.
3. **Data Confidence Must Precede Public Use**
   Early data visualizations should rely only on clean, validated, and readily available data to ensure accuracy, credibility, and responsible use.
4. **The Value of the Tool Is in Its Use**
   The effectiveness of a CTE data tool is defined not by its publication but by how well it supports understanding, informed decision-making, and continuous improvement.

Recommendations

Recommendation 1: Develop Data Visualizations Through an Iterative, Collaborative Process

Data visualizations should be developed incrementally, beginning with readily available, trusted datasets and refined through structured stakeholder feedback. This process should allow users to respond to how data is visualized and to share the information they can—or cannot—derive from it. Stakeholder feedback should directly inform revisions before any broader release.

Recommendation 2: Use Clear, Intentional Language to Educate and Reframe Understanding of CTE

Clear, intentional language should be embedded throughout all data tools to educate stakeholders on the modern value of Career and Technical Education and to address outdated misconceptions rooted in past perceptions of CTE. Data visualizations, examples, and accompanying narratives should reinforce the rigor, relevance, and economic value of today's CTE programs for students, communities, and the state. This approach positions the data tool as both an information resource and a means to elevate understanding of CTE across South Carolina.

Recommendations

Recommendation 3: Implement a Tiered Approach to Professional Learning and Data Use

A tiered series of professional learning and facilitated work sessions should be developed to guide the use of data, beginning with CTE leaders and administrators. Initial sessions should focus on interpreting data, identifying patterns, and surfacing priority challenges, followed by ongoing work sessions that support strategy development and implementation. Over time, the state should facilitate best-practice sharing sessions in which CTE leaders highlight strategies used to address data-identified challenges and the outcomes achieved.

Recommendation 4: Design the System to Evolve Through Continuous Review and Expansion

The data system should be intentionally designed to evolve as additional data becomes available and confidence in data quality increases. New data elements should be incorporated only through a collaborative stakeholder review to ensure clarity, accuracy, and appropriate interpretation. This approach supports continuous improvement while maintaining trust and credibility across stakeholder groups.

Proposed Timeline Cycle

Select an Initial Data Group Based on Readiness & Value

Begin by identifying one data group with high stakeholder value and strong confidence in data quality and availability.

Develop Initial Data Visualizations

Create preliminary visualizations for the selected data group using existing, validated data. These visualizations are intended as draft tools for testing and refinement, not for immediate public release.

Repeat and Expand

Develop Surveys to Support the Next Data Group

While refining the initial data group, begin development of survey instruments needed for the next phase.

Refine and Strengthen the Data Group

Use stakeholder feedback to refine visual design, language, and contextual explanations until the data group communicates clearly and consistently across audiences.

Field Test Visualizations Through Structured Town Halls

Use a town hall or convening structure to share draft visualizations with stakeholders and gather feedback on clarity, interpretation, and usefulness. Feedback should focus on both how the data is displayed and the insights stakeholders can draw from it.

Thank You

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Innovate Education, Transform Futures
an initiative of SC COUNCIL ON COMPETITIVENESS

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Action Item: Inclusion of Seal of Biliteracy in CCR

Dr. Matthew Lavery, EOC Deputy Executive Director

SC EDUCATION OVERSIGHT COMMITTEE

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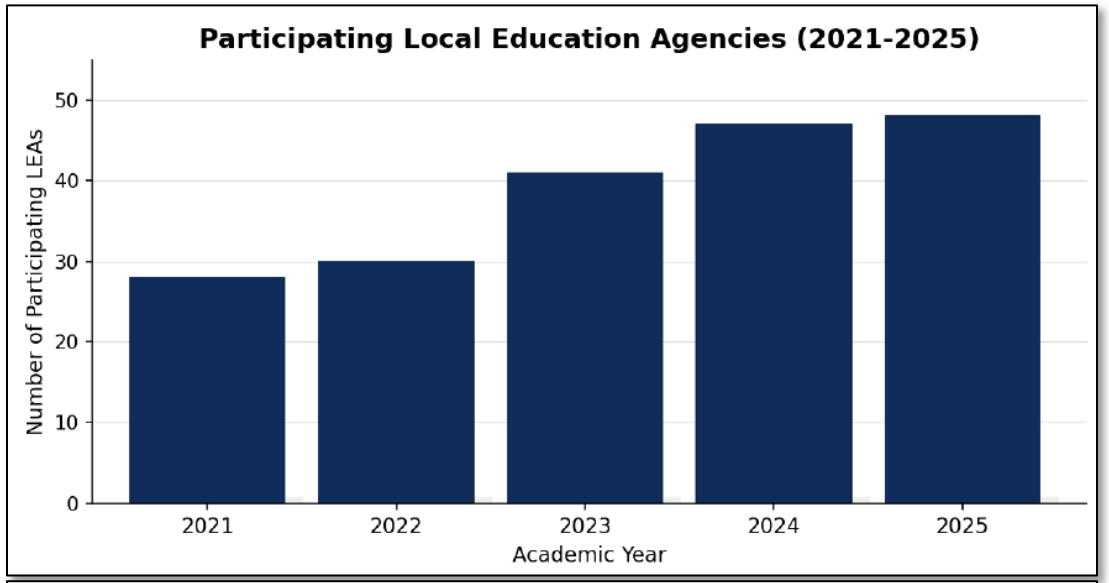
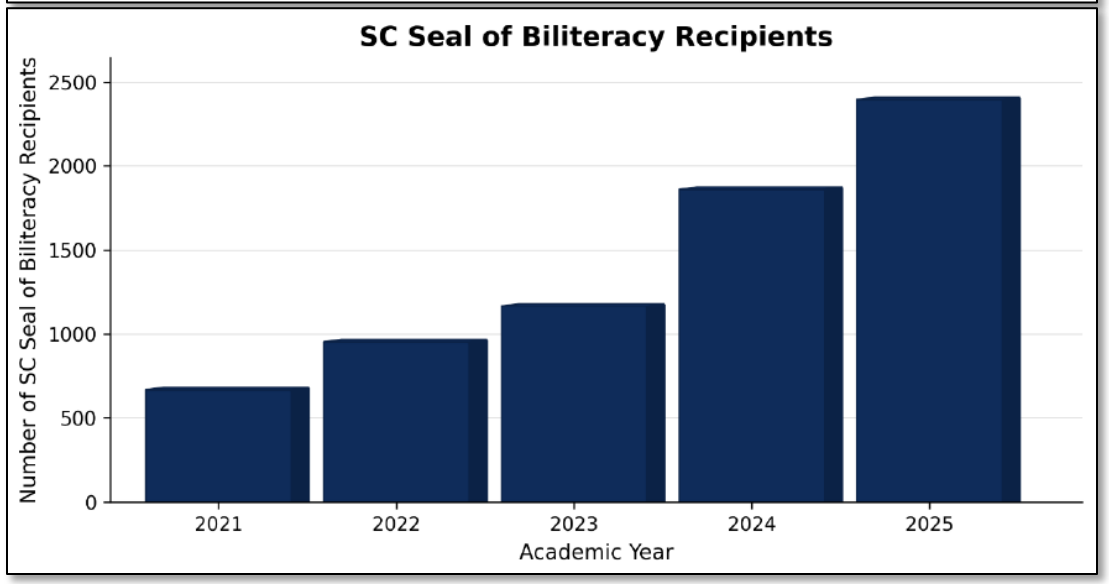
Overview of the Seal of Biliteracy

To earn a SC Seal of Biliteracy a student in either their Junior or Senior year of High School must meet the following two requirements:

- earn at least a 3.0 or above GPA in all ELA requirements for graduation or, if the student is a multilingual learner, they must attain a minimum of an overall composite score of 4.4 on the ACCESS 2.0 English Proficiency Test.
- earn at least an Intermediate-Mid level of proficiency through a state approved nationally recognized language proficiency assessment designed to measure a student's skills in reading, writing, listening, and speaking in a language other than English.

Increasing Participation and Recognition





- Promoted nationally by ACTFL for many years
- Currently recognized, adopted, or endorsed in all 50 states
- Participation has been increasing in South Carolina
- Requests for inclusion in CCR have come since fall 2023
- Put to Accountability Advisory Committee for Cyclical Review

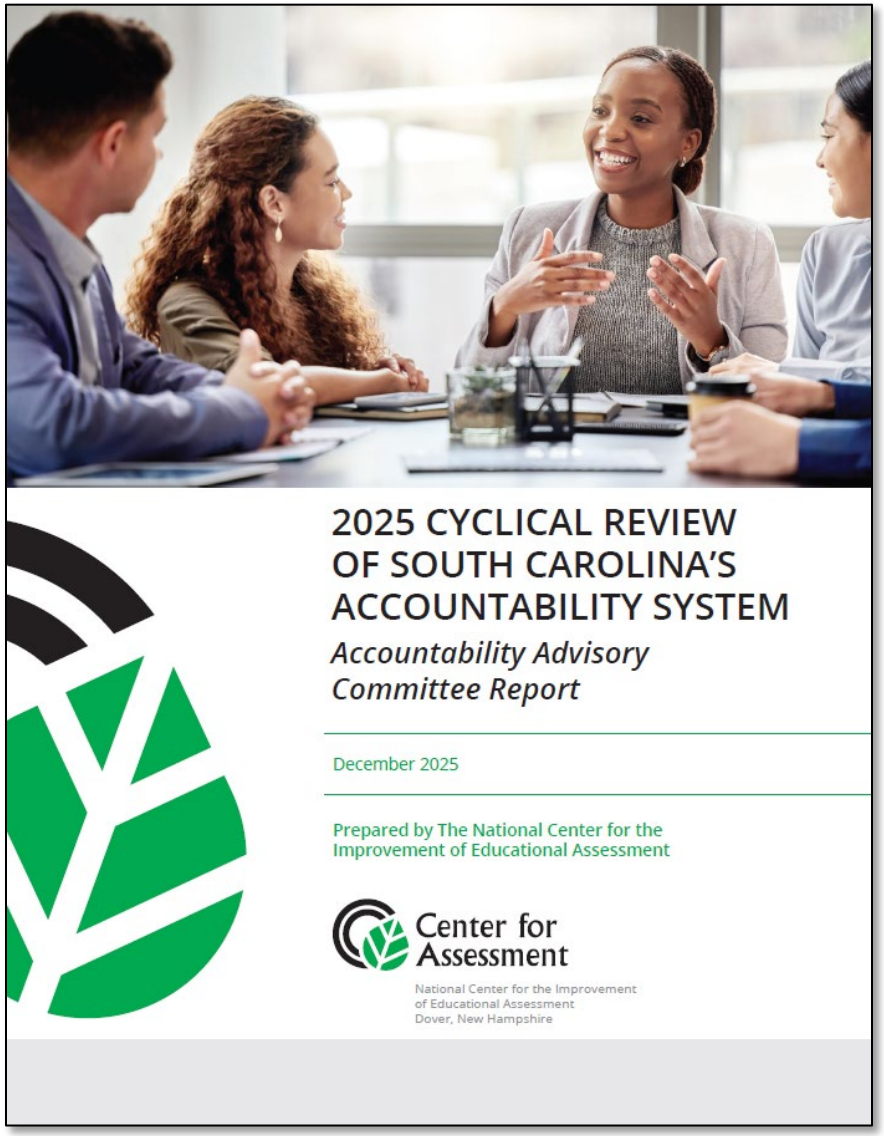
2025 Cyclical Review of SC Accountability

This is the first of the recommendations from Cyclical Review to come before EOC members for action.

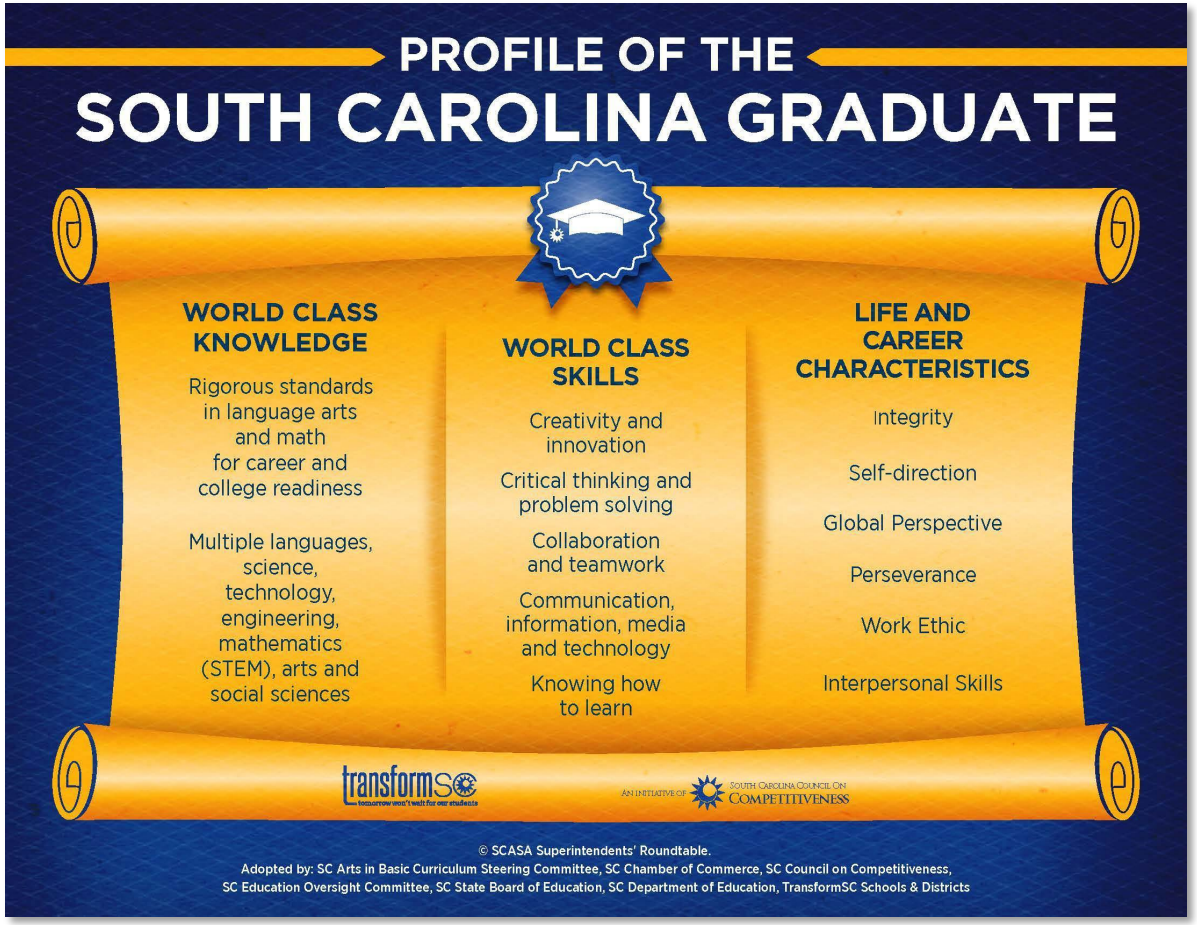
- <u>Recommendation 8:</u> Recognize the seal of biliteracy in the college and career readiness indicator.

<u>Recommendation 8: Recognize the seal of biliteracy in the college and career readiness indicator.</u>

Most AAC members expressed support for adding the seal of biliteracy to the list of college and career readiness criteria; but this was not a unanimous recommendation. Those supporting it noted that it would provide multiple pathways for students to demonstrate their college and/or career readiness and that it represents an important achievement, increasingly valued in higher education and the workforce.



Aligned with the Profile of the Graduate



- **World Clas Knowledge** includes **Multiple languages**
- **World Class Skills** include **Communication**
- **Life and Career Characteristics** include a **Global Perspective**

College & Career Readiness (CCR) Indicator

- Measures percent of students in a high school's graduation cohort who are identified as either **college** or **career** ready
- **College Ready:**
  - Cambridge Intl. Exam ≥ C
  - IB Exam ≥ 4
  - ≥ 6 dual enrollment credits
  - Earn Seal of Biliteracy ← proposed
  - ACT Score ≥ 20
  - SAT Score ≥ 1040
  - AP Exam ≥ 3
- **Career Ready:**
  - CTE Completer with Credential
  - Career Readiness Exam
  - ASVAB Score ≥ 31
  - Complete Work-Based Learning
  - SC HS Employability Credential

Staff Recommendation

- Include earning the **SC Seal of Biliteracy** as an additional criterion with which to demonstrate **College Readiness**.
- Update the **2027 Accountability Manual** to reflect the inclusion in CCR for **2027 School Report Cards**.
- Update the **2026 Accountability Manual** to include the Seal for **2026 School Report Cards** *provided SCDE confirms that*:
  a) their data system is already capable of accurately reflecting the Seal of Biliteracy in accountability,
  b) the School Report Card website can be updated and tested in plenty of time for 2026 Report Cards, and
  c) the change can be communicated thoroughly to LEAs in time.

Information Item: Multilingual Learners Progress Indicator

Dr. Matthew Lavery, EOC Deputy Executive Director

SC EDUCATION OVERSIGHT COMMITTEE

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An Orientation in Four Parts:

1. Why do we have a Multilingual Learners' Progress (MLP) indicator and what are its requirements?
2. What do we currently do for the MLP indicator?
3. How is that working?
4. What should we do instead?

Why an MLP Indicator?

- ESSA §1111(c)(4)(B)(iv) requires that School Report Cards include: “progress in achieving English language proficiency, as defined by the state and measured by the assessments described in subsection (b)(2)(G), within a State-determined timeline for all English learners”
  - The assessment selected by the state is **WIDA Access**
  - Proficiency is defined by the state as a **composite score of 4.4**
  - The timeline determined by the state is **five years**

Current Multilingual Learner's Progress Indicator

Table 11
Annual On-Track English Proficiency Targets for MLs based on Initial Screener Level

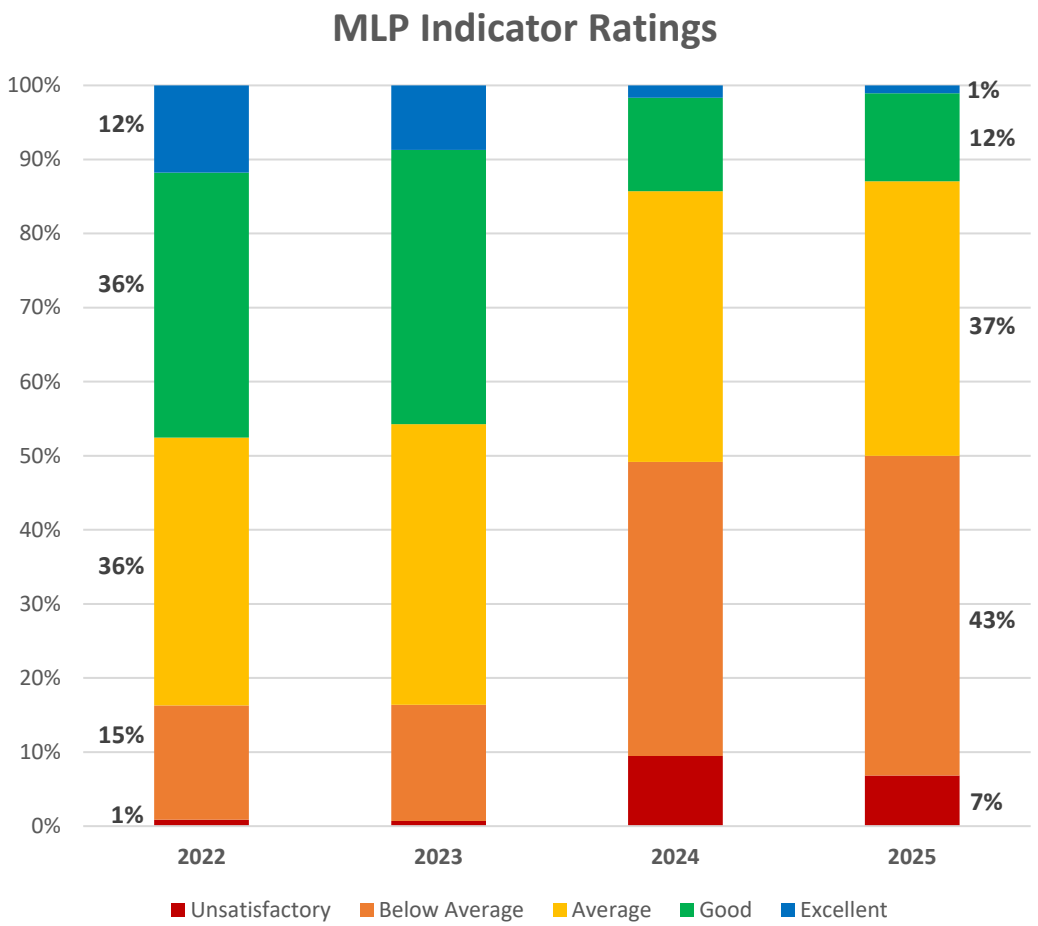
Screener Level	Year 1	Year 2	Year 3	Year 4	Year 5+
1	1.9	2.9	3.8	4.1	4.4
2	2.6	3.2	3.8	4.1	4.4
3	3.3	3.6	3.8	4.1	4.4
4	4.1	4.2	4.3	4.4	4.4
Alternate ACCESS	AL1	AL1	AL2	AL2	M1

$$Points = \left(\frac{\geq Target}{MLs\ Tested} \right) \times 10$$

Table 12
Multilingual Learners' Progress Rating Point Conversions to Ratings

Rating	Rating Points
Excellent	8.00 – 10.00
Good	6.00 – 7.99
Average	4.00 – 5.99
Below Average	2.00 – 3.99
Unsatisfactory	0.00 – 1.99

How is that working?



- MLP Ratings of **Good** or **Excellent**:
  - In **2022** – **48%** of Report Cards
  - In **2023** – **46%** of Report Cards
  - In **2024** – **14%** of Report Cards
  - In **2025** – **13%** of Report Cards
- MLP Ratings of **Below Average** or **Unsatisfactory**:
  - In **2022** – **16%** of Report Cards
  - In **2023** – **16%** of Report Cards
  - In **2024** – **49%** of Report Cards
  - In **2025** – **50%** of Report Cards

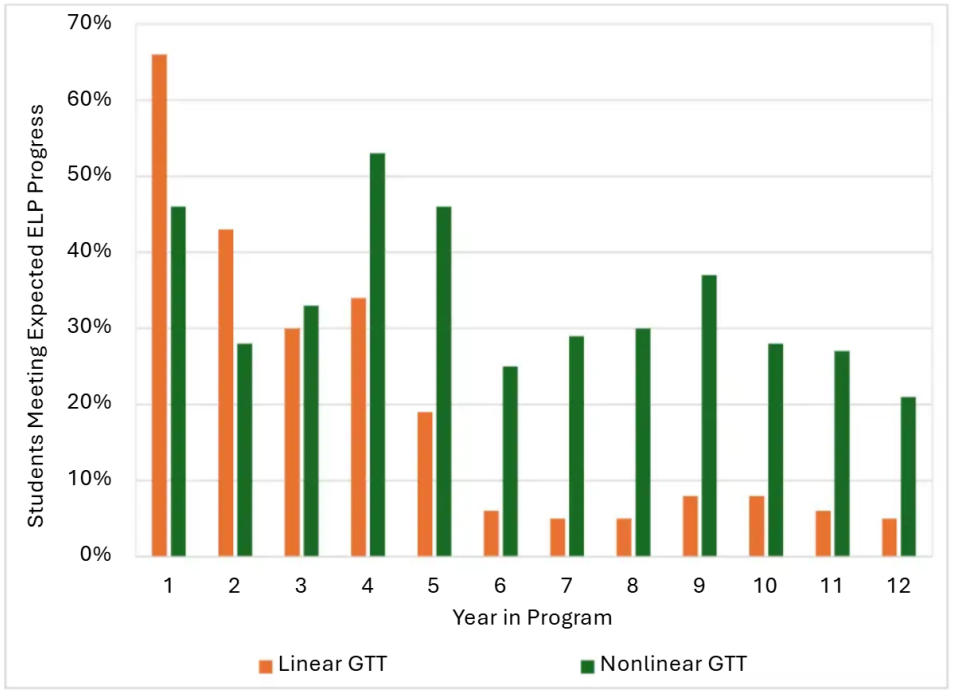
So, what happened in 2024?

- During the federal review of our most recent amendment to the consolidated state plan, we were told:
  - The MLP indicator must be calculated by School, and not by School Report Card
  - The MLP indicator cannot include MLs who were not tested in the current accountability year
- Thus, the sample of MLs included and measured for schools changed substantially, and 2023 is not comparable to 2024

Research on Language Growth: Not Linear

Figure 1. Expected ELP Progress Using a GTT Model Compared With Actual ELP Progress

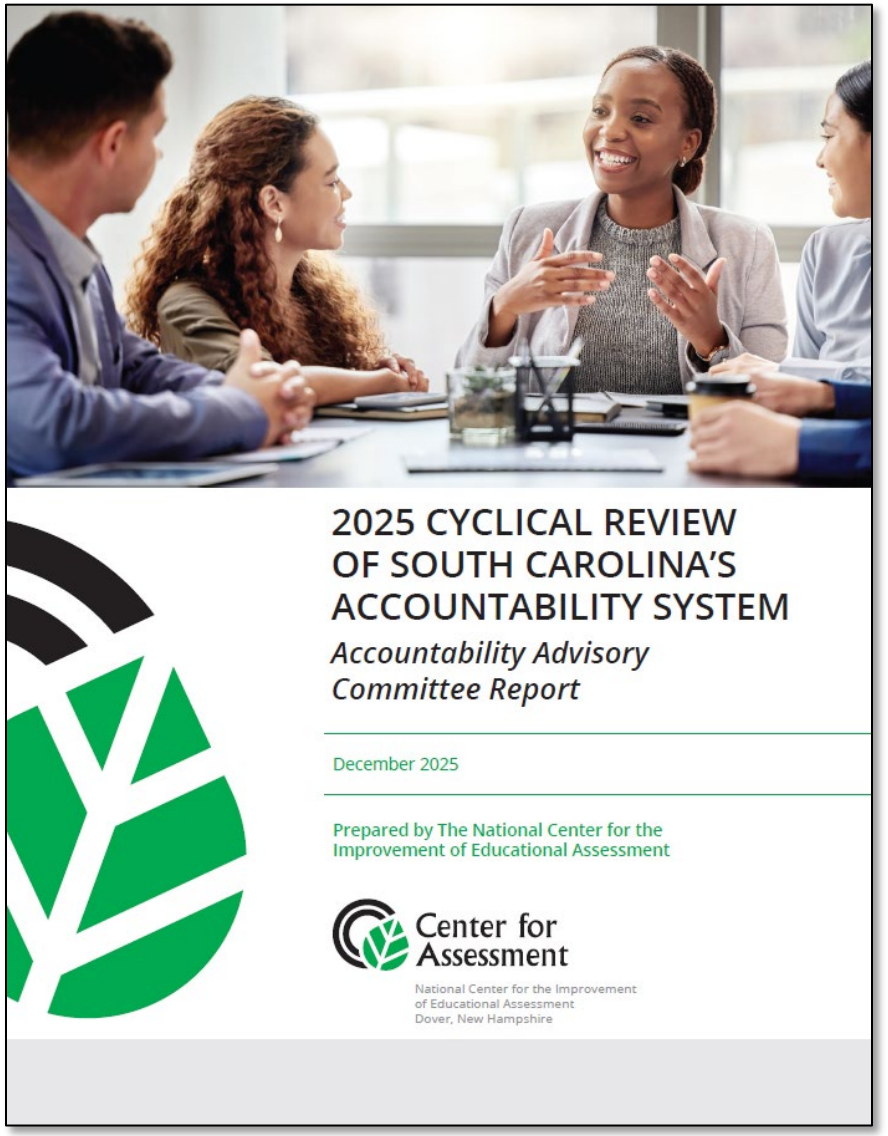
Figure 2. Percentage of Students Meeting Expected ELP Progress Targets Based on a Linear and Nonlinear GTT Model



2025 Cyclical Review of SC Accountability

Discussion of the **Multilingual Learners' Progress** (MLP) indicator generated much discussion and **three recommendations**:

- Recommendation 4: Adjust the relative weight of the multilingual learner progress indicator.
- Recommendation 5: Examine whether the testing window can be expanded.
- Recommendation 6: Enhance reporting of multilingual learners' progress.



Focused Convening on Multilingual Learners

A separate focused convening also provided insights:

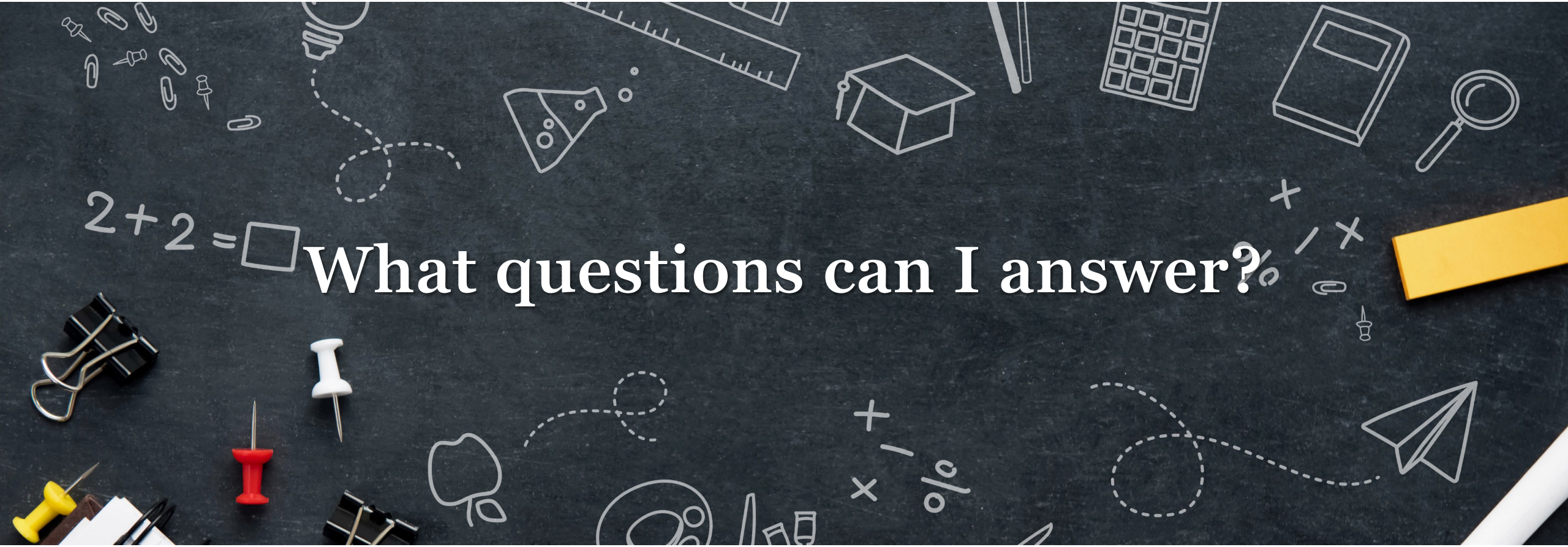
- Current **MLP Indicator** has <u>strengths</u>
  - Appreciated that targets can be known in advance of testing
  - Five-year timeframe to acquire English proficiency seen as appropriate
  - Schools & districts only accountable for growth they fostered
- Current **MLP Indicator** also has <u>challenges</u>
  - MLs are typically the most transient subgroup leading to challenges with timely records transfer, target assignment, and the five-year timeframe
  - Annual targets (and ratings cut scores) are evenly spaced, which may not reflect patterns observed in actual data
  - Record keeping and coding for MLs is complex and often confusing

Suggestions from ML Focused Convening

- Ensure that annual growth targets, calculation of indicator points, and cut scores for ratings are informed by SC data
- Annual growth targets should be based on most recent English language proficiency, not a multi-year progression
- Annual growth targets should be based on appropriate research in patterns of English language acquisition
- Record keeping for MLs should be simplified as much as possible to ensure accuracy for programs and accountability

Next Steps?

- We have a plan for revisions to the indicator that seems promising, and are collecting feedback from stakeholders
- The current plan:
  - Uses annual targets based strictly on most recent test
  - Like the Added-Value Growth Model, is built for a five-year path to proficiency without needing five years of data
  - Was developed in consultation with experts at WIDA
- What is left to do?
  - Impact simulations using historical data
  - Recalibration of cut scores



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Information Item: Education Scholarship Trust Fund (ESTF) Parental Satisfaction Survey, SY2025-26

Dr. Jenny May, EOC Director of Qualitative Research & Stakeholder Engagement

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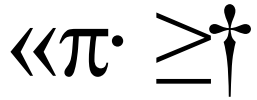

I. Reporting Requirements and Legislative Authority
II. Changes between Act 8 and 11
III. Survey Development
IV. Findings
V. Questions

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Enabling Legislation Pursuant to Section 59-8-110(E):

The Education Oversight Committee (EOC) shall: (1) comply with all student privacy laws; (2) report on and publish associated learning gains and graduation rates to the public by means of a state website with data aggregated by grade level, gender, family income level, number of years participating in the program, and race and a report for any participating school if at least fifty-one percent of the total enrolled students in the private school participated in the ESTF program in the prior school year or if there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing the personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to fewer than ten participating students; (3) evaluate and report the academic performance of scholarship students compared to similar public school populations; and *(4) collaborate with the department to develop and administer an annual parental satisfaction survey for all parents of scholarship students on issues relevant to the ESTF program, to include effectiveness and length of the program participation. Results of this survey must be provided to the General Assembly by December thirty-first of each year.*

Parent Satisfaction Surveys

(4) collaborate with the department to develop and administer an annual parental satisfaction survey for all parents of scholarship students on issues relevant to the ESTF program, to include effectiveness and length of the program participation. Results of this survey must be provided to the General Assembly by December thirty-first of each year.

CRITERIA	ACT 8, 2024-25 SCHOOL YEAR	ACT 11, 2025-26 SCHOOL YEAR
FAMILY INCOME	**200%** Federal Poverty Rate	**300%** Federal Poverty Rate
SCHOOL ENROLLMENT	To access funds, student must have been enrolled in SC public school the previous school year and be enrolled in different district or private school for the 2024-25 school year. Student may NOT participate in ESTF and Educational Credit for Exceptional Needs Children's Fund program and funds may NOT be used for home instruction.	To access funds, student must NOT be enrolled in resident school for the 2025-26 school year. Student may NOT participate in ESTF and Educational Credit for Exceptional Needs Children's Fund program and funds may NOT be used for home instruction.
CAP	**5,000** students total	**10,000** students total
RESIDENCY	Must be a SC resident	Must be a SC resident
AMOUNT GRANTED	**$6,000**	**$7,500**
ALLOWABLE USE OF FUNDS	Reading books Curriculum Instructional Materials Tutoring Computer Hardware Technological Devices Educational Therapies Services Provided by a Student's Non-Resident School District Fees for Transportation *Education Service Provider Tuition and Fees *Tuition and fees for an Approved Non-public Online Education Service Provider or Course *Asterix denotes funding was allowable during initial implementation but changed during the 2024-25 school year.	Textbooks Reading books Instructional materials/school supplies Tutoring Education service provider tuition and fees Tuition and fees for an approved nonpublic online education service provider or course Computer hardware Educational therapies Services provided by a student's non-resident public school Technological devices Fees for transportation Required school uniforms

Allowable Use of ESTF Funds 2025-26 School Year:

- Textbooks (K-12 in the following subject areas only):
  - Math
  - English (including grammar, reading, and writing)
  - Science (including Coding and Engineering)
  - Social Studies (including History)
  - Foreign Language
  - Art
  - Music
- Reading books: Fiction and non-fiction literature in hardcover or paperback form, consistent with literature allowed in school libraries subject to SC Code 59-31-15 and all related regulations.

Allowable Use of ESTF Funds:

- Instructional Materials/School Supplies (no bulk, individual student use only):
  - calculators (including graphing—calculators are limited to $200 a year, graphing calculators are limited to a purchase of one every two years)
  - index cards and card “holders”
  - markers (to include dry erase and highlighters)
  - notebooks (including composition notebooks)
  - paper (lined, copy and/or graph)
  - binders
  - pencils
  - pens
  - colored pencils
  - crayons
  - erasers
  - rulers
  - folders
  - glue
  - scissors
  - USB cards.

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Allowable Use of ESTF Funds:

- Computer Hardware (used primarily for a scholarship student's educational needs and approved by department or a licensed physician):
  - Laptop, desktop, and tablet computers - computer and tablet are limited to $1,500 each (those identified as "gaming" will not be approved).
  - Printers and ink - monitor and printer are limited to $300 each, one per student every two years (3D printers are not approved).
  - Headphones - headsets are limited to $200 per year.
  - Printer toner cartridges – printer toner cartridges are limited to $100/purchase and $300/year (product warranties included as part of the purchase are approved).
- Technological Devices (Used primarily for a scholarship students' educational needs and approved by the department or a licensed physician):
  - Keyboard
  - Mouse/mouse pad
  - Apple pen
  - Protective case for technology (IPad case, laptop case etc.)

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Allowable Use of ESTF Funds:

- Required School Uniform: Uniform clothing items that are required for school attendance, complying with school dress code policy (limited to $500/year).
- Tutoring:
  - Math
  - English (including Grammar, Reading and Writing)
  - Science (including Coding and Engineering)
  - Social Studies (including History)
  - Foreign Language
- Education Service Provider Tuition and Fees (invoiced by independent schools, not to include food, field trip, fundraising, graduation, and child care fees):
  - Enrollment/registration fees
  - Technology fees
  - Supply and book fees for classes or courses taken during the school day
  - Academic testing and assessment fees

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Allowable Use of ESTF Funds:

- Tuition and Fees for an Approved Nonpublic Online Education Service Provider or Course:
  - Math
  - English (including Grammar, Reading and Writing)
  - Science
  - Social Studies (including History)
  - Foreign Language
  - National norm-referenced examinations, advanced placement examinations, or similar assessments, industry certification exams, or examinations related to college or university admission
  - Test preparation classes/courses are also approved
- Educational Therapies:
  - Applied Behavior Analysis (ABA) Therapy
  - Speech Therapy
  - Physical Therapy
  - Occupational Therapy
  - Vision Therapy
  - Dyslexia and Dysgraphia Therapies

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Allowable Use of ESTF Funds:

- Services Provided by a Student's Non-Resident Public School:
  - Out-of-district fees
  - Individual classes
  - After-school tutoring services
  - Transportation (up to $3,000/school year)
  - Fees or costs associated with participation in extracurricular activities.

- Fees for Transportation: Paid to a fee-for-service transportation provider for the scholarship student to travel to and from an eligible provider, not to exceed $3,000 for each school year.

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Section 1:

1. Is this your first year participating in the Education Scholarship Trust Fund (ESTF)?
2. How many children do you have participating in the ESTF?
3. How likely are you to recommend the ESTF program to others?
4. How satisfied are you with the ESTF program during the 2025-26 school year?

Section 2:

5. What made you decide to participate in the ESTF program?
6. How did you use the funds from ESTF in the 2025-26 school year?
7. Overall, how satisfied were you with the use of funds so far?
8. Have you used Outbridge support during your participation in the ESTF?
    a. How important was Outbridge support accessing funds or understanding the program?
    b. How likely would you be to recommend Outbridge support to another family participating in the Education Scholarship Trust Fund (ESTF) program?

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Section 3:

9. What was the best part of your experience with the ESTF program this school year?
10. What was the worst part of your experience with the ESTF program this school year?
11. What else should we know about your experience with the ESTF program, but haven't asked about?

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- Categories
  - Promoter= score of 9-10 “enthusiastically happy”
  - Passives= score of 7-8 “satisfied”
  - Detractors= 0-6 “unhappy”
- What’s a good NPS score?
  - 0 is “Good”
  - Above 20 “Favorable”
  - Above 50 “Excellent”
  - Above 80 “World Class”

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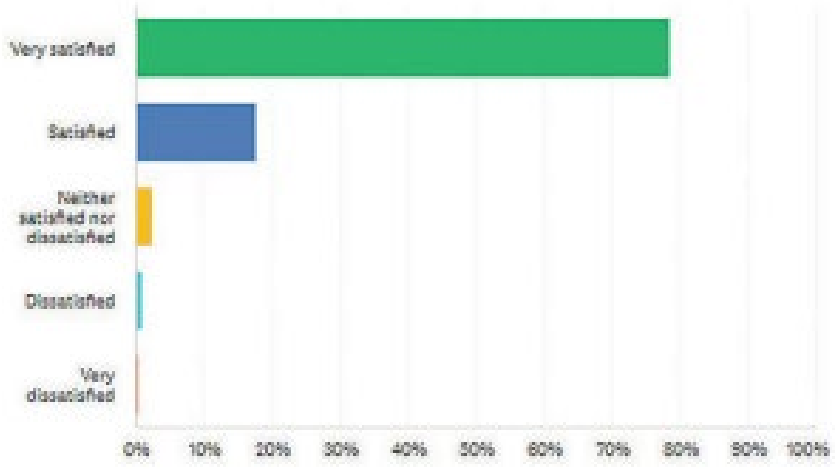
DETRACTORS (0-6)	PASSIVES (7-8)	PROMOTERS (9-10)	NET PROMOTER® SCORE
1.76% 28	6.42% 102	91.81% 1,458	90

How satisfied were you with the Education Scholarship Trust Fund (ESTF) program during the 2025-26 school year?

Answered: 1,676 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very satisfied	78.52%	1,316
Satisfied	17.72%	297
Neither satisfied nor dissatisfied	2.27%	38
Dissatisfied	1.07%	18
Very dissatisfied	0.42%	7
TOTAL		1,676

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- 1,669 Responses reflecting the experience of participating families
  - 8,980 students active at the time of survey administration (November 3-18th)
  - 1,288 (77%) first-year participants and 374 (23%) returning for the second year.
- Response rate calculated 2 ways
  - Number of parent responses/number of parents invited to participate
    - 32% which exceeds the industry benchmark of 25% (for open response surveys)
  - Number of responses/number of students participating
    - 19% which does not meet the industry benchmark
    - Parent respondents reported having 2,973 children participating, which is 1,304 more than completed surveys, which suggests we do NOT have a completed survey for each participating student.

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- Financial support or relief (57%)
- Desire to access different educational options (25%)
- Academic or behavioral supports (8%)
- Recommendation or requirements of an educational institution (8%)

“(We applied to ESTF) For lots of reasons: 1. We were referred by our school to apply, 2. We are a family in need, 3. We transport our child outside of his district and school zone to meet his IEP needs.”

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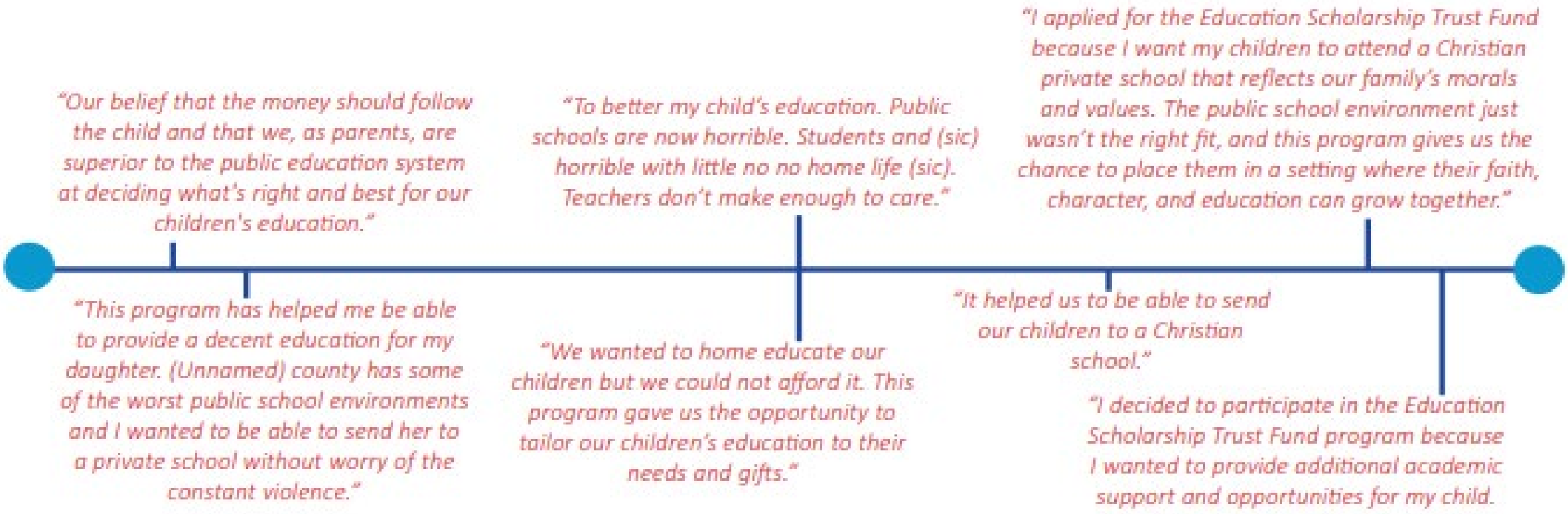

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“(We applied) To receive assistance in covering costs for my son’s educational needs. He is special needs and going to a public school would cause a lot of anxiety for him.”

“My son has autism and needed a special school for autistic children.”

“My daughter has sickle cell disease and sometimes miss a lot of school. I think this can help with tutors and provide other options.”

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- Schools referred potentially eligible families (8%)
- Some school employees were required to participate
  - 5 stated in open response items
  - At least 1 school

“The program was recommended to us by our child’s school.”

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- Financial Relief (40%)
- Administration of the Program (25%)
- Allowable Use of Funds (15%)
- Customer Service (6%)
- Student Learning and Well-Being (4%)
- Outbridge Support

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“Being able to purchase a computer for the family”

“Not having to pay tuition fees-- a break on my pockets!”

“Having the freedom to add tutoring. Math tutoring, especially, is expensive but so helpful!”

“Being able to continue my son on the path he started on. Private school education.”

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“Very easy to use and the website is good! We’re very grateful.”

“I can do everything online and without having to make calls or attend meetings. This allows me to fit this into my schedule.”

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“Giving my children another opportunity for learning outside of the traditional schooling atmosphere”

“My son being able to get vision therapy”

“The best part is being able to teach my daughter at home.”

“Having Outschool classes & tutoring for my kids to pursue their academic interests, plus the technology (iPad, tablet, laptops) to support those online courses.”

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“Very educational videos and zoom meetings to get help with everything from applying to submitting invoices.”

“Amazing customer service and support in everything that I needed help (with).”

“The support is phenomenal, every time I contacted someone they seemed enthusiastic to help. This isn’t just a job to them. They actually care… The encouragement was humane and more than is expected from an institution serving so many people.”

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“Finally seen my son smile again, he was depressed and hated school. This opportunity changed all that and helped him finally make friends for the 1st time in the 8 school years.”

“My child/learner has complex needs that would not be met in a traditional classroom. I have been able to order instructional materials that are tailored to his interests, which sparked his interest in learning. This learner has avoidant behaviors but is very smart. So by ordering regulating material as well as custom material based on interest, we have been able to make great progress in learning. Additionally, the learner is often sick, and by at home educating, we don't have to worry about missing days or being absent, as in a traditional school setting.”

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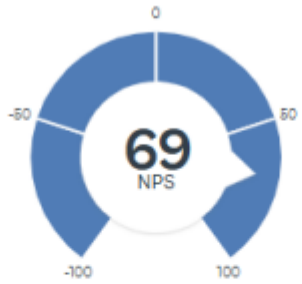
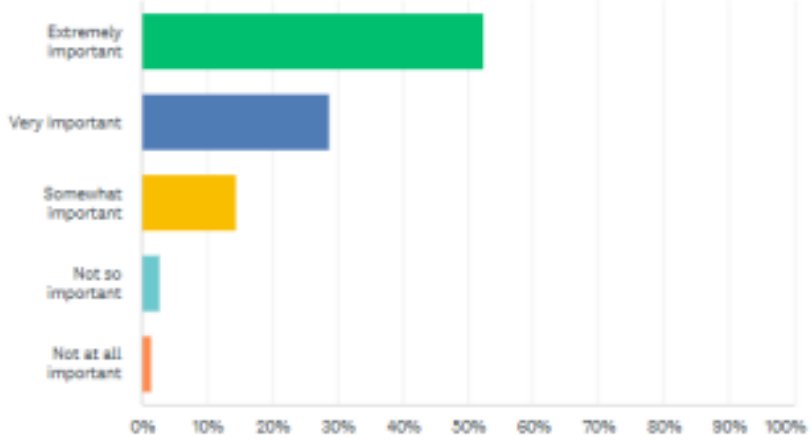


DETRACTORS (0-6)	PASSIVES (7-8)	PROMOTERS (9-10)	NET PROMOTER® SCORE
9.19% 43	12.61% 59	78.21% 366	69

How important was Outbridge support accessing funds or understanding the program?

Answered: 476 Skipped: 1,201



ANSWER CHOICES	RESPONSES	
Extremely important	52.52%	250
Very important	28.78%	137
Somewhat important	14.50%	69
Not so important	2.73%	13
Not at all important	1.47%	7
TOTAL		476

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- Communication and Customer Service
- Vendor Charges
- Wait Time
- Amount of Funds
- Parent Pressure & Discretion
- Administration
  - Technology
  - Application Procedures
  - Vendor Approvals

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- “It would have been nice to receive information about how exactly the program worked - such as money being received quarterly & how to purchase/order school supplies.”
- “It is hard to get a response email back.”
- “Not many vendors know the program and there needs to be a support or faq”
- “Wording can be difficult to understand” “Customer service does not get back to customers at all.”

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- Technology
  - “We had trouble getting the right document from our children's healthcare provider for verification. The website wasn't specific as to what form they required and kept rejecting the forms the healthcare provider sent us”
  - Being able to submit the right proof of a "bill" for tuition; the drag and drop option wasn't working for me (as I had an email bill) and it took me hours to figure out that I needed to convert something to a PDF for it to accept it”
- Application Procedures
  - “The application process was difficult and not very clear.”

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- Vendor Approvals
  - “(the worst part was) Them not approving the school our children attend to be service providers....”
  - “The seemingly moving target of getting invoices approved. It seems like the team managing this process follows different criteria for approvals, as I’ve submitted MANY invoices identically and weren’t always approved.”

- Approved Use of Funds/Vendors
  - “Trying to get vendors approved! PLEASE HIRE SOMEONE that this is the sole purpose of their job. VENDOR APPROVAL”
  - “Having to resubmit invoices repeatedly due to rejection, when previous ones submitted without issue”
  - “It is difficult to get national brand uniforms paid for, such as Lands End or Athleta”
  - “Transportation does not allow outside vendors , it has to be through the school and my son does not offer transportation so I'm am paying for Lyft everyday, which is expensive.”
  - “Why is the ESTF micromanaging to the point that the program is difficult for those using it? Students who need more educational opportunities are being denied those options. Equestrian Science was denied as being a vendor because it "doesn't match the scope and sequence of the program". The Governor’s School that specializes in agriculture offers equestrian science, but not every child is old enough for the program or parents don't want to have their child live away from home for high school. When trying to utilize the option for extracurriculars through the school district the school district doesn't know how to categorize some students and what legally is available since its not specifically listed in legislation…”

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- Vendor Charges
  - “We thought our funds would go further, but when the school found out we had received the ESTF scholarship, they no longer gave us a previous discount. We would have preferred to have the option of reimbursement so that we can choose how to spend those funds without schools setting prices based on what they know families are receiving.”
  - “The costs of supplies with vendors is more expensive than outright purchases from the same vendors.”
- Wait Time
  - “Order approvals take very long- in the webinar, it stated that it takes 2-5 business days. I have orders that have taken over 15 business days to be approved.”
  - “…some families can’t afford to pay and wait on you guys to pay back I think you guys should provide a debit card for that. I also (think) there should be more supplies available for kids like I could purchase pencil pouches and I also could purchase protection for electronics.”
  - “It would be very convenient if we could opt to have the entire amount just sent to the school for tuition at the beginning of the year. Maybe parents who are paying schools directly could have that option?”

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- (We)Need a little bit more funds for materials. With $7500 tuition did not have any left over for supplies.”
- “The amount doesn’t fully cover for middle and high school level grades (tuition).”
- “I wish the scholarship was larger.”

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- “not knowing what to expect (was the worst part)--much better as I go!”
- “A lot of parents work at the school and I would rather do a reimbursement to keep the financial assistance discreet.”
- “Feeling a little singled out among school families… I can feel aware that we are one of the 10 percent of families at the school who qualify for the aid, and that can feel a little intimidating… My family just felt grateful for the award, so it put us in an awkward position.”

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- Employee Benefits
  - “I received no benefit since the covered expenses were previously covered by my employer.”
  - “To maintain my education benefit at work, I was required by them to put 100% of the funds toward tuition and could not put any towards any other educational expenses.”
- Braiding ESTF with Other Funds
  - “I'd hoped to have access to a specialty school for my child, but because SPED students cannot stack the ESTF with the exceptional needs credit it makes the tuition still too much. Other states also allow more funding for SPED students that I hoped we would have access to in order to enable access to those additional educational opportunities. My child still needed access to more than what the school was providing, and this allowed that to happen to some degree.”

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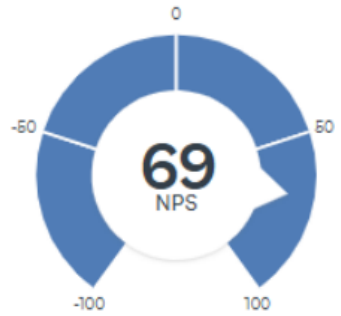
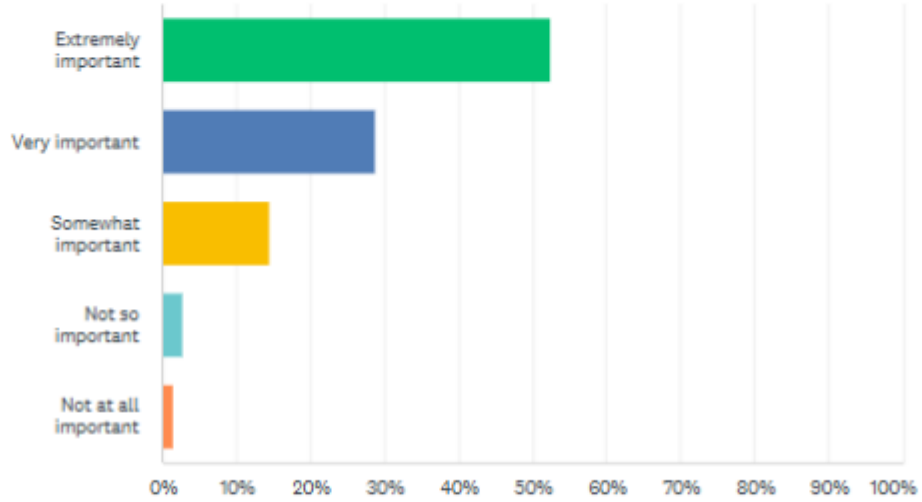


DETRACTORS (0-6)	PASSIVES (7-8)	PROMOTERS (9-10)	NET PROMOTER® SCORE
9.19% 43	12.61% 59	78.21% 366	69

How important was Outbridge support accessing funds or understanding the program?

Answered: 476 Skipped: 1,201



ANSWER CHOICES	RESPONSES	
Extremely important	52.52%	250
Very important	28.78%	137
Somewhat important	14.50%	69
Not so important	2.73%	13
Not at all important	1.47%	7
TOTAL		476

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1. Administer the survey once to families regardless of how many children are participating in the ESTF to reduce burden on parents and have cleaner response rates to determine reliability of findings. Additionally, it is recommended that EOC staff convene a group of parents participating in ESTF to review survey items and administration instructions to improve completion rate.
2. While some parents reported dissatisfaction not being able to braid ESTF funds with other scholarship funds for students with disabilities, EOC staff completes school approval processes for the Educational Credit for Exceptional Needs Children program and completes an evaluation annually. Because of this unique perspective, staff has been made aware that some students are receiving both grants, which is expressly prohibited in the law. It is the recommendation that SCDE staff implementing the ESTF program connect with Exceptional SC staff and determine a process to identify and prohibit students from accessing both funds, or that using both funding sources be made allowable for families. Either of these options will protect agency staff and families from violating the law.

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3. Home instruction is expressly prohibited in Act 11 as it was in Act 8, yet some surveyed parents report satisfaction being able to use ESTF funds for homeschool curriculum to provide home instruction to their children. This allowable use of funds creates confusion, so it is recommended that homeschooling be an allowable choice for ESTF or that homeschool curriculum be removed from the allowable use of funds.
4. Dissatisfaction was reported at not being able to purchase school uniforms, which is allowable, from unapproved vendors that sell the uniforms specific to private school. The cost of items at approved vendors compared to other, unapproved vendors was also noted in open responses. It is recommended that the SCDE convene a group of parent participants to: make recommendations about vendors and the process for purchasing items, and review communication (processes and messages) regarding approved or unapproved items.

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5. Consider vendor and educational providers obligations to families in SC by participating in the program and require certain behavior to participate. For example, private schools requiring employee participation to offset the cost of a tuition benefit to the employee family should be considered. While the curriculum cannot be influenced by ESTF administrators, participation agreements can be made that do not influence school programming so that families benefit in a noticeable way from this program. Similarly, reports that approved venders charge more for items through the Classwallet marketplace than as an individual purchase not associated with the ESTF program should be investigated, and if found true, regulated through ESTF participation agreements.
6. It is recommended that 4K tuition be considered as an allowable use of funds, or that CERDEP eligibility be expanded to align with the ESTF financial threshold with students under 200% of poverty served first.

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Information Item: Requests for New Industry Certifications (CCR)

Dana Yow, EOC Executive Director, Ivy Colburn & Dr. Herb Bocchino Office of Career Readiness, SCDE

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Update:
Tiered Certifications

Education Oversight Committee

Dr. Herb Bocchino: hsbocchino@ed.sc.gov

January 12, 2026

SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Today's Purpose

- Update EOC regarding the Tiered Certification application and approval process.
- Showcase Tiered Certification resources developed by the Office of Career Readiness.
- Request approval of changes to the Approved Tiered Certification List.
- Highlight next steps in our ongoing transition to the Tiered Certification framework.

Updates

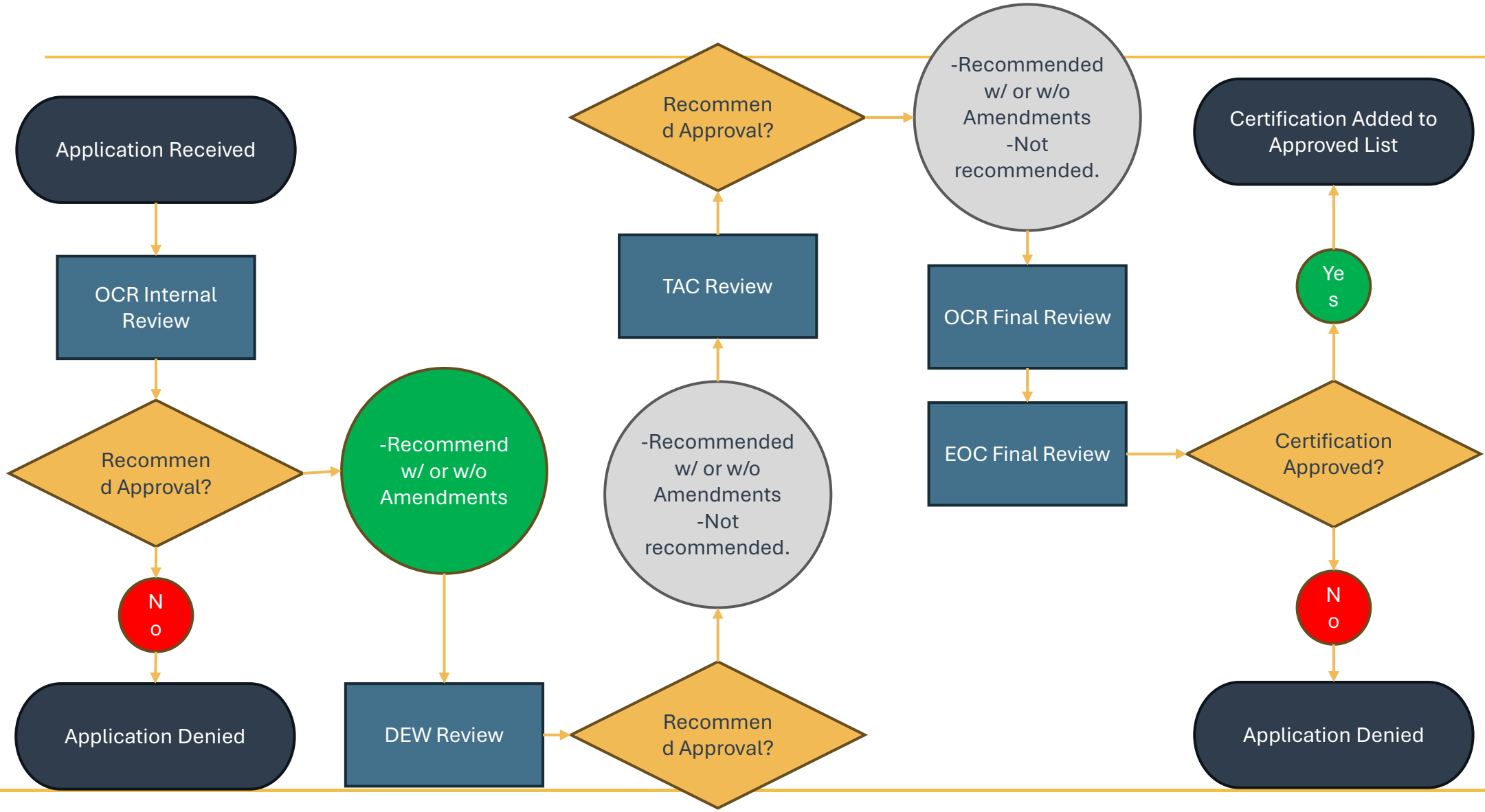
Revisions to the Tiered Certification Process

Collaboration

The Office of Career Readiness values internal and external collaboration.

- Advisory Committee
- SCDEW
- SREB

Updated Application and Approval Process



Updated Application Form

South Carolina Tiered Industry Certification Form

District Contact Information

This section of the form collects information about the submitting school, career center, or district to support follow up communication if needed.

District*

Please review the 12 South Carolina workforce regions.

Workforce Region*

School Name or Career Center Name*

SC Industry Aligned Certification Application

Submission Form for State Review and Recognition

This form outlines the minimum requirements for a ***new* industry-aligned credential** to be considered for state-level recognition in South Carolina. If the certification is already listed on the approved 2025-2026 CTE Certifications and Tiers list, please go back to the previous page and select "Yes" to the question "Is the Industry Certification already on the approved SC Tiered Certification List?".

Once an application meets the initial criteria (included within this form), it will be forwarded to the Department of Employment and Workforce for review to confirm alignment with industry needs and relevance to employability. Final determinations, including approval by the Education Oversight Committee, are typically issued each spring.

Please provide as much detail as possible to support the submission.

For questions or assistance, contact the Office of Career Readiness at CareerReadiness@ed.sc.gov.

Basic Information for the Proposed Credential

This section of the application gathers details about the proposed certification.

Credential Title*

Please visit the current 2025-2026 CTE Credentials and Tiers list to see if there are any similar certifications that are already approved.

SC Tiered Certification Reevaluation Request Form

The purpose of this form is to gather reevaluation requests related to certifications that are **already listed on the SC Tiered Certification List approved by the Education Oversight Committee (EOC)**. This form is not intended to request new certifications for addition to the list. To propose a new certification for consideration, please go back to the previous page and select "No" to the question "Is the Industry Certification already on the approved SC Tiered Certification List?".

Your input is essential as South Carolina transitions to a modernized career cluster and pathway-aligned system. This form creates a structured way for **districts and career centers to submit corrections, flag issues, or suggest adjustments** to existing certifications. All submissions will be reviewed in partnership with the EOC and, when relevant, shared with the **Technical Advisory Committee** to inform any updates to certification placement, designation, or tier.

Please note that completing this form does not automatically change the status or tier of a certification. It is part of an ongoing feedback loop to support accuracy, alignment, and future system improvements.

Please provide as much detail as possible to support your submission.

For questions or assistance, contact the Office of Career Readiness at CareerReadiness@ed.sc.gov.

Certification Details

This section of this form gathers details about the certification in need of clarification or review. Please use the official approved CTE Certifications and Tiers list to complete the components below.

Certification Name (as listed on the approved list) *

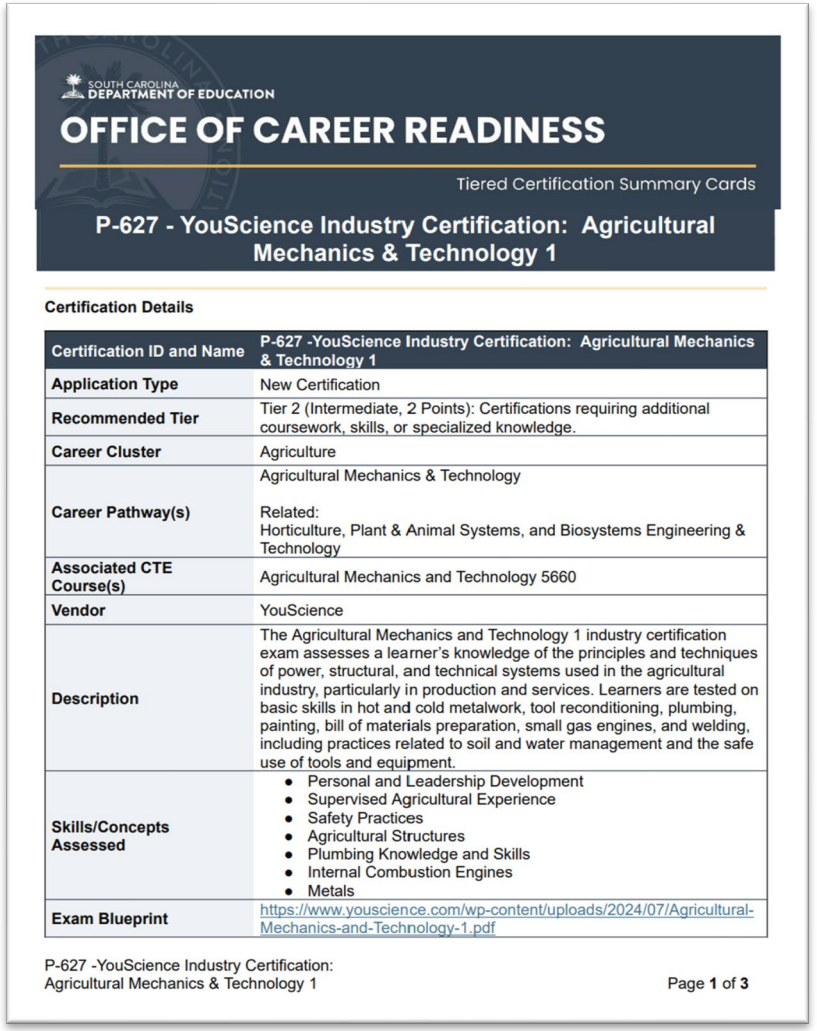
Certification ID Number (as listed on the approved list)*

Resources

Ensuring Stakeholder Success with the Tiered Certification Framework

Certification Library Cards

- Developed throughout application process.
- Multiple stakeholder use.
- Summarizes:
  - Certification Details
  - Exam Administration Information
  - Workforce Alignment



SOUTH CAROLINA DEPARTMENT OF EDUCATION

OFFICE OF CAREER READINESS

Tiered Certification Summary Cards

P-627 - YouScience Industry Certification: Agricultural Mechanics & Technology 1

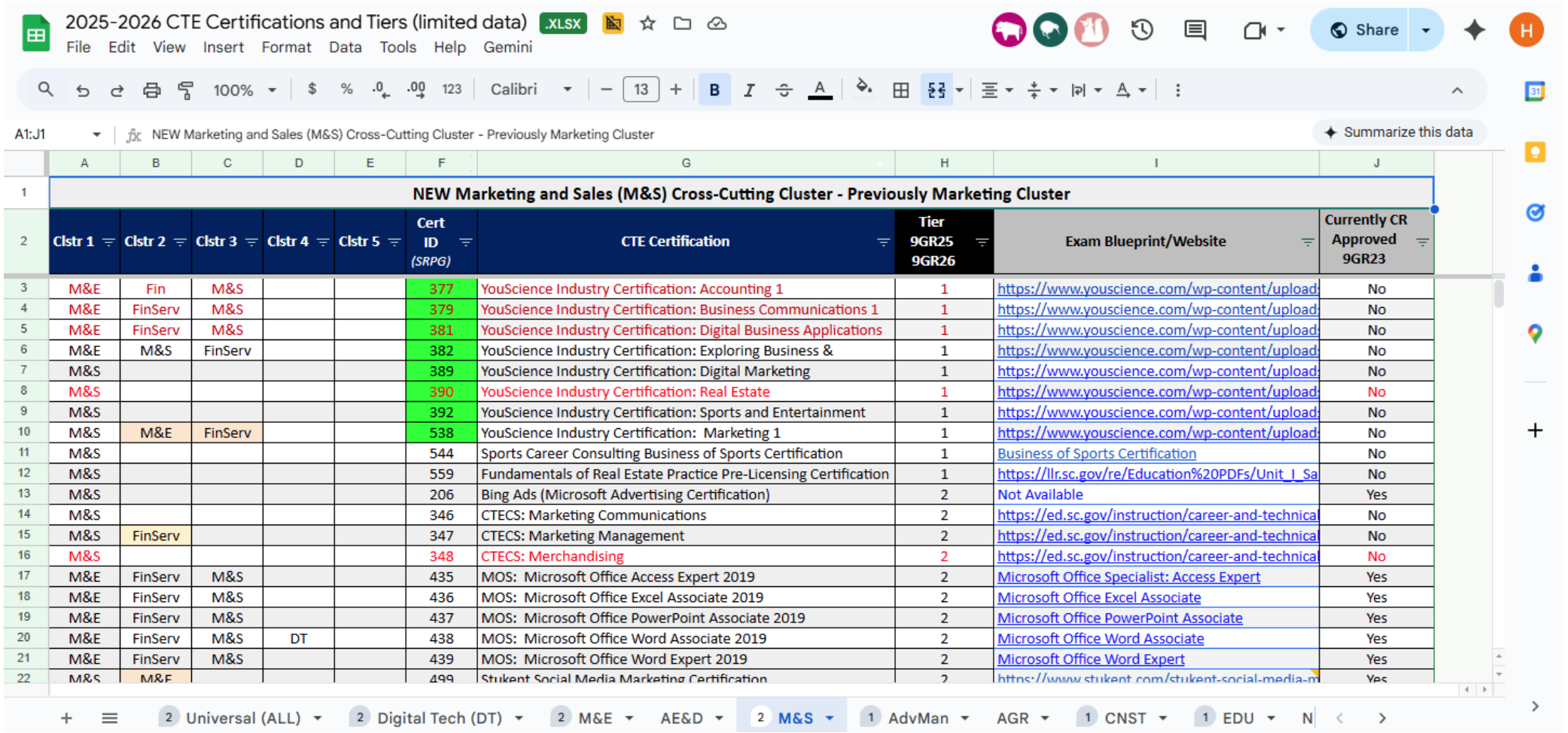
Certification Details

Certification ID and Name	P-627 -YouScience Industry Certification: Agricultural Mechanics & Technology 1
Application Type	New Certification
Recommended Tier	Tier 2 (Intermediate, 2 Points): Certifications requiring additional coursework, skills, or specialized knowledge.
Career Cluster	Agriculture
Career Pathway(s)	Agricultural Mechanics & Technology Related: Horticulture, Plant & Animal Systems, and Biosystems Engineering & Technology
Associated CTE Course(s)	Agricultural Mechanics and Technology 5660
Vendor	YouScience
Description	The Agricultural Mechanics and Technology 1 industry certification exam assesses a learner's knowledge of the principles and techniques of power, structural, and technical systems used in the agricultural industry, particularly in production and services. Learners are tested on basic skills in hot and cold metalwork, tool reconditioning, plumbing, painting, bill of materials preparation, small gas engines, and welding, including practices related to soil and water management and the safe use of tools and equipment.
Skills/Concepts Assessed	• Personal and Leadership Development • Supervised Agricultural Experience • Safety Practices • Agricultural Structures • Plumbing Knowledge and Skills • Internal Combustion Engines • Metals
Exam Blueprint	https://www.youscience.com/wp-content/uploads/2024/07/Agricultural-Mechanics-and-Technology-1.pdf

P-627 -YouScience Industry Certification: Agricultural Mechanics & Technology 1

Page **1** of **3**

Live Tiered Certification List



2025-2026 CTE Certifications and Tiers (limited data) .XLSX

File Edit View Insert Format Data Tools Help Gemini

Share

A1:J1 | NEW Marketing and Sales (M&S) Cross-Cutting Cluster - Previously Marketing Cluster

Summarize this data

	A	B	C	D	E	F	G	H	I	J
1	NEW Marketing and Sales (M&S) Cross-Cutting Cluster - Previously Marketing Cluster									
2	Clstr 1	Clstr 2	Clstr 3	Clstr 4	Clstr 5	Cert ID (SRPG)	CTE Certification	Tier 9GR25 9GR26	Exam Blueprint/Website	Currently CR Approved 9GR23
3	M&E	Fin	M&S			377	YouScience Industry Certification: Accounting 1	1	https://www.youscience.com/wp-content/upload	No
4	M&E	FinServ	M&S			379	YouScience Industry Certification: Business Communications 1	1	https://www.youscience.com/wp-content/upload	No
5	M&E	FinServ	M&S			381	YouScience Industry Certification: Digital Business Applications	1	https://www.youscience.com/wp-content/upload	No
6	M&E	M&S	FinServ			382	YouScience Industry Certification: Exploring Business &	1	https://www.youscience.com/wp-content/upload	No
7	M&S					389	YouScience Industry Certification: Digital Marketing	1	https://www.youscience.com/wp-content/upload	No
8	M&S					390	YouScience Industry Certification: Real Estate	1	https://www.youscience.com/wp-content/upload	No
9	M&S					392	YouScience Industry Certification: Sports and Entertainment	1	https://www.youscience.com/wp-content/upload	No
10	M&S	M&E	FinServ			538	YouScience Industry Certification: Marketing 1	1	https://www.youscience.com/wp-content/upload	No
11	M&S					544	Sports Career Consulting Business of Sports Certification	1	Business of Sports Certification	No
12	M&S					559	Fundamentals of Real Estate Practice Pre-Licensing Certification	1	https://llr.sc.gov/re/Education%20PDFs/Unit_I_Sa	No
13	M&S					206	Bing Ads (Microsoft Advertising Certification)	2	Not Available	Yes
14	M&S					346	CTECS: Marketing Communications	2	https://ed.sc.gov/instruction/career-and-technical	No
15	M&S	FinServ				347	CTECS: Marketing Management	2	https://ed.sc.gov/instruction/career-and-technical	No
16	M&S					348	CTECS: Merchandising	2	https://ed.sc.gov/instruction/career-and-technical	No
17	M&E	FinServ	M&S			435	MOS: Microsoft Office Access Expert 2019	2	Microsoft Office Specialist: Access Expert	Yes
18	M&E	FinServ	M&S			436	MOS: Microsoft Office Excel Associate 2019	2	Microsoft Office Excel Associate	Yes
19	M&E	FinServ	M&S			437	MOS: Microsoft Office PowerPoint Associate 2019	2	Microsoft Office PowerPoint Associate	Yes
20	M&E	FinServ	M&S	DT		438	MOS: Microsoft Office Word Associate 2019	2	Microsoft Office Word Associate	Yes
21	M&E	FinServ	M&S			439	MOS: Microsoft Office Word Expert 2019	2	Microsoft Office Word Expert	Yes
22	M&S	M&E				499	Stukent Social Media Marketing Certification	2	https://www.stukent.com/stukent-social-media-m	Yes

2 Universal (ALL) | 2 Digital Tech (DT) | 2 M&E | AE&D | 2 M&S | 1 AdvMan | AGR | 1 CNST | 1 EDU | N

EOC Review Request

Partnering on Final Approval for Tiered Certification Applications

How the EOC Supports This Process

- The Office of Career Readiness has completed the internal vetting of Tiered Certification applications.
- We are requesting the EOC's formal review to ensure alignment with program quality expectations.
- Upon approval:
  - The certifications will be added to the approved list.
  - The Library Cards will be released to districts, educators, and other stakeholders for use.

New or Revised Certifications for Approval

	A	B	C	D	E	F	G	H	I	J	K
1	Certifications for EOC Review (Additions and/or Edits to the 2026-2027 Approved List)										
2	Clstr 1	Clstr 2	Clstr 3	Clstr 4	Clstr 5	Cert ID (SRPG)	CTE Certification	Application Type	Tier 9GR25 9GR26	Exam Blueprint/Website	Currently CR Approved 9GR23
3	AGR					P-627	YouScience Industry Certification: Agricultural Mechanics & Technology 1	NEW	2	https://www.youscience.com/wp-content/uploads/2024/07/Agricultural-Mechanics-and-Technol	
4	AE&D					P-628	Broadcast Project Management	NEW	2	https://drive.google.com/file/d/1uKEGsIRIlhaP-T	
5	CNST					P-629	CAT SimScholars Certification	NEW	3	https://simformotion.com/simscholars-curriculu	
6	CNST					P-630	CAT Simulator Certification	NEW	2	https://catsimulators.com/nccer-credential/	
7	DT					P-631	YouScience Industry Certification: Exploring Computer Science	NEW	1	https://www.youscience.com/wp-content/uploads/2024/07/Exploring-Computer-Science.pdf	
8	AE&D					P-632	Final Cut Pro Social Pro Certification	NEW	2	https://fcpcertification.com/live-courses/final-cut	
9	DT					P-633	YouScience Industry Certification: Game Development Fundamentals 1	NEW	2	https://www.youscience.com/wp-content/uploads/2025/07/Game-Development-Fundamentals-	
10	DT					P-634	Harmony Premium Associate Certification	NEW	3	https://learn.toonboom.com/files/modules/253/	
11	DT					P-635	YouScience Industry Certification: Network	NEW	2	https://www.youscience.com/wp-content/uploa	
12	M&S	M&E	FinSer			P-636	YouScience Industry Certification: Retailing	NEW	2	https://www.youscience.com/wp-content/uploa	
13	AGR					P-637	SFMA Turfgrass Science Certification	NEW	2	https://www.icevonline.com/hubfs/Certfications/	
14	AdvMan					P-638	Siemens Automation Fundamentals Certification PLC	NEW	2	https://www.sitrain.us/LMS/CourseView.aspx?cp	
15	AE&D					P-639	TOSA Certification for Adobe InDesign	NEW	2	https://static.tosa.org/tosaorg_1/pdf/skillsframe	
16	AE&D					P-640	TOSA Certification for Adobe Premiere Pro	NEW	2	https://static.tosa.org/tosaorg_1/pdf/skillsframe	
17	CNST					P-641	YouScience Industry Certification: Carpentry	NEW	2	https://www.youscience.com/wp-content/uploa	
18	Tier Reevaluation Requests										
19	CNST	AdvMan				56	NCCER Core	Tier Change	1-->2	Core - NCCER	Yes
20	SC&T	AdvMan	AGR	PS&S		262	FAA Part 107 UAV License	Tier and Cluster	1--> 3	https://www.faa.gov/sites/faa.gov/files/training_testing/testing/acs/uas_acs.pdf	No
21	DT					575	YouScience Industry Certification: 3D Animation 1	Tier Change	1-->2	https://www.youscience.com/wp-content/uploa	No
22	PS&S					618	NOCTI-JROTC Leadership and Employability Skills	Tier Change	1-->2	https://www.nocti.org/wp-content/uploads/Blue	No

Career Ready Status

Students who entered 9th grade in the 2022-23 (9GR23) or 2023-24 (9GR24) school years remain under the previous system.

Students who entered 9th grade in the 2024-25 (9GR25) or 2025-26 (9GR26) fall under the tiered system and must earn a minimum of 3 points to achieve Career Ready Status.

Next Steps

OCR's Ongoing Work in the Tiered Certification Transition

Next Steps

- TACs will meet in the Spring to provide feedback on all certifications.
- OCR is creating professional development on the updated Tiered Credential Framework
    - CTE Teachers
    - Administrators
    - Counselors
- OCR is developing a Tiered Credentialing Framework Guide to be published soon.
- OCR is working with PowerSchool to update reporting.

Thank you!

Questions?

Dr. Herb Bocchino

hsbocchino@ed.sc.gov

Education Associate for CTE Course Standards and Assessments

ed.sc.gov

Adjournment

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