

AGENDA

Academic Standards & Assessments Subcommittee Meeting

Monday, May 19, 2025

10:00 a.m.

Room 521, Blatt Building

I. Welcome Dr. Patty Tate

II. Approval of Minutes of March 17, 2025 Dr. Patty Tate

III. Action Items:

SC Tiered Credential System Dana Yow

Evaluation of Biology I, Spring 2024

End-of-Course Exam.....Dr. Matthew Lavery;
Dr. Matthew Madison,
Assistant Professor,
Department of Educational Psychology; &
Heather Bolinger, Co-Director;
Tracy Davenport, Co-Director;
Dr. Stephanie Lai, Content Evaluator,
K-12 Assessment Solutions,
Mary Frances Early College of Education,
University of Georgia

April Allen

CHAIR

Brian Newsome

VICE CHAIR

Terry Alexander

Melanie Barton

Russell Baxley

Neal Collins

Bob Couch

Bill Hager

Barbara B. Hairfield

Sidney Locke

Jeri McCumbee

Melissa Pender

Patty J. Tate

C. Ross Turner, III

Ellen Weaver

IV. Information Items:

Educational Performance of Military-Connected Children

In South Carolina, 2025 Report..... Dana Yow

EIA Budget Update Dr. Rainey Knight

Retreat Update Dana Yow

V. Adjournment

Academic Standards and Assessments Subcommittee

Dr. Patty Tate, Chair

Rep. Terry Alexander

Rep. Bill Hager

Barbara Hairfield

Sidney Locke

Melissa Pender

Sen. Ross Turner

Dana Yow
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Academic Standards & Assessments Subcommittee

Minutes of the Meeting

March 17, 2025

Members Present (in-person or remote): Dr. Patty Tate, Rep. Terry Alexander, Rep. Bill Hager, Barbara Hairfield, Sidney Locke, Melissa Pender, and Sen. Ross Turner

EOC Staff Present: Tenell Felder, Gabrielle Fulton, Hope Johnson-Jones, Dr. Rainey Knight, Dr. Matthew Lavery, Dr. Jenny May and Dana Yow

Special Guests: Kayce Cook SC Department of Education, Ivy Coburn Southern Regional Education Board, Dr. Matthew Ferguson SC Department of Education, Dale Winkler Southern Regional Education Board.

ASA subcommittee chair Dr. Patty Tate opened the meeting and asked for a motion to approve the ASA subcommittee minutes from the January 13th 2025 meeting. Representative Bill Hager motioned to approve the minutes which was seconded by Representative Terry Alexander. After the minutes were approved Dr. Tate presented the following information items that would be discussed – a special presentation on the stackable credentials system, an update on the chronic absenteeism initiative, and an analysis on credit recovery.

Dr. Tate then asked Kayce Cook, Interim Director Career & Technical Education SCDE, to the podium to present on the stackable credentials system. Cook outlined that she would discuss the purpose and the history of tiered credentialing, highlight key changes to the state credential list, and outline the steps for implementing the tiered credential system in the upcoming school year. She also stated she would describe the new credential evaluation process, as well as strategies for involving business and industry in validation and pathway development.

Cook presented the historic challenges to credentialing which included equal weight being given to all credentials without giving credence to rigor or workforce value of the credential. She referred to the OSHA 10 credential which though valuable, doesn't demonstrate hands on technical skills or occupational proficiency compared to the National Center for Construction Education and Research (NCCER) Carpentry credential.

In order to build a stronger credentialing system, Cook asserted that the SC Department of education partnered with the Southern Regional Education Board to restructure credentialing to ensure students gain credentials that matter and in a sequence that makes sense according to

value and in alignment with state workforce priorities and high demand careers. She stated that the focus was to be on ensuring real employee value and to align credentials with labor market demands.

Next, Cook discussed the Statewide Workforce Alignment which is a cross-agency collaboration with the Workforce Development Council to identify high priority occupations in South Carolina.

She also discussed creating a data driven model that provided students with clear pathways on how to attain industry recognized skills.

Cook then asked SREB Senior Vice President Dale Winkler to virtually present on updates to the credential system.

Winkler specified that the state had worked to refine and strengthen the system to better serve students, school districts, technology centers and business partners. The intention behind the tier system is to enhance credential currency which Winkler described as the real-world value a credential holds in the job market. He explained that a credential with high currency provides tangible benefits such as increased employability.

Next, Winkler described the tiered credentials. Tier 1 Introductory Credentials are earned in the early stages of the CTE program and generally validate basic competencies for further education or training. Tier 2 Intermediate Credentials increase employability and are industry aligned. Tier 3 Career Ready Credentials focus on high demand careers and are required for employment in high wage occupations.

Winkler then presented the updates made to the SC Credentials lists to ensure certification remained relevant and aligned with workforce needs. A part of these updates included the year each certification was introduced and the removal of certifications with no historical usage. Winkler shared that they had streamlined the list from 654 credentials to 502 by removing 152 credentials that had no reported use. Another update was including data showing the number of students who have attempted and earned each certification over the past three years.

Winkler stated that it was important for employers to gain better insight into the skills and competencies students require through their program. He also stated that the goal is to create stackable credentials, allowing students to build on their certifications as they transition from high school to post-secondary education and employment.

Following this Winkler introduced Southern Regional Education Board Education and Workforce Director Ivy Coburn to discuss transitioning into the tiered system.

Coburn gave a brief background of the SREB's work with the EOC in creating the updated tiered system. Coburn stated that beginning with the 2024-25 school year, career-ready status for CTE completers will be determined by earning a minimum of three points within this system, while students entering high school prior to the 2024-2025 school year will meet career-ready status under the current system. School year 2027-28 will be the first fully actualized year where all students will be earning the three points minimum three points through the tier system. Coburn then explained how points will be earned in the tiered system. Under the new credential system, students will need to earn at least three points through one of three pathways.

Next, the proposed credential review process and next steps were discussed. Coburn elaborated on how new credentials are added to the system – noting that the SC Department of Education vets the applications for new credentials ensuring alignment with academic, technical and workplace standards. After this, the certification is looked at by the SC Department of Employability and Workforce to see if it aligns with a priority occupation and to determine if the credential would provide stable, living-wage employment. Next, there is an industry review by employers to verify hiring advantages and to recommend tier placement for stackable credentials.

A proposed first semester credential review timeline was shared which suggested that the SCDE would accept applications through Oct. 15th. From November to December the SCDEW and CCWD would review and evaluate applications in light of employment need before determining tier placement. After this, the EOC ASA subcommittee would review the recommendations in January before presenting it to the EOC full committee in February. The second semester timeline suggested the SCDE would accept applications through March 15th. Next SCDEW and CCWD would review applications from April to May, with the EOC ASA subcommittee reviewing the recommendations in July before presenting to the EOC full committee in August. She invited subcommittee members to inform her if the timeline needed any revisions.

Following this, Coburn updated the subcommittee on the Technical Advisory Committees by Career Cluster Area noting that the TACs' purpose was to bridge career pathways.

This concluded the presentation and questions were accepted.

Representative Terry Alexander asked about the number of career clusters to which Coburn replied 16, but also replied that that number could decrease to 14 after the 2027 transition period. She also clarified that the modernized system would feature cross cutting career clusters,

Representative Alexander then asked how emerging careers would be added to the current cluster system. Coburn replied that a “crosswalk” would be applied to connect new careers with the modernized system.

Representative Alexander then asked if AI could be included in upcoming accreditation to which Coburn replied that could be possible in the very near future.

Next, Representative Alexander asked if the updated system had taken into consideration the elementary level. Coburn replied that there has been a national push to engage elementary students with careers by bringing in broader groups of individuals to speak during career days. On a middle school level, Coburn stated that career education should be more centered on exploration. Winkler also clarified that the authorization of the Perkins Act in 2019 has allowed for some states to use those funds to develop career technical resources for elementary students.

EOC Executive Director Dana Yow then reminded the subcommittee the role the EOC would play in the process – stating that the EOC would approve the credentials that would count for career readiness in accountability. She noted that this review process will let committee members review the credentials again to ensure that students received credential currency when they left school.

SCDOE representative Dr. Matthew Ferguson also pointed out that the EOC had been instrumental in examining the issue and pointing out the lack of rigor of the current credential system.

Representative Bill Hagar then asked how board members were placed on TAC. Coburn replied that SC Competes and the SC Department of Education had been building TACs with representatives from CHE and the technical college system. Coburn also noted the goal to ensure representation from the business and industry community.

Barbara Hairfield then commented she noticed that the 16 clusters had little activity in the career path for government and legislative policy making. She stated that she considered these pathways to be very important and asked why it was not represented in the new system.

Coburn asked Winkler to expound on how government would be placed in the new system. Winkler responded that while government did not come out as a cluster on its own, it was incorporated into public service and safety cluster.

Hairfield clarified she was looking at another cluster line and reiterated that it was needed as a cluster to which Winkler stated it was in need of a career path.

Next, Dr. Tate called forward EOC Communications Manager Tenell Felder to give an update on the Chronic absenteeism initiative.

Felder thanked the committee and outlined that she would be discussing the results of the parent focus group, parent survey and plans for the upcoming public awareness campaign.

Felder recalled the ASA subcommittee's request to investigate parent perceptions of chronic absenteeism after examining the perceptions of students on the same matter.

For this focus group, three online groups were conducted among parents with children in South Carolina public schools. Focus groups were divided by student ages into high school, middle school and elementary school.

Of the schools represented, 37% of the schools of the focus group participants were rated good and 25.9% were rated excellent.

Felder stated that the report found that parents were not as familiar with the term chronic absenteeism and that there seemed to be confusion between that term and truancy. Another key finding of the report was that parents generally agreed on the need for daily attendance; however, many parents also expressed nuances to this belief such as illness and mental health days.

When asked how many days of school a student can miss without being negatively impacted, Felder reported that parents expressed that this depended on a variety of factors such as time of year, grade level and the subject being missed. Parents also communicated that schools communicated with them in a variety of ways when their child was absent.

Following this, Felder presented the results of the chronic absenteeism parent survey. Two thousand six hundred and sixty-three parents of students from preschool to 12th grade completed the survey.

A total of nine questions were asked to parents. Of those questions, the following key data points emerged:

- 98% of surveyed parents said it was acceptable for students to miss a day of school if their student is sick with a fever or has a medical diagnosis.
- 89% of surveyed parents said it was acceptable for students to miss a day of school if their student has a doctor's appointment.
- 67% of surveyed parents said it was acceptable for students to miss a day of school if their student was struggling with mental health or depression.

- 64% of surveyed parents said that it was “very important” that their child attend school everyday

After reviewing the survey answers, Felder spoke about the public awareness campaign on chronic absenteeism. She reiterated that the purpose of the focus groups and surveys was to help develop campaign message points for the campaign. Felder revealed that the campaign name would be “Be Present S.C. and gave a tentative timeline for the campaign with the kickoff date being in late July.

At the conclusion of Felder’s presentation, Yow stated that she wanted to remind committee members that the EOC had undertaken this campaign because data showed chronic absenteeism’s negative impact on student achievement.

Coosa Elementary principal and committee member Melissa Pender commented that parents at her school often refer to vacations as the reason their child missed school. She also noted her experience in seeing parents confused about truancy and chronic absenteeism and asked if the campaign would address it.

Felder replied that yes, though that the campaign would direct parents to their particular district to determine the district specific guidelines and policies.

Dr Ferguson stated it was his belief that truancy is determined by statute and that support from local solicitors likely vary across districts.

Pender then commented that in going over attendance contracts with parents, she reviews with them state and district guidelines. She also commented that her school started it’s own chronic absenteeism campaign and that parents needed guidance to assist them in understanding chronic absenteeism.

That concluded Felder’s presentation.

Next, Dr. Lavery was called forward to present the final information item on the EOC’s credit recovery analysis.

Dr. Lavery opened by defining credit recovery as a course specific skill-based learning opportunity for students who have previously failed to master content or skills. He also stated it referred to a block of instruction that is less than the whole course, focusing on specific subsets of the standards or specific components in order to address specific deficiencies necessary for student proficiency. Dr. Lavery stated it was designed for students who have failed to obtain credit for a course, but it's not to give them the whole set of standards. He also clarified that it does not

change the grade that the student received in the course and that in order to change the grade, the student must either retake the entire course, or they must use content recovery.

From data provided by the SCDOE, Dr. Lavery stated that he examined course histories for 47,962 SC graduates from 268 high schools in 74 districts.

15.3%, or 7,357 of these graduates on average have 1.82 recovered credits. Dr. Lavery also noted that nearly 3% of CR graduates recovered at least 6 credits which accounted for 25% of a diploma.

After discussing his analysis, Dr. Lavery emphasized the need to determine if credit recovery supports positive outcomes for students. In order to determine this, Dr. Lavery stated that he matched his dataset to National Clearinghouse records and checked to see if those graduates participated in dual enrollment, received a certificate within 30 days of high school graduation and enrolled in college within 1 year.

In looking at how credit recovery affects dual enrollment – Dr. Lavery stated the data found that of graduates with no credit recovery, 28% were enrolled in dual enrollment in high school. Conversely of graduates with credit recovery, only 6% were enrolled in dual enrollment.

In response to the question of if credit recovery impacts college enrollment, Dr. Lavery said that the data suggest a negative impact – 63% of graduates who did not recover credits enrolled for college within one year while only 26% of graduates who did recover credits did the same.

Dr. Lavery also examined the relationship between credit recovery and chronic absenteeism which showed high percentages of both negatively impacted student outcomes.

In conclusion, Dr. Lavery stated that the data shows credit recovery does seem to be associated with a reduction in positive outcomes from the secondary school and post-secondary experience.

Following this, Dr. Ferguson asked if Dr. Lavery had a light match analysis to match students with similar academic profiles.

Dr. Lavery responded that he had not done that type of analysis because it would match students who did not receive a diploma to those who did. He then stated that data shows intervention needs to be made earlier prior to there needing to be credit recovery.

Dr. Ferguson stated he was not sure that the analysis showed that, as at-risk kids were less likely to be in dual enrollment.

Yow then commented that committee members asked they look this correlation – specifically when it came to light the number of students who graduated from high school with a significant number of recovered credits. She also stated that the data presented the question of whether students are being provided with the necessary rigor. She stated that they wanted to get the data in from of the sub committee because it was interesting.

Representative Alexander then asked who could apply to take recovery credits. Dr. Lavery responded that the decision was usually left to the discretion of the districts but that generally, students can take credit recovery if they earned D or lower.

Representative Alexander then asked for clarification on that if the credit does not change the grade. Dr. Lavery responded that it is most likely students who earn credit recovery had an F in the course because the D would give them the credit. He reiterated the reducing the number of students who must make that decision through rigor was the best outcome for students.

Dr. Tate mentioned that coming from a high school education background of 39 years showed her that credit recovery differs from school to school.

This concluded the information item.

Following this, Yow informed committee members that she would keep them updated with the latest information coming from the US Department of Education.

Following this announcement, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

DATE: May 19, 2025

SUBCOMMITTEE:

Academic Standards & Assessments Subcommittee

ACTION ITEM:

Adoption of SC Tiered Credential System

PURPOSE/AUTHORITY

§SECTION 59-18-900(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement.

CRITICAL FACTS

In SC's current accountability system, a student who is a CTE completer and earns a national industry credential or a state industry credential as determined by the EOC following the advice and guidance of technical advisory committees composed of educators and members of the business community.

The current process for approval of Industry Certifications/Credentials for Inclusion in College- and Career-Ready Indicator on SC Report Card was adopted by the EOC on October 9, 2023: [Approval for Industry Cert Approval for SC Report Card.pdf](#)

Under the new tiered credential system, students **must earn at least three points** through one of the following combinations:

- One Tier 3 credential aligned with their career cluster.
- A combination of one Tier 2 and one Tier 1 credential within the same career pathway.
- A Universal Credential (e.g., OSHA 10) paired with a Tier 2 or higher credential within the student's career cluster.

It is important to note that students cannot mix and match credentials from different career pathways to meet the requirement. Credentials must align with the student's designated program of study to count toward career-ready status.

TIMELINE/REVIEW PROCESS

Ongoing

ECONOMIC IMPACT FOR EOC

Cost: no impact

ACTION REQUEST

☒ **For approval**

☐ **For information**

ACTION TAKEN

☐ **Approved**
☐ **Not Approved**

☐ **Amended**
☐ **Action deferred (explain)**

Understanding the Tiered Credential System

Background

1. What is the Tiered Credential System?

The South Carolina Tiered Credential System is a structured framework that classifies industry-recognized credentials based on their alignment with workforce priorities, employer demand, and career progression opportunities. It helps students, educators, and employers understand the value of different credentials in preparing individuals for high-demand, high-wage careers.

The system is organized into three tiers based on the economic impact, job market relevance, and career advancement potential of each credential.

Tier III (3 Points) – Career Ready

A Tier III credential signifies that the holder possesses verified, industry-valued competencies directly supporting employment in a [priority occupation](#) or a high-wage, high-demand career pathway in South Carolina. These credentials must demonstrate clear labor market alignment and provide tangible employment outcomes for credential holders.

Requirements:

1. **Industry Alignment** – The credential is explicitly linked to South Carolina's [priority occupations](#) and is recognized as a critical hiring or advancement requirement by employers.
2. **Job Market Demand** – The credential is required for initial employment, advanced training, or career progression in high-demand, high-wage industries.
3. **Economic Outcomes** – Credential holders experience significant wage gains, job promotions, or job retention (measured against South Carolina's family-sustaining wage standards).
4. **Stackability & Career Pathways** – The credential serves as a recognized entry point into additional education and training, enabling career advancement and higher-level certifications.
5. **Third-Party Administration** – The credential is granted upon completion of a validated training program, and the assessment is administered by an independent third party with no conflict of interest to the test-taker.

Tier II (2 Points) – Intermediate

A Tier II credential reflects industry-aligned competencies that provide an employment advantage but are not necessarily required for employment in a [priority occupation](#). These credentials support career pathways and indicate job readiness within an industry, but they may not be recognized statewide.

Requirements:

1. **Industry Recognition** – The credential is aligned to industry-recognized standards and is endorsed by a national industry association, trade organization, or a leading employer within South Carolina.
2. **Hiring Consideration** – Credential holders receive priority hiring consideration, but the credential is not a mandatory requirement for employment.
3. **Pathway-Based** – The credential supports entry into an in-demand career, but additional training or experience is required for full career advancement.
4. **Workforce Readiness** – The credential provides demonstrable social and economic benefits, such as job stability, increased employability, and improved workforce participation.

Tier I (1 Point) – Introductory

A Tier I credential is an early-stage certification that validates fundamental, industry-recognized competencies. These credentials do not directly align with [priority occupations](#) but lay the groundwork for more advanced credentialing and workforce readiness.

Requirements:

1. **Basic Skills Validation** – The credential measures foundational skills needed for further education, training, or work-based learning experiences.
2. **Regional Industry Recognition** – The credential is recognized by South Carolina's local or regional industries, but it does not yet meet state-level [priority occupation](#) requirements.
3. **Entry-Level Attainment** – The credential can be earned within the early stages of a career pathway program (typically within the first or second course in a CTE program of study).

2. Why transition to a tiered credential system? What are the benefits of this change?

South Carolina is transitioning to a tiered credential system to ensure that students earn industry-recognized certifications that align with high-demand, high-wage career opportunities. The previous credentialing system did not differentiate between credentials directly supporting [priority occupations](#) and those with less immediate job market value. By implementing a structured, tiered approach, the state can prioritize credentials that provide the greatest career readiness and economic mobility for students.

The benefits of this transition include:

- **Better Workforce Alignment** – The tiered system ensures that students earn credentials valued by employers, leading to higher job placement rates, career progression, and wage growth. The tiered credential list will be reviewed and refined annually to ensure alignment with industry expectations.
- **Clearer Credential Differentiation** – By categorizing credentials into Introductory (Tier 1), Intermediate (Tier 2), and Career Ready (Tier 3), South Carolina provides transparency about which certifications offer immediate employability, advancement opportunities, and industry recognition.
- **Support for Stackable Credentials** – The system encourages students to build upon entry-level certifications to earn higher-level, industry-valued credentials, creating clear career pathways rather than disconnected certifications.
- **Stronger Connections Between Education and Industry** – Employers will play a key role in verifying that credentials provide real hiring advantages. Their direct involvement in credential evaluation strengthens the link between education, workforce readiness, and economic development in South Carolina.

This transition supports students, educators, and employers alike by ensuring that credentialing decisions are data-driven, employer-validated, and aligned with South Carolina's workforce priorities.

3. How Does a Credential Get Assigned to a Tier?

South Carolina's tiered credential system ensures that industry-recognized credentials align with workforce demand, employer needs, and career advancement opportunities. To streamline communication and maintain a clear, transparent process, the state has adopted a year-round submission model supported by quarterly reviews and annual approvals.

The updated credential review process includes the following stages:

Ongoing Credential Submission

Flexible Submission: Districts and career and technology centers may submit credential applications year-round through a standardized online submission form managed and reviewed by the South Carolina Department of Education (SCDE).

Consistent Tracking: Each submission is automatically logged in a centralized tracking system to ensure transparency and ease of monitoring.

Quarterly SCDE and DEW Reviews

Quarterly Compilation: SCDE compiles submitted credentials every quarter and forwards them to the South Carolina Department of Employment and Workforce (DEW) for the related employability review.

Employability Review: DEW evaluates each credential using a standardized digital review form to determine its relevance to South Carolina's high-demand, high-wage occupations.

Tier Coordination: Within one month of DEW's employability determination, SCDE and DEW jointly assign the credential to the appropriate tier based on workforce alignment and career advancement potential.

Master List Management: Approved credentials and their tier designations are added to a shared master list. This list is updated quarterly by SCDE/DEW and reviewed by the appropriate Technical Advisory Committees (TACs) annually for validation and alignment with industry trends.

Annual EOC Submission and Final Review

October 1 Cutoff: The credential submission window closes each year on October 1. All tier placements and TAC recommendations must be finalized by this date.

EOC Review: SCDE submits the final master credential list to the Education Oversight Committee (EOC) for annual review and validation.

Final Approval: The EOC completes its review and provides formal approval or feedback by January.

Alignment with PowerSchool Updates

March 1 Integration: All updates to the approved credential list, including any new additions or changes in tier placement, will be integrated into PowerSchool by March 1. This ensures districts have timely access to the most current credential information for course planning and reporting for the upcoming academic year.

4. Who can submit a credential for review?

In South Carolina, school districts and career and technology centers may apply for an industry credential review for inclusion in the tiered credential system. The South Carolina Department of Education (SCDE) oversees this process to ensure that credentials align with state workforce priorities, employer demand, and career pathway opportunities.

The application must include:

- **Sponsorship from Local or Regional Employers** – The submitting district or center must provide documentation from businesses verifying that the credential supports employment, career advancement, or industry recognition.
- **Industry and Career Pathway Alignment** – The credential must align with an identified industry sector and career pathway, ensuring it meets state and national workforce standards.
- **Higher Education and Industry Endorsement (if applicable)** – In addition to employer sponsorship, postsecondary institutions may also support some credentials to confirm their value in advanced training and education.
- **Standardized Assessment Criteria** – The credential must meet established criteria, such as being nationally recognized, psychometrically sound, independently graded, and regularly reviewed for quality and relevance.

The application is submitted electronically to SCDE and must include all supporting documentation. A formal review process follows, where SCDE, SCDEW and industry representatives assess the credential's rigor, workforce demand, and alignment with South Carolina's economic and educational priorities.

5. How will South Carolina ensure that the credential list remains accurate and relevant over time?

To maintain the accuracy and workforce relevance of the credential list, South Carolina will implement an annual review process that engages industry leaders, educators, and workforce experts. This process ensures credentials reflect current hiring needs, industry standards, and career advancement opportunities.

The Technical Advisory Committees (TACs) will play a key role in this review. Each career cluster area will have a TAC composed of business and industry representatives, postsecondary institutions, and secondary career and technical education (CTE) leaders and instructors. These committees will:

- **Evaluate Credential Relevance** – TACs will review the credential list for their industry sector to determine which certifications remain valuable, which have gained importance, and which may no longer align with industry needs.
- **Make Recommendations for Tier Adjustments** – If a credential demonstrates strong employment outcomes, increased industry demand, and clear labor market alignment, it may be recommended for a higher tier. Conversely, if a credential declines in demand, it may be downgraded or removed from the approved list.
- **Strengthen Communication Between Industry and Education** – By engaging in this process, businesses gain awareness of approved credentials and can begin incorporating them into job postings. At the same time, educators receive direct insights from employers, ensuring that CTE programs align with real workforce demands.

Once TACs submit their recommendations, they will be reviewed annually by the South Carolina Department of Education (SCDE) and the Education Oversight Committee (EOC) for final approval. This structured process ensures that students earn industry-valued credentials that lead to meaningful employment and career growth, while also providing employers with a qualified, job-ready workforce.

Transitioning to the Tiered Credential System

6. What is changing in South Carolina's credentialing system?

South Carolina is transitioning to a three-tiered credentialing system to better align student industry credentials with workforce needs. **Beginning with students entering high school in the 2024-2025 school year**, career-ready status for CTE completers will be determined by earning a minimum of **three points** within this system.

The new credentialing structure classifies industry-recognized credentials into:

- **Tier 1 (Introductory, 1 Point):** Entry-level credentials earned early in a CTE program sequence.
- **Tier 2 (Intermediate, 2 Points):** Credentials requiring additional coursework, skills, or specialized knowledge.

- **Tier 3 (Career Ready, 3 Points):** High-rigor credentials that demonstrate career readiness and are recognized by employers for hiring or advancement.

While multiple career-ready pathways remain in place (see text box below), this update specifically impacts CTE completers, who must now earn credentials contributing to the three-point requirement for career-ready status.

Career Readiness Requirements

A student is deemed “career-ready” if the student meets one or more of the following criteria:

- Is a CTE completer and earns a national industry credential or a state industry credential as determined by the EOC following the advice and guidance of technical advisory committees composed of educators and members of the business community (see guidelines and additional information posted at <https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/>).
- Earns a Silver, Gold or Platinum National Career Readiness Certificate on the ACT WorkKeys exam or earns a Level 3 Credential or above on the WIN SC Career Ready Test (SCRT).
- Earns a scale score of 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB).
- Successfully completes a state-approved work-based learning exit evaluation from an employer. The work-based learning program must:
 - Include a training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
 - Include a WBL placement aligned to the student’s Individual Graduation Plan (IGP) career goal;
 - Include an industry evaluation that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate; and
 - The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.
- Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential <https://ed.sc.gov/districts-schools/special-education-services/programs-and-initiatives-p-i/sc-employability-credential/> according to their Individualized Education Plan (IEP).

Source: <https://eoc.sc.gov/educators>

7. How can students meet the career-ready requirement under the new system?

Under the new tiered credential system, students **must earn at least three points** through one of the following combinations:

- One Tier 3 credential aligned with their career cluster.
- A combination of one Tier 2 and one Tier 1 credential within the same career pathway.
- A Universal Credential (e.g., OSHA 10) paired with a Tier 2 or higher credential within the student's career cluster.

It is important to note that students cannot mix and match credentials from different career pathways to meet the requirement. Credentials must align with the student's designated program of study to count toward career-ready status.

8. What are universal credentials, and how do they fit into the system?

Universal credentials are certifications that demonstrate foundational workplace skills applicable across multiple industries. These credentials validate essential employability skills, technical knowledge, or safety competencies that enhance a student's workforce readiness regardless of their chosen career path.

Examples of universal credentials include:

- **Workplace Readiness & Soft Skills:** Microburst EmployABILITY, Career and Life Essentials, Leadership Essentials.
- **Safety & Technical Certifications:** OSHA 10, FAA Part 107 UAV License.
- **Business & Technology Readiness:** Express Employment Professionals Business Office Technology.

Universal credentials may fulfill the career-ready requirement when paired with a Tier 2 or Tier 3 credential in the student's career cluster.

9. What happens if a student earns a credential that is not on the approved list or outside their program of study?

Only credentials included in South Carolina's approved Tiered Credential List will count toward career-ready status in the SC Education Accountability System. Additionally, students must earn credentials that align with the career cluster and program of study they are enrolled in.

Students should work closely with their instructors and counselors to ensure they are pursuing recognized credentials that align with South Carolina's workforce priorities. Credentials that are not on the approved list or that are outside the student's designated career pathway will not count toward meeting career-ready requirements under the tiered credentialing system.

10. What does this change mean for students already in high school before the 2024-2025 school year?

Students who enrolled in high school **before the 2024-2025 school** year will continue to be evaluated under the previous credentialing system. They can achieve career-ready status by:

- Completing the required sequence of CTE courses within their program of study.
- Earning a Career Ready Credential from the state's approved secondary certification list.

These students will not be required to meet the new three-tiered point system but should work with their schools to understand how these changes may impact future opportunities.

11. How does this transition impact districts and CTE programs?

Districts and career and technical centers (CTCs) will need to:

- Ensure that CTE programs offer credentials that align with Tier 2 and Tier 3 classifications to support student success.
- Assist students in planning course sequences that allow them to earn a minimum of three points by graduation.
- Work with local businesses and industries to submit credentials for review and ensure alignment with workforce needs.
- Engage with Technical Advisory Committees (TACs) to stay informed about industry trends and credential relevance.

Districts and CTE leaders should evaluate existing programs to ensure students can access high-value credentials that meet the new requirements.

Clarification Notes:

- A bundle of Tier 1 credentials will not be considered career-ready.
- Only credentials from the state's approved list will count toward career-ready status in the accountability system.
- To be considered career-ready, a student's earned credentials must align with their designated program of study and career cluster. Credentials earned outside of the student's career cluster or program of study will not count toward career-ready status.

Example Stackable Credentials Leading to Career Ready Status

<i>Agriculture Cluster–Veterinary Science (School Example)</i>				
Course	Agriculture Science and Technology	Farm Animal Production	Small Animal Care	Introduction to Veterinary Science
Certification		Elanco Fundamentals of Animal Science Certification (3)	OSHA 10 General (1)	Elanco Veterinary Medical Applications Certification (3)

<i>Health Science Cluster–Pharmacy Tech (School Example)</i>				
Course	Health Science 1	Health Science 2	Medical Terminology	Pharmacology for Medical Careers
Certification		Healthcare Providers Basic Life Support (2) Stop the Bleed (1)	National Health Science Assessment (2)	Certified Pharmacy Technician (CPHT) (3)

<i>Manufacturing Cluster–Machine Technology</i>				
Course	Machine Tool Technology 1	Machine Tool Technology 2	Machine Tool Technology 3	Machine Tool Technology 4
Certification	-OSHA-10 (1) -Microburst (1) -SkillsUSA Career Essentials Certification (1)		NIMS(National Institute for Metalworking Skills) (3)	-Society of Manufacturing Engineers (SME) (3)

***Transportation, Distribution and Logistics Cluster–
Automotive Technology (District Example)***

Course	Automotive Technology 1	Automotive Technology 2	Automotive Technology 3	Automotive Technology 4 OR Transportation, Distribution and Logistics, work-based credit
Certification	-ASE: Student Certification – Brakes (2) -ASE: Auto Technology – Engine Repair (2) -S/P2 – Auto Technology (2) -S/P2 Ethics and You in the Automotive Industry 2) -ASE: Auto Technology – Engine Performance (2)	-Snap-on/NC3: 504 Multimeter Certification (2) -ASE: Auto Technology – Maintenance & Light Repair (2) -ASE: Auto Technology – Electrical/Electronic Systems (2)	-Snap-on/NC3: ShopKey Pro Service & Repair Information Level 1 (2) -ASE: Auto Technology – Heating & Air Conditioning (2) -ASE: Auto Technology – Suspension & Steering (2) -ASE: Auto Maintenance and Light Repair Certification Test (G1) (2) -Snap-on/NC3: ShopKey Pro & SureTrack Advanced Level 2 (2)	-Snap-on/NC3: Verus Edge Lab Scope Operation & Data Management (2) -Snap-on/NC3: Verus Edge Navigation & Scanner Operation (2)

Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
63	OSHA 10 General	1	https://www.osha.gov/training/outreach	Yes	2010	13,596	12,858	17745	16662	63,164
262	FAA Part 107 UAV License	1	https://www.faa.gov/sites/faa.gov/files/2020-08/FAA%20Part%20107%20UAV%20License%20-%20Exam%20Prep%20-%202020.pdf	No	2019	77	52	77	65	230
425	Skills USA Career Essentials Certification	1	https://www.careeressentials.org/certification	Yes	2020			4	4	4
427	Career and Life Essentials	1	https://www.softskillsaha.com/high-school-career-and-life-essentials	Yes	2021			302	252	302
428	Career Prep: A Virtual Career Guidance Center	1	Pending	Yes	2021					0
429	Soft Skills Pro-Industry Certificaion	1	https://www.softskillsaha.com/workforce-pro-industry-certification	Yes	2021	24	24	410	353	434
430	Leadership Essentials	1	https://higherlogicdownload.s3.amazonaws.com/leadership-essentials	Yes	2021			25	11	25
583	Critical Career Skills: Professional Communication	1	https://www.icevonline.com/career-skills	No	2025					0
A78	Express Employment Professionals Career Preparedness Certification	1	https://certiport.filecamp.com/s/i/rk	No	2017	7	7	75	42	202
A94	Microburst EmployABILITY Soft Skills Certification	1	https://www.microburstlearning.com	Yes	2017	9,599	8,474	10325	9254	40,478
Total Certifications Administered and Earned						23,303	21,415	18638	17389	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
AGR		Agriculture, Food and Natural Resources CLUSTER Enrollment					15,697				
AGR	34	Outdoor Power Equipment	3	Outdoor Power Equipment	Yes	2010 or earlier	2	1			53
AGR	228	EETC Principles of Small Engine Technology Certification	2	Principles of Small Engine Technology	Yes	2018	98	66	170	109	472
TRA	248	South Carolina Boater Education Certificate	2	https://www.boaterexam.com/usa/s	No	2019	37	37	78	73	189
AGR	260	Pesticide Applicators License	3	https://www.clemson.edu/public/re	Yes	2019	2	2			29
AGR	261	Veterinary Assistance Certification	3	https://kaduceus.com/high-school-c	Yes	2019	1	1			13
AGR	420	Ducks Unlimited Ecology Conservation and Management	2	Ducks Unlimited: Ecology Conservati	Yes	2020	60	55	163	125	308
AGR	421	Agricultural Mechanics and Technology	2	Agricultural Mechanics and Technolo	No	2020	14	10	22	21	59
AGR	422	Environmental and Natural Resources	2	Environmental and Natural Resource	No	2020	71	53	39	32	214
AGR	423	Horticulture	2	Introduction to Horticulture Course S	No	2020	31	17	74	65	117
AGR	424	Plant and Animal Systems	2	Agricultural and Biosystems Science	No	2020	102	94	86	67	249
AGR	431	NHJTCA Equine Management and Evaluation Certification	2	NHJTCA Equine Management & Eval	Yes	2021	29	27	48	43	77
AGR	432	Hunter Education	1	https://www.hunter-ed.com/southca	No	2021			1385	1314	1,385
AGR	447	American Meat Science Association (AMSA) Culinary Meat Selections &	3	https://www.icevonline.com/culinar	Yes	2021					0
AGR	454	Snap-on/NC3: Wheel Service and Alignment Certification	2	Battery, Starting, & Charging System	Yes	2021					0
AGR	503	YouScience Industry Certification: Veterinary Assistant I	2	https://www.youscience.com/wp-co	Yes	2023			12	12	12
AGR	504	YouScience Industry Certification: Veterinary Assistant II	3	https://www.youscience.com/wp-co	Yes	2023			2	2	2
AGR	577	NRCS Fundamentals of Conservation & sustainability in Agirculture	2	Fundamentals of Conservation & Sus	No	2024					0
AGR	A79	AMSA Food Safety and Science Certification	3	AMSA Food Safety and Science	Yes	2017	0	0	1	1	14
AGR	A80	BASF Plant Science Certification	3	BASF Plant Science Certification	Yes	2017	167	147	155	133	635
AGR	A81	Elanco Fundamentals of Animal Science Certification	3	Elanco Fundamentals of Animal Scier	Yes	2017	310	301	331	282	1,523
AGR	A82	Benz School of Floral Design-Principles of Floral Design Certification	2	Benz Principles of Floral Design	Yes	2017	24	24	16	16	60
AGR	A83	AMSA Meat Evaluation Certification	3	AMSA Meat Evaluation	Yes	2017	12	12	2	4	40
AGR	A84	NCLCA Principles of Livestock Selection & Evaluation Certification	2	NCLCA Principles of Livestock Selecti	Yes	2017	27	27	37	27	173
AGR	A85	Southwest Airlines Professional Communications Certification	1	Southwest Airlines Professional Com	No	2017	80	62	60	44	284
AGR	A86	Elanco Veterinary Medical Applications Certification	3	Elanco Veterinary Medical Applicatio	Yes	2017	246	244	321	311	1,000
Total Certs	25	Total Certifications Administered and Earned for the Cluster					447	363	3,004	2,679	

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ARC		Architecture and Construction CLUSTER Enrollment					6,976				
ARC	7	The American Welding Society (AWS)	3	Certified Welder Program - Pinnacle	Yes	2010 or earlier					0
ARC	17	EPA Section 608	3	https://www.acca.org/education/hvac-technician-assessment.pdf	Yes	Pre 2018	22	22	75	75	173
ARC	25	NCCER –HVAC Technician	3	https://www.nccer.org/media/2023/	Yes	Pre 2018	15	15	12	7	41
ARC	26	NCCER – Carpentry	3	https://www.nccer.org/media/2023/	Yes	Pre 2018	47	45	63	63	294
ARC	27	NCCER – Electricity	3	https://www.nccer.org/media/2023/	Yes	Pre 2018	29	29	55	45	172
ARC	29	NCCER – Masonry	3	https://www.nccer.org/media/2023/	Yes	Pre 2018	6	6	2	2	28
ARC	30	NCCER – Plumbing	3	https://www.nccer.org/media/2023/	Yes	Pre 2018	2	2	1	1	4
ARC	46	HVAC Excellence	3	https://www.escogroup.org/certification	Yes	Pre 2018	13	13			18
ARC	56	NCCER – Core	1	Core - NCCER	Yes	2006	426	397	586	541	2143
ARC	58	NCCER – NCCT National Construction Career Test	3	Pending	Yes	2008	2	2	1	1	12
ARC	146	NATE – Air Conditioning	3	https://natex.org/wp-content/uploads/2018/01/NATE-Certification-Program-Guide-2018.pdf	Yes	2018	0	0			4
ARC	230	Forklift Operator	1	https://www.certifyme.net/forklift-certification	Yes	2018					0
ARC	240	NOCTI: HBI-Home Builders Institute Student Certification	3	https://www.nocti.org/wp-content/uploads/2018/01/NOCTI-HBI-Home-Builders-Institute-Student-Certification.pdf	Yes	2018	0	0	13	2	16
ARC	259	PV101 (Photovoltaic 101)	2	https://coursecatalog.nabcep.org/courses/pv101	No	2019	13	13			18
ARC	325	CTECS: Building Construction	2	https://ed.sc.gov/instruction/career-education/career-education	No	2020	52	25	70	31	180
ARC	326	CTECS: Carpentry	2	https://ed.sc.gov/instruction/career-education/career-education	No	2020	21	11	9	1	40
ARC	327	CTECS: Electricity	2	https://ed.sc.gov/instruction/career-education/career-education	No	2020	26	17	39	14	92
ARC	328	CTECS: HVAC Technology	2	https://ed.sc.gov/instruction/career-education/career-education	No	2020	0	0			6
ARC	329	CTECS: Masonry	2	https://ed.sc.gov/instruction/career-education/career-education	No	2020	0	0	2	0	7
ARC	330	CTECS: Architectural Design	2	https://ed.sc.gov/instruction/career-education/career-education	No	2020	1	1	31	17	32
ARC	331	CTECS: Mechanical Design	2	https://ed.sc.gov/instruction/career-education/career-education	No	2020	10	6	33	24	66
ARC	352	Level 1: Fundamentals Electricity	2	Festo-Certification-Program-Guide_E	No	2020					0
ARC	353	Level 1: Fundamentals Mechanical Systems	2	FD-1068-Certification-Program-Guide	No	2020					0
ARC	354	Level 1: Fundamentals Fluid Power-Hydraulics	2	Festo-Certification-Program-Guide_F	No	2020					0
ARC	355	Level 1: Fundamentals Industry 4.0	2	Festo-Certification-Program-Guide_I	No	2020					0
ARC	356	Snap-on/NC3: Precision Measurement Certification	1	https://nc3.net/wp-content/uploads/2020/01/NC3-Precision-Measurement-Certification.pdf	No	2020					0
ARC	362	YouScience Industry Certification: CAD Architectural Design I	2	https://www.youscience.com/wp-content/uploads/2020/01/YouScience-Industry-Certification-CAD-Architectural-Design-I.pdf	No	2020	0	0	9	5	9
ARC	363	YouScience Industry Certification: CAD Architectural Design II	2	https://www.youscience.com/wp-content/uploads/2020/01/YouScience-Industry-Certification-CAD-Architectural-Design-II.pdf	No	2020					0
ARC	364	YouScience Industry Certification: CAD Architectural Design III	2	https://www.youscience.com/wp-content/uploads/2020/01/YouScience-Industry-Certification-CAD-Architectural-Design-III.pdf	No	2020					0
ARC	365	YouScience Industry Certification: CAD Mechanical Design I	2	https://www.youscience.com/wp-content/uploads/2020/01/YouScience-Industry-Certification-CAD-Mechanical-Design-I.pdf	No	2020	89	66	168	130	260
ARC	366	YouScience Industry Certification: CAD Mechanical Design II	2	https://www.youscience.com/wp-content/uploads/2020/01/YouScience-Industry-Certification-CAD-Mechanical-Design-II.pdf	No	2020	1	1			1
ARC	367	YouScience Industry Certification: CAD Mechanical Design III	2	https://www.youscience.com/wp-content/uploads/2020/01/YouScience-Industry-Certification-CAD-Mechanical-Design-III.pdf	No	2020					0
ARC	465	HBAA Residential Construction Skills Certification	3	HBAA Residential Construction Skills	Yes	2022	0	0			0
ARC	579	AWS B2.1-6010/7018 Pipe	2	https://aws-p-001-delivery.sitecorecontenthub.com/~/media/Assets/2024/01/AWS-B2.1-6010-7018-Pipe-Certification.pdf	Yes	2024					0
ARC	580	AWS B2.1 ER-7056 Root 7018	2	https://aws-p-001-delivery.sitecorecontenthub.com/~/media/Assets/2024/01/AWS-B2.1-ER-7056-Root-7018-Certification.pdf	Yes	2024					0
Total Certs	35	Total Certifications Administered and Earned for the Cluster					775	671	1169	959	

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ART		Arts, Audio-Video Technology and Communications CLUSTER Enrollment					7,856				
ART	72	Fashion, Textiles, and Apparel	3	https://higherlogicdownload.s3.amazonaws.com/youscience/2010-2011/Fashion%20Textiles%20and%20Apparel.pdf	Yes	2010	6	5	7	7	17
ART	73	Interior Design Fundamentals	3	https://higherlogicdownload.s3.amazonaws.com/youscience/2010-2011/Interior%20Design%20Fundamentals.pdf	Yes	2010	0	0	4	4	7
ART	80	Adobe Certified Associate – Visual Design using Adobe Photoshop	2	https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Associate%20-%20Visual%20Design%20using%20Adobe%20Photoshop.pdf	Yes	2011	541	351	874	587	1942
ART	81	Adobe Certified Professional – Web Communication with Adobe Dreamweaver	2	https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Web%20Communication%20with%20Adobe%20Dreamweaver.pdf	Yes	2011	0	0	16	10	42
ART	83	Adobe Certified Professional – Video Communication with Adobe Premiere Pro	2	https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Video%20Communication%20with%20Adobe%20Premiere%20Pro.pdf	Yes	2011	70	64	110	106	288
ART	227	Certified Technology Specialist (CTS)	3	https://www.avixa.org/certification-cts/	Yes	2018	1	1			1
ART	312	Flexography First Operator Certification FTA1	3	https://www.flexography.org/trainin	Yes	2018	7	7	8	8	44
ART	313	YouScience Industry Certification: Commercial Art 2	1	https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Commercial-Art-2.pdf	No	2019	5	5	32	32	42
ART	314	YouScience Industry Certification: Digital Print Design	2	https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Digital-Print-Design.pdf	No	2019	14	13	95	85	98
ART	316	YouScience Industry Certification: Commercial Photography 1	2	https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Commercial-Photography-1.pdf	No	2019	20	20	113	89	109
ART	317	YouScience Industry Certification: Digital Media 2	2	https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Digital-Media-2.pdf	No	2019	48	40	173	103	190
ART	318	YouScience Industry Certification: Digital Media, Advanced	2	https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Digital-Media-Advanced.pdf	Yes	2019	8	8			16
ART	319	YouScience Industry Certification: Advanced Digital Media	2	https://www.youscience.com/wp-content/uploads/2019/03/YouScience-Industry-Certification-Advanced-Digital-Media.pdf	No	2019	0	0	10	10	16
ART	357	AutoDesk: Auto CAD	2	https://certiport.filecamp.com/s/PP3/AutoCAD.pdf	No	2020	34	34	25	25	69
ART	358	AutoDesk: Inventor	2	https://certiport.filecamp.com/s/8CJ/Inventor.pdf	No	2020	0	0	16	16	17
ART	359	AutoDesk Maya	2	https://certiport.filecamp.com/s/PP3/Maya.pdf	No	2020					0
ART	372	YouScience Industry Certification: 3D Animation	2	https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-3D-Animation.pdf	No	2020	34	8	37	17	25
ART	373	YouScience Industry Certification: Sports and Outdoor Product Design I	1	https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Sports-and-Outdoor-Product-Design-I.pdf	No	2020					0
ART	374	YouScience Industry Certification: Sports and Outdoor Product Design II	2	https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Sports-and-Outdoor-Product-Design-II.pdf	No	2020					0
ART	375	YouScience Industry Certification: Television Broadcasting I	2	https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Television-Broadcasting-I.pdf	No	2020	0	0	88	65	65
ART	376	YouScience Industry Certification: Television Broadcasting II	2	https://www.youscience.com/wp-content/uploads/2020/03/YouScience-Industry-Certification-Television-Broadcasting-II.pdf	No	2020					
ART	460	Adobe Certified Professional (ACP) Using Adobe Animate	2	https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Using%20Adobe%20Animate.pdf	Yes	2021	112	44	255	92	180
ART	461	Adobe Certified Professional (ACP) Visual Effects & Motion Graphics Using Adobe	2	https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Visual%20Effects%20and%20Motion%20Graphics%20Using%20Adobe.pdf	Yes	2021	18	17	53	47	83
ART	462	Adobe Certified Professional Video Design Specialist	3	https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Video%20Design%20Specialist.pdf	Yes	2021	16	16	17	17	38
ART	463	Adobe Certified Professional Visual Design Specialist (ACP-VDS)=Photoshop	2	https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Visual%20Design%20Specialist%20-%20Photoshop.pdf	Yes	2021	38	38	62	62	110
ART	464	Adobe Certified Professional Web Design Specialist (ACP-WD)	2	https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Web%20Design%20Specialist.pdf	Yes	2021	0	0	6	6	6
ART	505	AutoDesk Certified Professional in AutoCAD for Design and Drafting	3	https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesklearning/2023/03/01/autodesk-certified-professional-in-autocad-for-design-and-drafting.pdf	Yes	2023			1	1	1
ART	506	AutoDesk Certified Professional in Civil 3D for Infrastructural Design	3	https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesklearning/2023/03/01/autodesk-certified-professional-in-civil-3d-for-infrastructural-design.pdf	Yes	2023					0
ART	507	AutoDesk Certified Professional in Revit for Architectural Design	3	https://certiport.filecamp.com/s/mH/Revit%20for%20Architectural%20Design.pdf	Yes	2023					0
ART	508	AutoDesk Certified Professional in Revit for Electrical Design	3	https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesklearning/2023/03/01/autodesk-certified-professional-in-revit-for-electrical-design.pdf	Yes	2023					0
ART	509	AutoDesk Certified Professional in Revit for Mechanical Design	3	https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesklearning/2023/03/01/autodesk-certified-professional-in-revit-for-mechanical-design.pdf	Yes	2023					0
ART	510	AutoDesk Certified Professional in Revit for Structural Design	3	https://damassets.autodesk.net/content/dam/autodesk/content/user/autodesklearning/2023/03/01/autodesk-certified-professional-in-revit-for-structural-design.pdf	Yes	2023					0
ART	511	AutoDesk Certified User: 3DS Max	2	https://certiport.filecamp.com/s/AC/AutoCAD%20Certified%20User%20-%203DS%20Max.pdf	No	2023					0
ART	512	AutoDesk Certified User: Fusion 360	2	https://certiport.filecamp.com/s/i/Fusion%20360.pdf	No	2023			37	22	22
ART	513	AutoDesk Certified User: Revit Architecture	2	https://certiport.filecamp.com/s/i/Revit%20Architecture.pdf	No	2023			36	34	34
ART	584	TOSA Autodesk AutoCAD Certification Exam	3	Tosa Autodesk AutoCAD® skills certification exam	Yes	2025					0
ART	A39	Adobe Certified Professional – Print & Digital Media Publication with Adobe InDesign	2	https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Print%20and%20Digital%20Media%20Publication%20with%20Adobe%20InDesign.pdf	Yes	2014	125	28	173	105	422
ART	A40	Adobe Certified Professional – Graphic Design & Illustration with Adobe Illustrator	2	https://certiport.filecamp.com/s/AC/Adobe%20Certified%20Professional%20-%20Graphic%20Design%20and%20Illustration%20with%20Adobe%20Illustrator.pdf	Yes	2014	184	126	173	130	577
Total Certs	38	Total Certifications Administered and Earned for the Cluster					1,281	699	2,248	1,550	

Cstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
BUS		Business Management and Administration CLUSTER Enrollment					24,355				
BUS	19	IC 3 (Internet and Computer Core Certification)	1	https://certiport.pearsonvue.com/C	Yes	2010 or earlier	6	5	564	277	584
ART	80	Adobe Certified Associate – Visual Communication with Adobe	2	https://certiport.filecamp.com/s/d/A	Yes	2011	63	33	98	68	1,446
ART	81	Adobe Certified Associate – Web Communication with Adobe	2	https://certiport.filecamp.com/s/AC	Yes	2011	0	0			111
BUS	158	QuickBooks Certified User	3	https://certiport.filecamp.com/s/i/In	Yes	2018	2	1	9	8	22
BUS	168	Entrepreneurship and Small Business Certification	2	https://certiport.filecamp.com/s/i/E	No	2015	130	90	216	137	696
BUS	307	CIW Ecommerce Service Specialist	2	https://ciwcertified.com/wp-content	No	2023					0
BUS	315	YouScience Industry Certification: Desktop Publishing 1	1	https://www.youscience.com/wp-co	No	2019	125	85	245	118	370
BUS	332	CTECS: Administrative Services	2	https://ed.sc.gov/instruction/career-	No	2020	4	0	2	1	16
BUS	333	CTECS: Business Information Management	2	https://ed.sc.gov/instruction/career-	No	2020	15	6	85	20	121
BUS	334	CTECS: General Management	2	https://www.ed.sc.gov/instruction/c	No	2020	51	30	81	51	186
BUS	335	CTECS: Human Resource Management	2	https://ed.sc.gov/instruction/career-	No	2020	3	3	7	7	10
BUS	336	CTECS: Operations Management	2	https://ed.sc.gov/instruction/career-	No	2020	3	1			3
BUS	349	YouScience Industry Certification: Business Leadership I	1	https://www.youscience.com/wp-co	No	2020	6	3			6
BUS	377	YouScience Industry Certification: Accounting I	1	https://www.youscience.com/wp-co	No	2020	63	56	16	10	118
BUS	379	YouScience Industry Certification: Business Communications I	1	https://www.youscience.com/wp-co	No	2020	139	93	133	87	281
BUS	380	YouScience Industry Certification: Business Management	1	https://www.youscience.com/wp-co	No	2020	25	10	8	8	60
BUS	381	YouScience Industry Certification: Digital Business Applications	1	https://www.youscience.com/wp-co	No	2020	8	0	95	57	103
BUS	382	YouScience Industry Certification: Exploring Business & Marketing	1	https://www.youscience.com/wp-co	No	2020	0	0	198	150	251
BUS	383	YouScience Industry Certification: General Financial Literacy	1	https://www.youscience.com/wp-co	No	2020	176	161	22	18	202
BUS	384	YouScience Industry Certification: Personal Financial Responsibility	1	https://www.youscience.com/wp-co	No	2020	55	39	7	4	163
BUS	414	YouScience Industry Certification: Desktop Publishing 2	2	https://www.youscience.com/wp-co	No	2020	18	18	1	1	19
BUS	434	PMI Project Management Ready	2	Certiport - Marketing Resource Libra	Yes	2021	0	0	2	2	2
BUS	435	MOS: Microsoft Office Access Expert 2019	2	https://arch-center.azureedge.net/L	Yes	2021	0	0	1	1	1
BUS	436	MOS: Microsoft Office Excel Associate 2019	2	https://arch-center.azureedge.net/L	Yes	2021	0	0	38	9	39
BUS	437	MOS: Microsoft Office PowerPoint Associate 2019	2	https://arch-center.azureedge.net/L	Yes	2021	2	0	140	57	143
BUS	438	MOS: Microsoft Office Word Associate 2019	2	https://arch-center.azureedge.net/L	Yes	2021	0	0	124	46	125
BUS	439	MOS: Microsoft Office Word Expert 2019	2	https://arch-center.azureedge.net/L	Yes	2021	0	0	4	2	4
BUS	440	Microsoft 365 Certified TEAMS Administrator Associate	3	https://learn.microsoft.com/en-us/c	Yes	2020	2	2	2	1	6
BUS	442	TOSA DigComp	2	https://static.tosa.org/tosaorg_1/pd	Yes	2021	1	1			1
BUS	444	TOSA Illustrator	2	https://static.tosa.org/tosaorg_1/pd	Yes	2021	8	8	19	19	27
BUS	445	TOSA Photoshop	2	https://static.tosa.org/tosaorg_1/pd	Yes	2021	10	10	9	9	19
BUS	519	TOSA CyberCitizen	2	https://static.tosa.org/tosaorg_1/pd	Yes	2023					0
BUS	520	TOSA-Google Docs	2	https://static.tosa.org/tosaorg_1/pd	Yes	2023					0
BUS	521	TOSA-Google Sheets	2	https://static.tosa.org/tosaorg_1/pd	Yes	2023					0
BUS	522	TOSA-Google Slides	2	https://static.tosa.org/tosaorg_1/pd	Yes	2023					0
BUS	523	TOSA PowerPoint 2019	2	https://static.tosa.org/tosaorg_1/pd	Yes	2023			4	1	4
BUS	524	TOSA VBA Excel 2019	2	https://static.tosa.org/tosaorg_1/pd	Yes	2023					0
BUS	525	TOSA Word 2019	2	https://static.tosa.org/tosaorg_1/pd	Yes	2023			5	0	5
BUS	536	YouScience Industry Certification: Business Law	1	https://www.youscience.com/wp-co	No	2023					0
BUS	537	YouScience Industry Certification: Entrepreneurship	1	https://www.youscience.com/wp-co	No	2023			323	238	323
BUS	539	CIW Multimedia Specialist Exam Objective	2	https://ciwcertified.com/wp-content	Yes	2023					0
BUS	585	TOSA Microsoft Excel	2	https://www.tosa.org/EN/microsoft-	Yes	2025					0
ART	A39	Adobe Certified Associate – Print & Digital Media Publication with	2	https://certiport.filecamp.com/s/i/In	Yes	2014	20	3	77	43	455
ART	A40	Adobe Certified Associate – Graphic Design & Illustration with	2	https://certiport.filecamp.com/s/AC	Yes	2014	10	4	19	1	459
BUS	A77	Express Employment Professionals Business Office Technology	2	Express Employment Professionals -	No	2017	6	6			19
AGR	A85	Southwest Airlines Professional Communications Certification	1	Southwest Airlines Professional Con	No	2017	5	5	9	8	115

Clstr 1	Cert ID <i>(SRPG)</i>	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
Total Certs	46	Total Certifications Administered and Earned for the Cluster					935	668	2,554	1,451	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
EDU		Education and Training CLUSTER Enrollment					4,811				
EDU	40	American Red Cross-Babysitting	1	https://www.redcross.org	No	2010 or earlier	31	29	31	31	62
HLTH	44	First Aid/CPR/AED	2	https://www.heart.org/	No	2010 or earlier	66	66	74	74	13,888
EDU	49	ServSafe Food Handler	1	https://servsafe.com	Yes	2010 or earlier	31	31	60	60	124
EDU	59	South Carolina Early Childhood Credential	3	https://scendeavors.org/professiona	Yes	2008	1	1	21	21	138
EDU	67	Early Childhood Education	3	https://www.aafcs.org/credentialing	Yes	2010	39	22	59	27	410
EDU	70	Education Fundamentals	2	https://www.aafcs.org/credentialing	Yes	2010	3	2	5	2	48
EDU	267	SC 15-Hour Health and Safety Pre-Service Certificate	3	https://scendeavors.org/	Yes	2019	174	149	223	220	650
EDU	268	Praxis Core	3	https://www.ets.org/praxis/sc/test-t	Yes	2019	13	13	1	1	19
EDU	385	YouScience Industry Certification Exams: Child Develop	2	www.youscience.com	No	2021	20	20	54	45	84
HLTH	418	First Aid	2	https://www.redcross.org	No	2020	0	0	1	1	188
EDU	A17	ParaPro Assessment	3	https://www.ets.org/parapro.html	Yes	2012	21	21	27	18	74
EDU	A64	Advanced Child Care Training	1	https://www.redcross.org	Yes	2015	5	5	18	18	37
Total Certs	12	Total Certifications Administered and Earned for the Cluster					404	359	574	518	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
FIN		Finance CLUSTER Enrollment					16,200				
BUS	158	QuickBooks Certified User	3	https://certipoint.filecamp.com/s/i/Intuit_Online_OD_1123.pdf	Yes	2017	18	10	60	44	89
FIN	246	SC Property and Casualty Producer License	3	https://www.pearsonvue.com/us/en/sc/insurance.html	Yes	2018					
FIN	322	Center for Financial Responsibility Personal Financial Literacy	1	Center for Financial Responsibility: Personal Financial Literacy	No	2020	46	24	310	289	367
FIN	337	CTECS: Accounting	2	https://ed.sc.gov/sites/scdoe/assets/2023-SCAccounting-2.pdf	No	2020	14	13	17	11	55
FIN	338	CTECS: Business Finance	2	https://ed.sc.gov/instruction/career-and-technical-education/pr	No	2020	27	1	30	2	70
BUS	349	YouScience Industry Certification: Business	1	https://www.youscience.com/wp-content/uploads/2024/07/Bu	No	2020	3	0			3
BUS	377	YouScience Industry Certification: Accounting I	1	https://www.youscience.com/wp-content/uploads/2024/07/Ac	No	2020	11	11	90	63	140
FIN	378	YouScience Industry Certification: Accounting II	2	https://www.youscience.com/wp-content/uploads/2024/07/Ac	No	2020	0	0	4	4	14
BUS	379	YouScience Industry Certification: Business	1	https://www.youscience.com/wp-content/uploads/2024/07/Bu	No	2021	3	2			12
BUS	382	YouScience Industry Certification: Exploring	1	https://www.youscience.com/wp-content/uploads/2024/07/Ex	No	2020					53
BUS	383	YouScience Industry Certification: General Financial	1	https://www.youscience.com/wp-content/uploads/2024/07/Ge	No	2020	0	0	445	298	449
BUS	384	YouScience Industry Certification: Personal	1	https://www.youscience.com/wp-content/uploads/2024/07/Pe	No	2021	0	0	450	291	551
FIN	387	YouScience Industry Certification: Banking and Finance	1	https://www.youscience.com/wp-content/uploads/2024/07/Ba	No	2021	5	5	42	7	48
BUS	435	MOS: Microsoft Office Access Expert 2019	2	https://arch-center.azureedge.net/Learning/Credentials/exam-n	Yes	2021	0	0			0
BUS	436	MOS: Microsoft Office Excel Associate 2019	2	https://arch-center.azureedge.net/Learning/Credentials/microso	Yes	2021	0	0	1	0	2
FIN	517	Intuit Certified Bookkeeping Professional	2	ertipoint.filecamp.com/s/i/Intuit_Bookkeeper_OD_0123.p	Yes	2023					0
FIN	558	Bloomberg 101 Market Concepts Certification	3	https://www.bloomberg.com/professional/products/bloomberg	Yes	2024					0
FIN	585	TOSA Microsoft Excel	2	https://www.tosa.org/EN/microsoft-excel-certification?sbj_id=3	Yes	2025					0
FIN	586	Intuit Personal Finance	1	https://certipoint.filecamp.com/s/i/Intuit_Personal_Finance_OD	No	2025					0
FIN	A10	WISE – Financial Literacy Certification Program (FLC)	1	https://www.wise-nv.org/programs-services/financial-literacy/fi	No	2012	258	228	779	392	10,561
FIN	A30	Financial Literacy	1	https://everfi.com/courses/k-12/financial-literacy-high-school/	No	2014	1,598	1,252	1435	1253	7,404
AGR	A85	Southwest Airlines Professional Communications	1	https://www.icevonline.com/professional-communications	No	2017	0	0			144
Total Certs	27	Total Certifications Administered and Earned for the Cluster					1,983	1,546	1,449	1,009	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
GOV		Government and PA CLUSTER Enrollment					22				
GOV	349	YouScience Industry Certification by YouScience: Busine	1	https://www.youscience.com/	No	2020	100	6			100
GOV	350	YouScience Industry Certification: Business Leadership	2	https://www.youscience.com/	No	2020					0
GOV	434	PMI Project Management Ready	2	Certiport - Marketing Resource	Yes	2021					0
GOV	618	NOCTI-JROTC Leadership and Employability Skills	1	https://www.nocti.org/wp-con	No	2025					0
LAW	A70	National Incident Management System Certification	3	https://training.fema.gov/nims	Yes	2016	0	0			632
Total Certs	3	Total Certifications Administered and Earned for the Cluster					100	6	0	0	

Cistr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
HLTH		Health Science CLUSTER Enrollment					32,305				
HLTH	12	Certified Nurse Aide (CNA)	3	South Carolina Nurse Aide Certification	Yes	2010 or earlier	800	740	641	596	4,743
HLTH	15	Emergency Medical Technician (EMT) Certification	3	https://www.nremt.org/EMT/Certification	Yes	2010 or earlier	22	22	44	41	139
HLTH	18	First Responder Certification	2	https://his.com	Yes	2010 or earlier	41	41	42	33	541
HLTH	24	National Health Science Certificate (NHSC)	2	https://healthscienceconsortium.org	Yes	2010 or earlier	1,333	775	1357	850	7,730
HLTH	35	Certified Pharmacy Technician (CPHT)	3	https://www.ptcb.org/	Yes	2010 or earlier	100	76	86	55	379
HLTH	44	First Aid/CPR/AED	2	https://www.redcross.org	No	2010 or earlier	2,445	2,375	2733	2693	18,926
HLTH	51	Certified EKG Technician (CET)	3	https://www.nhanow.com	Yes	2010 or earlier	144	131	249	206	642
HLTH	52	Certified Phlebotomy Technician	3	American Society of Phlebotomy Technicians	Yes	2010 or earlier	31	29	46	41	171
HLTH	166	Certified Clinical Medical Assistant	3	https://www.nhanow.com	Yes	2018	96	76	182	168	388
HLTH	215	Biotechnician Assistant Credentialing Exam (BACE)	3	https://biotility.research.ufl.edu/bace	Yes	2018	0	0			67
HLTH	251	Direct Support Professional	3	https://nadsp.org/services/certification	Yes	2019	14	14	17	17	64
HLTH	263	Sudden Cardiac Arrest	2	https://nfhslearn.com/courses/sudden-cardiac-arrest	No	2019	626	604	650	623	1,985
HLTH	264	Sports Nutrition Certificate	2	https://nfhs.org/	No	2019	482	450	601	548	1,653
HLTH	265	Certified Personal Trainer Certification	3	https://www.acsm.org/certification/	Yes	2019	0	0			19
HLTH	266	Physical Therapy Aide Yes	3	https://www.amcaexams.com/wp-content/uploads/2019/01/PTA-Certification-Exam-Outline-2019.pdf	Yes	2019	38	26	44	34	110
HLTH	399	YouScience Industry Certification: Exercise Science and Sports Medicine	2	www.youscience.com	No	2020	47	7	39	19	111
HLTH	400	YouScience Industry Certification: Health Science Fundamentals	2	www.youscience.com	No	2020	73	41	60	44	228
HLTH	401	YouScience Industry Certification: Medical Anatomy and Physiology	2	www.youscience.com	No	2020	3	2	13	5	25
HLTH	406	YouScience Industry Certification: Medical Forensics	2	www.youscience.com	No	2020	46	43	104	81	191
HLTH	407	YouScience Industry Certification: Medical Terminology	2	www.youscience.com	No	2020	59	29	198	119	268
HLTH	418	First Aid	2	https://www.redcross.org	No	2021	311	311	339	329	837
HLTH	446	Stop the Bleed	1	https://www.stopthebleed.org	Yes	2021	1,364	1,345	3131	3073	5,119
HLTH	466	First Aide for Severe Trauma (FAST)	2	https://www.redcross.org/take-a-class	Yes	2022	22	22	58	50	80
HLTH	467	Health Insurance Portability and Accountability Act - HIPAA	2	https://www.hipaatraining.com/	Yes	2022	168	167	483	413	651
HUM	471	Teen Mental Health First Aid (tMHFA)	2	https://www.mentalhealthfirstaid.org/	No	2022					0
HLTH	551	Protecting Human Research Participants	1	What You'll Learn PHRP Training	No	2023					0
HLTH	552	Crisis Preventive Training	2	Nonviolent Crisis Intervention CPI Training	No	2023					0
HLTH	561	CEVO 5 Online	2	https://coachingsystems.com/products/cevo-5	No	2024					0
HLTH	562	Stretching and Flexibility Coach	2	https://www.nasm.org/continuing-education	No	2024					0
HLTH	A50	Heads Up: Concussion in Youth Sports	1	https://nfhslearn.com	No	2014	763	754	926	897	3,389
HLTH	A51	Paid Feeding Assistants	2	https://www.scdhhs.gov/	No	2014	26	26	93	93	426
HLTH	A60	Heat Illness Prevention	1	https://nfhslearn.com/courses/heat-illness-prevention	No	2015	812	777	1134	1062	3,848
HLTH	A66	Certified Patient Care Technician (CPCT)	3	https://www.nhanow.com	Yes	2016	109	105	123	114	515
HLTH	A68	Community Emergency Response Team (CERT)	2	https://www.fema.gov/emergency-preparedness-response-recovery	No	2016	2	2	32	32	53
HLTH	A73	Certified Medical Administrative Assistant	3	https://www.nhanow.com	Yes	2017	32	26	47	40	128
HLTH	A74	Certified Medical Billing and Coding Specialist (CBCS)	3	https://www.nhanow.com	Yes	2017	7	7	15	15	47
HLTH	A75	Certified Electronic Health Records Specialist	3	https://www.nhanow.com	Yes	2017	0	0	1	0	2
HLTH	A93	Healthcare Providers Basic Life Support (BLS)	2	https://cpr.heart.org	Yes	2017	4,591	4,504	5248	5157	24,503
Total Certs	42	Total Certifications Administered and Earned for the Cluster					42,314	9,016	13472	12,276	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018	
HOSP		Hospitality and Tourism CLUSTER Enrollment					8,242					
HOSP	37	ProStart	3	South Carolina ProStart Program N	Yes	2010 or earlier	157	119	264	172	1,257	
HOSP	49	ServSafe® Food Handler	1	https://www.servsafe.com/access/SS	Yes	2010 or earlier	2,694	2,539	3293	3087	14,152	
HOSP	69	Culinary Arts	2	https://higherlogicdownload.s3.am	Yes	2010	27	13	20	16	157	
HOSP	207	Guest Service Gold® Making Connections	3	Pending	Yes	2018	0	0	17	16	17	
HOSP	208	Guest Service Gold® Golden Opportunities	3	Guest Service Gold®: Golden Opport	Yes	2018	0	0	1	1	1	
HOSP	209	Guest Service Gold®: Tourism	3	Resource Type: certification-exam, To	Yes	2018	13	12	35	33	49	
HOSP	210	Certified Guest Service Professional	3	https://shopahlei.servsafebrands.com	Yes	2018	0	0	15	15	22	
HOSP	269	Certified Culinarian® (CC®)	3	https://123ce.com/acf-certification/	Yes	2019	0	0			6	
HOSP	339	CTECS: Baking and Pastry	2	https://ed.sc.gov/sites/scdoe/assets	No	2020					1	
HOSP	360	HACCP (Hazard Analysis Critical Control Point)	3	HACCP Certification & Online Compli	Yes	2020					0	
HOSP	361	Food Manager Certification	3	Food Protection Manager Certificatio	Yes	2020					0	
HOSP	415	YouScience Industry Certification: Event Planning &	2	https://www.youscience.com/wp-co	No	2020	0	0	2	0	2	
HOSP	416	YouScience Industry Certification: Lodging & Recreation	2	https://www.youscience.com/wp-co	No	2020	1	1			2	
HOSP	417	YouScience Industry Certification: Hospitality & Tourism	2	https://www.youscience.com/wp-co	No	2020	75	29	67	51	145	
HOSP	426	Certified Fundamentals Pastry Cook™ (CFPC™)	3	https://123ce.com/acf-certification/	No	2020	2	2			3	
HOSP	447	AMSA Culinary Meat Selection & Cookery Certification	3	https://www.icevonline.com/culinar	Yes	2021	4	4			4	
HOSP	468	Hospitality and Tourism Specialist (HTS) Credential	3	https://shopahlei.servsafebrands.com	Yes	2022	0	0			0	
HOSP	537	YouScience Industry Certification: Entrepreneurship	1	https://www.youscience.com/wp-co	No	2023			2	2	2	
HOSP	A14	Skills, Tasks, and Results Training (START) Certification	3	https://ahlei.servsafebrands.com/acf	Yes	2012	0	0	33	19	35	
HOSP	A15	ServSafe® Manager	3	https://www.servsafe.com/ServSafe	Yes	2012	431	332	401	328	1,996	
HOSP	A43	ACF Retail Commercial Baking	3	https://www.nocti.org/wp-content/u	Yes	2014	11	3	2	2	15	
HOSP	A71	S/P2 – Culinary Arts	2	https://store.certus.com/S-P2-Culina	No	2016	8	8	2	2	87	
AGR	A79	AMSA Food Safety and Science Certification	3	amsa_culinary_brochure-partnerflye	Yes	2017	0	0	16	16	29	
HOSP	A8	Secondary Culinary Graduate	3	https://www.acfchefs.org/ACF/Educa	Yes	2012	1	1			3	
AGR	A83	AMSA Meat Evaluation Certification	3	amsa_meatevaluation_brochure.pdf	Yes	2017			5	3	31	
HOSP	A9	Certified Fundamentals Cook® (CFC®)	3	https://www.nocti.org/wp-content/u	Yes	2012	11	11	11	11	22	
Total Certs	26	Total Certifications Administered and Earned for the Cluster					584	416	4,186	3,774		

Clsr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved (Phase out 2027)	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
HUM		Human Services/Family and Consumer Sciences CLUSTER Enrollment					14,066				
HUM	39	South Carolina Cosmetology License	3	https://www.llr.sc.gov/cosmo/exam/	Yes	2010 or earlier	349	294	458	394	2314
HUM	40	American Red Cross-Babysitting	1	https://www.redcross.org/take-a-cla	No	2010 or earlier	0	0	103	92	103
HLTH	44	First Aid/CPR/AED	2	https://www.redcross.org/content/g	No	2010 or earlier	202	201	119	118	14,069
HOSP	49	ServSafe® Food Handler	1	https://www.servsafe.com/ServSafe-	Yes	2010 or earlier	398	373	469	450	9,032
HUM	55	South Carolina Nail Technician License	3	https://llr.sc.gov/cosmo/exam/NAIIS	Yes	2010 or earlier	38	38	31	30	290
HUM	66	Broad Field Family and Consumer Sciences	3	Broad Field Family and Consumer Sci	Yes	2010	49	30	67	38	146
HUM	68	Personal and Family Finance	3	https://higherlogicdownload.s3.ama	Yes	2010	1	1	3	2	7
ART	72	Fashion, Textiles, and Apparel	3	https://higherlogicdownload.s3.ama	Yes	2010					8
ART	73	Interior Design Fundamentals	3	https://higherlogicdownload.s3.ama	Yes	2011					9
HUM	74	Nutrition, Food, and Wellness	3	https://higherlogicdownload.s3.ama	Yes	2010	0	0	3	2	14
ART	80	Adobe Certified Professional (ACP) – Visual Design using Photoshop	2	https://certipoint.filecamp.com/s/AC	Yes	2011			12	6	1297
HLTH	264	Sports Nutrition Certificate	2	https://nfhslearn.com/courses/sport	No	2019	0	0	2	2	572
EDU	267	SC 15-Hour Health and Safety Pre-Service Certificate	3	https://www.prosolutionstraining.co	Yes	2019	25	19	37	37	315
HOSP	360	HACCP (Hazard Analysis Critical Control Point)	3	HACCP Certification & Online Compli	Yes	2020					0
HOSP	361	Food Manager Certification	3	Food Protection Manager Certificatio	Yes	2020					0
EDU	385	YouScience Industry Certification: Child Development	2	https://s3.amazonaws.com/pe-newc	No	2021	4	4	15	8	29
HLTH	418	First Aid	2	Not available	No	2021	12	12	6	6	205
HUM	448	Barbicide Certification	2	BARBICIDE® Certification – BARBICID	No	2021	307	307	588	588	1117
HUM	449	Lucas-Cide Safe Space Certification	1	https://lucasproducts.com/lucas-cide	No	2021	69	69	286	286	363
ART	463	Adobe Certified Professional Visual Design Specialist (ACP-VDS)	2	https://certipoint.filecamp.com/s/AC	Yes	2021					10
HUM	469	School Mental Health Certification	2	https://drive.google.com/file/d/19a7	No	2022	0	0			0
HUM	470	Student Mental Health and Suicide Prevention	2	https://nfhslearn.com/courses/stude	No	2022	158	146	157	132	315
HUM	471	Teen Mental Health First Aid (tMHFA)	2	https://www.mentalhealthfirstaid.or	No	2022	0	0			0
HUM	509	Autodesk Certified Professional in Revit for Mechanical Design	2	ACP_Revit-for-Mechanical-Design_02	Yes	2023					0
HOSP	537	YouScience Industry Certification: Entrepreneurship	1	https://www.youscience.com/wp-co	No	2023			5	5	5
HOSP	A15	ServSafe® Manager	3	https://www.servsafe.com/ServSafe-	Yes	2012	3	2	3	1	1,170
HUM	A26	South Carolina Registered Barber License	3	https://llr.sc.gov/bar/Files/Barber-In	Yes	2013	5	2			28
HUM	A27	South Carolina Hair Braiding Registration	2	https://www.llr.sc.gov/bar/forms/Ha	Yes	2013	66	66	112	112	375
HUM	A28	South Carolina Esthetician License	3	https://llr.sc.gov/cosmo/exam/ESTH	Yes	2013	25	23	34	34	130
ART	A39	Adobe Certified Professional (ACP) Print & Digital Media Publication with	2	https://certipoint.filecamp.com/s/AC	Yes	2014					358
ART	A40	Adobe Certified Professional (ACP) Graphic Design & Illustration with Adobe	2	https://certipoint.filecamp.com/s/AC	Yes	2014			6	5	436
HUM	A42	South Carolina Master Hair Care License	3	https://llr.sc.gov/bar/Files/EXBAR.as	Yes	2014	9	5	14	6	30
EDU	A64	Advanced Child Care Training	1	https://www.redcross.org/take-a-cla	Yes	2015			1	1	15
HUM	A72	S/P2 – Cosmetology	2	https://sp2.org/cosmetology-schools	No	2016	76	76	41	41	300
AGR	A79	AMSA Food Safety and Science Certification	3	https://www.icevonline.com/food-sa	Yes	2017	0	0			13
Total Certs	33	Total Certifications Administered and Earned for the Cluster					1,447	1,374	2,394	2,572	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
IT		Information Technology CLUSTER Enrollment					61,853				
IT	1	CompTIA A+	3	https://www.comptia.org/certification	Yes	2010 or earlier	13	4	6	6	31
IT	14	Cisco Certified Network Associate	3	https://mkto.cisco.com/rs/564-WHY	Yes	2010 or earlier	1	1			5
IT	19	IC 3 (Internet and Computer Core Certification)	1	https://certiport.pearsonvue.com/Ce	Yes	2010 or earlier	474	319	79	72	553
IT	32	CompTIA Network+	3	https://www.comptia.org/certification	Yes	2010 or earlier	19	9	20	8	53
IT	47	Oracle	3	https://www.oracle.com/education/	Yes	2010 or earlier	16	5	6	2	29
IT	60	Cisco Certified Entry Networking Technician	3	https://www.cisco.com/c/en/us/trai	Yes	2008	6	6			75
ART	81	Adobe Certified Professional (ACP) Web Communication with	2	https://certiport.filecamp.com/s/AC	Yes	2011			2	1	2
IT	160	ACE – Web Communications with Animate CC	3	Certiport - Marketing Resource Libra	Yes	2018	1	0			37
IT	167	CIW Web Security Associate	3	https://ciwcertified.com/wp-content	No	2018	0	0			55
IT	257	PCAP Certified Associate in Python Program	3	https://pythoninstitute.org/assets/6	No	2019	0	0	6	2	16
IT	275	CompTIA Cloud Essentials	3	https://www.comptia.org/certification	Yes	2019	0	0			14
IT	285	GSEC: GIAC Security Essentials	3	https://www.giac.org/certifications/	Yes	2019	0	0	1	1	1
IT	288	TestOut Client Pro Certification	3	TestOut Client Pro Certification Objec	Yes	2019	0	0			3
IT	294	OCJP: Oracle Certified Professional, Java SE8/SE 7 Programmer	3	https://education.oracle.com/java-se	Yes	2019	0	0	2	2	2
IT	295	Linux Essentials	3	https://www.lpi.org/our-certification	Yes	2019	0	0	1	1	1
IT	296	LPIC-1 Certified Linux Administrator	3	https://www.lpi.org/our-certification	Yes	2019	1	1			1
IT	298	CIW Web Foundations Associate	3	Microsoft Word - 1D0-610_ ExamObj	Yes	2019	11	9	13	13	43
IT	299	CIW Internet Business Associate	3	https://ciwcertified.com/wp-content	Yes	2019	0	0	39	29	39
IT	300	CIW Site Development Associate	3	https://ciwcertified.com/wp-content	Yes	2019	64	6	26	10	170
IT	301	CIW Network Technology Associate	3	https://ciwcertified.com/wp-content	Yes	2019	0	0	11	3	11
IT	302	CIW Advanced HTML5 & CSS3 Specialist	3	https://ciwcertified.com/wp-content	Yes	2019	11	1	13	4	32
IT	304	CIW Social Media Strategist	3	Microsoft Word - SocialMedia_v2.0	Yes	2019	0	0			8
IT	305	CIW Data Analyst	3	https://ciwcertified.com/wp-content	Yes	2019	0	0	3	2	3
IT	321	TestOut IT Fundamentals Pro	2	https://w3.testout.com/pro-certifica	No	2020	85	62	79	20	265
IT	340	CTECS: Computer Programming with C++	2	https://ed.sc.gov/instruction/career-	No	2020					0
IT	341	CTECS: Computer Programming with Visual Basic	2	https://ed.sc.gov/instruction/career-	No	2020	4	4	34	8	42
IT	342	CTECS: Information Support and Services	2	https://ed.sc.gov/instruction/career-	No	2020	1	1	12	1	21
IT	343	CTECS: Networking Systems	2	https://ed.sc.gov/instruction/career-	No	2020	13	2	8	1	28
IT	344	CTECS: Web and Digital Communications	2	https://ed.sc.gov/instruction/career-	No	2020	25	1	42	1	78
IT	410	YouScience Industry Certification: Computer Programming 2 C#	3	https://www.youscience.com/wp-co	Yes	2021	0	0	6	2	6
IT	411	YouScience Industry Certification: Computer Programming II	3	https://www.youscience.com/wp-co	Yes	2021					0
IT	412	YouScience Industry Certification: Computer Programming 2 Java	3	https://www.youscience.com/wp-co	Yes	2021	82	57	70	50	157
IT	413	YouScience Industry Certification: Computer Programming 2	3	https://www.youscience.com/wp-co	Yes	2021	64	58	228	206	317
BUS	440	Microsoft 365 Certified TEAMS Administrator Associate	3	https://learn.microsoft.com/en-us/c	Yes	2021	0	0			2
IT	459	Swift (CERTIPORT): App Development with Swift Certification	3	Certiport - Marketing Resource Libra	Yes	2021					0
ART	460	Adobe Certified Professional (ACP) Using Adobe Animate	2	https://certiport.filecamp.com/s/AC	Yes	2021	11	2	7	4	18
ART	463	Adobe Certified Professional Visual Design Specialist (ACP-VDS)	2	https://certiport.pearsonvue.com/Ce	Yes	2021	0	0	3	3	3
ART	464	Adobe Certified Professional Web Design Specialist (ACP-WD)	2	https://certiport.pearsonvue.com/Ce	Yes	2021	0	0	3	3	3
IT	472	App Development with Swift Associate	3	https://certiport.filecamp.com/s/i/IV	Yes	2022	0	0			0
IT	473	App Development with Swift Certified User	3	https://certiport.filecamp.com/s/i/W	Yes	2022	0	0			0
IT	474	CEPP-Certified Expert in Python Programming	3	https://www.pearsonvue.com/us/en	Yes	2022	0	0			0
IT	475	CLA-C Programming Language Certified Associate Certification	3	https://cppinstitute.org/cla#exam-sy	Yes	2022	0	0			0
IT	476	CLE-C Certified Entry-Level Programmer Certification	3	https://cppinstitute.org/cle#syllabus	Yes	2022	0	0			0
IT	477	CLP-C Certified Professional Programmer Certification	3	https://cppinstitute.org/clp#syllabus	Yes	2022	0	0			0
IT	478	CPA-C++ Certified Associate Programmer Certification	3	https://cppinstitute.org/cpa#syllabus	Yes	2022	0	0			0
IT	479	CPE-C++ Certified Entry-Level Programmer Certification	3	https://cppinstitute.org/cpe#syllabus	Yes	2022	0	0			0

Cstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
IT	480	CPP-C++ Certified Professional Programmer Certification	3	https://cppinstitute.org/cpp#syllabu	Yes	2022	0	0			0
IT	481	Cybersecurity Level 1 Certified	3	https://codehs.com/uploads/c2ff8f7	Yes	2022	3	3	6	6	9
IT	482	Cybersecurity Level 2 Certified	3	https://codehs.com/uploads/1a691c	Yes	2022	0	0			0
IT	483	Dell Client Foundation and Enterprise Self-Dispatch Certification	3	Pending	Yes	2022	127	121	130	127	257
IT	484	IT Automation with Python Certificate	3	https://www.coursera.org/profession	Yes	2022	0	0	1	1	1
IT	485	IT Support Certificate	3	https://www.coursera.org/profession	Yes	2022	0	0	35	35	35
IT	486	Java Level 1 Certified	3	https://codehs.com/uploads/b9d774	Yes	2022	0	0			0
IT	487	JavaScript Level 1 Certified	3	https://codehs.com/uploads/3ae261	Yes	2022	0	0			0
IT	488	PCEP-Certified Entry-Level Python Programmer	3	https://pythoninstitute.org/pcep-exa	Yes	2022	6	6	15	13	21
IT	489	PCPP1-Certified Professional in Python Programming 1	3	https://pythoninstitute.org/pcpp1-e	Yes	2022	0	0			0
IT	490	PCPP2-Certified Professional in Python Programming 2	3	https://www.pearsonvue.com/us/en	Yes	2022	0	0			0
IT	491	YouScience Industry Certification: Computer Programming I	3	https://www.youscience.com/wp-co	Yes	2023	92	86	100	97	192
IT	492	Python Level 1 Certified	3	https://codehs.com/uploads/1aa4e1	Yes	2022	0	0	81	35	81
IT	493	TestOut CyberDefense Pro Certifications	3	https://w3.testout.com/objectives/c	Yes	2022	0	0			0
IT	494	Web Design Level 1 Certified	3	https://codehs.com/uploads/bf1b97	Yes	2023	5	1	64	45	69
IT	495	Web Development Level 1 Certified	3	https://codehs.com/uploads/75ad0c	Yes	2023	15	1	9	9	24
IT	514	Unity Certified User: Artist	3	https://images.response.unity3d.co	Yes	2023			13	5	13
IT	515	Unity Certified User: Programmer	3	https://images.response.unity3d.co	Yes	2023			29	13	29
IT	516	Unity Certified User: VR Developer	3	https://unity.com/products/unity-c	Yes	2023					0
IT	527	TOSA Web Developer	2	webdeveloperv2.pdf (tosa.org)	Yes	2023					0
IT	528	TOSA Java Script	2	javascriptv2.pdf (tosa.org)	Yes	2023					0
IT	529	TOSA WordPress	2	wordpressv2.pdf (tosa.org)	Yes	2023					0
IT	541	Cisco Certified Support Technicians (CCST) Networking	3	https://www.cisco.com/site/us/en/I	Yes	2023			29	28	29
IT	542	Cisco Certified Support Technicians (CCST) Cybersecurity	3	https://www.cisco.com/site/us/en/I	Yes	2023			55	38	55
IT	569	YouScience Industry Certification: Algorithms and Data Structures	2	https://www.youscience.com/wp-c	No	2024					0
IT	570	YouScience Industry Certification: Computer Programming Advanc	2	https://www.youscience.com/wp-c	No	2024					0
IT	571	YouScience Industry Certification Computer Science Principles	1	https://www.youscience.com/wp-c	No	2024					0
IT	572	You Science Industry Certification: Database Development	2	https://www.youscience.com/wp-c	No	2024					0
IT	573	YouScience Industry Certification: Web Development I	1	https://www.youscience.com/wp-c	No	2024					0
IT	574	YouScience Industry Certification: Web Development II	2	https://www.youscience.com/wp-c	No	2024					0
IT	575	YouScience Industry Certification: 3D Animation I	1	https://www.youscience.com/wp-c	No	2024					0
IT	576	YouScience Industry Certification: 3D Animation II	2	https://www.youscience.com/wp-c	No	2024					0
IT	582	Microsoft Certified: Azure AI Fundamentals Certifications	1	https://learn.microsoft.com/en-us/	No	2024					0
IT	589	AZ-900 - Microsoft Azure Fundamentals	2	https://learn.microsoft.com/en-us/	Yes	2025					0
IT	590	DP-900 - Microsoft Azure Fundamentals	2	https://learn.microsoft.com/en-us/	Yes	2025					0
IT	591	SC-900 - Microsoft Security, Compliance, and Identity	1	https://learn.microsoft.com/en-us/	No	2025					0
IT	592	TOSA Python 3	2	Tosa Python 3 skills certification	Yes	2025					0
IT	593	Information Technology Specialist: Artificial Intelligence	2	https://certiport.filecamp.com/s/i/	No	2025					0
IT	594	Information Technology Specialist: Cloud Computing	2	https://certiport.pearsonvue.com/f	No	2025					0
IT	595	Information Technology Specialist: Computational Thinking	1	https://certiport.filecamp.com/s/i/	No	2025					0
IT	596	Information Technology Specialist: Cybersecurity	3	https://certiport.pearsonvue.com/f	Yes	2025					0
IT	597	Information Technology Specialist: Databases	2	https://certiport.filecamp.com/s/i/	No	2025					0
IT	598	Information Technology Specialist: Device Configuration and	3	https://certiport.pearsonvue.com/f	Yes	2025					0
IT	599	Information Technology Specialist: HTML5 Application	1	https://certiport.filecamp.com/s/i/	No	2025					0
IT	600	Information Technology Specialist: HTML and CSS	3	https://certiport.pearsonvue.com/f	Yes	2025					0
IT	601	Information Technology Specialist: Java	3	https://certiport.pearsonvue.com/f	Yes	2025					0
IT	602	Information Technology Specialist: Networking	3	https://certiport.pearsonvue.com/f	Yes	2025					0

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
IT	603	Information Technology Specialist: Network Security	3	https://certiport.pearsonvue.com/f	Yes	2025					0
IT	604	Information Technology Specialist: Python	3	https://certiport.pearsonvue.com/f	Yes	2025					0
IT	605	Information Technology Specialist: Software Development	3	https://certiport.pearsonvue.com/f	Yes	2025					0
IT	A18	TestOut PC Pro Certification	3	https://w3.testout.com/objectives/p	Yes	2013	131	41	108	34	616
IT	A19	TestOut Network Pro Certification	3	https://w3.testout.com/objectives/n	Yes	2013	33	12	56	36	141
IT	A22	Network Systems Technician Certification – NST	3	https://www.etai.org/comps/NST_c	Yes	2013	0	0	14	14	14
IT	A23	Computer Service Technician Certificate – CST	3	https://etai.org/information_techno	Yes	2013	0	0	34	34	34
IT	A24	Wireless Network Technician Certification – WNT	3	https://www.etai.org/comps/WNT_c	Yes	2013	1	1			1
IT	A41	TestOut Security Pro Certification	3	https://w3.testout.com/objectives/s	Yes	2014	20	8	45	15	75
IT	A52	CompTIA Security+ Certification	3	https://www.comptia.org/certificatio	Yes	2014	12	3	2	2	65
IT	A59	Server Pro 2016: Networking Certification	3	https://w3.testout.com/objectives/s	Yes	2015	0	0	1	1	1
IT	A7	CompTIA IT Fundamentals	3	https://www.comptia.org/certificatio	Yes	2012	1	1	5	5	54
IT	A88	Java Foundations Certified Junior Associate	3	https://academy.oracle.com/en/solu	Yes	2017	0	0	12	0	12
IT	A90	Oracle Certified Associate, Java SE8 Programmer	3	https://academy.oracle.com/pages/c	Yes	2017	3	3	2	2	9
Total Certs	108	Total Certifications Administered and Earned for the Cluster					643	433	1,182	821	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
LAW		Law and Public Safety CLUSTER Enrollment					4,078				
HLTH	18	First Responder Certification	2	https://statefire.llr.sc.gov/scfa/emso	Yes	2010 or earlier			18	18	476
HLTH	44	First Aid/CPR/AED	2	https://www.redcross.org/content/dam/redcross/firstaid/cpr/aed	No	2010 or earlier			104	103	13,852
LAW	161	SCFA Certificate NFPA 1001 Firefighter I – 1196	2	https://statefire.llr.sc.gov/scfa/pdf/u	Yes	2018	192	189	146	137	871
LAW	162	SCFA Certificate NFPA 1001 Firefighter II – 1197	3	https://statefire.llr.sc.gov/scfa/pdf/u	Yes	2018	104	104	111	107	432
LAW	222	Basic Auto Extraction Firefighter	2	Pending	Yes	2018	58	58	105	105	277
LAW	231	Hazardous Materials Awareness (Firefighter)	2	https://statefire.llr.sc.gov/scfa/pdf/u	Yes	2018	233	232	247	246	1,129
LAW	232	Hazardous Materials Operations (Firefighter)	3	https://statefire.llr.sc.gov/scfa/pdf/u	Yes	2018	238	234	202	196	965
LAW	233	Hybrid Firefighter I Class Code 1402	2	Hybrid format of Firefighter I - https://statefire.llr.sc.gov/scfa/pdf/u	Yes	2018	43	43	22	22	118
LAW	234	Hybrid Firefighter II Class Code 1403	3	Hybrid format of Firefighter II - https://statefire.llr.sc.gov/scfa/pdf/u	Yes	2018	5	4	15	15	46
LAW	324	Expert Rating: Legal Administrative Assistant	3	https://www.expertrating.com/certification	Yes	2020	8	8			12
LAW	351	YouScience Industry Certification: Law	1	https://www.youscience.com/wp-content/uploads/2020/08/YouScience-Industry-Certification-Law	No	2020	76	26	118	63	229
HLTH	418	First Aid	2	None available	No	2021			7	7	194
LAW	455	YouScience Industry Certification: Criminal	2	https://www.youscience.com/wp-content/uploads/2020/08/YouScience-Industry-Certification-Criminal	Yes	2021	22	16	79	55	113
LAW	456	YouScience Industry Certification: Criminal	3	https://www.youscience.com/wp-content/uploads/2020/08/YouScience-Industry-Certification-Criminal	Yes	2021	0	0	169	34	169
LAW	457	Initial Security Officer Certificate	2	Initial Security Officer Program - https://statefire.llr.sc.gov/scfa/pdf/u	Yes	2021					0
LAW	458	Professional Security Officer Certificate	3	https://ifpo.org/wp-content/uploads/2021/03/IFPO-Professional-Security-Officer-Certificate	Yes	2021	10	8	13	13	40
LAW	496	Emergency Medical Responder	1	None available	Yes	2022	66	66	63	57	129
LAW	543	Department of Corrections Certificate	2	None available	No	2023					0
LAW	547	IS-906 Workplace Security Awareness	1	https://training.fema.gov/is/courseonline	No	2023			38	38	38
LAW	548	IS-907 Active Shooter: What You Can Do	1	https://training.fema.gov/is/courseonline	No	2023			38	38	38
LAW	549	IS-909 Community Preparedness: Implementing	1	https://training.fema.gov/is/courseonline	No	2023			38	38	38
LAW	550	IS-700.B: Introduction to the National Incident	1	https://training.fema.gov/is/courseonline	No	2023			105	105	105
LAW	619	Accredited Legal Professional	1	Accredited Legal Professional (ALP) - https://www.alp.org/	No	2025					0
LAW	620	ESRI Drone2MAP	1	NFPA 2400 Standard Development	No	2025					0
LAW	621	Law and Public Safety Introductory Level	1	https://lapsen.org/lpsilc-2/	No	2025					0
LAW	622	National Basic 9-1-1 Communications Officer	2	https://lapsen.org/lpsilc-2/	Yes	2025					0
LAW	623	National Basic Crime Scene Investigator	1	https://lapsen.org/bcsp/	No	2025					0
LAW	624	National Certified Protection Officers	2	https://lapsen.org/certified-protection-officers/	Yes	2025					0
LAW	625	National Law Enforcement Certification (NLEC)	2	https://lapsen.org/national-law-enforcement-certification/	Yes	2025					0
LAW	626	NFPA 2400 Standard for Small Unmanned	1	https://lapsen.org/product/nfpa-2400-standard-for-small-unmanned-aerial-systems/	No	2025					0
LAW	A11	Emergency Telecommunicator Certification	1	https://www.emergencydispatch.org/	No	2012	64	60	61	59	205
HLTH	A68	Community Emergency Response Team (CERT)	2	https://www.fema.gov/emergency-n	No	2016	20	20	5	5	44
LAW	A70	National Incident Management System	3	https://training.fema.gov/nims/docs	Yes	2016	254	241	255	245	1,141
Total Certs	33	Total Certifications Administered and Earned for the Cluster					1,055	988	1638	1397	

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MAN		Manufacturing CLUSTER Enrollment					6,928				
MAN	7	The American Welding Society (AWS)	3	https://aws-p-001-delivery.sitecorec	Yes	2010 or earlier	390	333	362	335	1966
MAN	10	Electronics Technician	3	https://www.etai.org/electronics.htm	Yes	2010 or earlier	2	2	24	10	65
MAN	31	NCCER – Welding Technology	3	https://toolbox.nccer.org/crafts/welding	Yes	2010 or earlier	44	44	18	18	263
MAN	33	National Institute for Metalworking Skills (NIMS)	3	https://isv.nims-skills.org/sts/public/	Yes	2010 or earlier	124	124	66	63	678
MAN	54	ADDA – Certified Apprentice Drafter	2	https://www.adda.org/index.php/pr	Yes	2010 or earlier					0
MAN	171	Certified Production Technician 4.0	3	https://www.msscusa.org/certification	Yes	2018	0	0			1
MAN	230	Forklift Operator	1	https://www.certifyme.net/forklift-c	Yes	2018					0
MAN	235	LEAN (Six Sigma) Manufacturing Certification	2	https://www.6sigma.us/six-sigma-w	Yes	2018	51	51	28	28	274
MAN	236	MSSC: CPT Maintenance Awareness	2	https://www.msscusa.org/wp-content	Yes	2018	0	0			12
MAN	237	MSSC: CPT Manufacturing Processes and Producti	2	https://www.msscusa.org/wp-content	Yes	2018	0	0			14
MAN	238	MSSC: CPT Quality Practices	2	https://www.msscusa.org/wp-content	Yes	2018	0	0	1	1	46
MAN	239	MSSC: CPT Safety	2	https://www.msscusa.org/wp-content	Yes	2018	4	1			97
TRA	241	Snap-on/NC3: 504 Multimeter Certification	2	https://www.nc3.net/wp-content/up	Yes	2018	0	0	63	63	512
MAN	255	S/P2 – Welding Safety and Pollution	1	https://sp2.org/welding-schools/	No	2019	37	37	53	53	182
MAN	345	CTECS: Welding Technology	2	SC Welding Standards: https://ed.sc	No	2020	154	122	195	117	539
MAN	352	Level 1: Fundamentals Electricity	2	Festo-Certification-Program-Guide_E	No	2020					0
MAN	353	Level 1: Fundamentals Mechanical Systems	2	FD-1068-Certification-Program-Guide	No	2020					0
MAN	354	Level 1: Fundamentals Fluid Power-Hydraulics	2	Festo-Certification-Program-Guide_F	No	2020					0
MAN	355	Level 1: Fundamentals Industry 4.0	2	Festo-Certification-Program-Guide_I	No	2020					0
ARC	356	Snap-on/NC3: Precision Measurement	1	https://nc3.net/wp-content/uploads	No	2020	7	4	10	6	17
MAN	451	Snap-on/NC3: Diesel Scanner Diagnostics	2	SNACERT_HeavyDutyDiagnoses_Die	Yes	2020					
MAN	497	Certified Onshape Associate	1	https://learn.onshape.com/courses/	Yes	2022	2	2	3	3	5
MAN	498	Society of Manufacturing Engineers (SME)	3	https://www.sme.org/globalassets/s	Yes	2022	1	1	33	33	34
MAN	578	Scissor Lift Certification	2	https://www.certifymeonline.net/sc	No	2024					0
MAN	579	AWS B2.2-6010/7018 Pipe	2	https://aws-p-001-delivery.sitecorec	Yes	2024					0
MAN	580	AWS B2.2.1 ER-7056 Root 7018	2	https://aws-p-001-delivery.sitecorec	Yes	2024					0
MAN	581	Titans of CNC Expert	2	https://cncexpert.com/certificates	Yes	2024					0
MAN	606	Haas Basic Lathe Operator/Mill Operator	1	https://learn.haascnc.com/	No	2025					0
MAN	614	Robotics in Manufacturing Fundamentals (RMF)	1	https://www.sme.org/globalassets/s	No	2025					0
MAN	615	SCAC's C-101 Certified Industry 4.0 Associate 1 Ba	3	https://www.saca.org/smart-automat	Yes	2025					0
Total Certs	30	Total Certifications Administered and Earned for the Cluster					813	718	856	730	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
MRK		Marketing CLUSTER Enrollment					11,766				
MRK	206	Bing Ads (Microsoft Advertising Certification)	2	Not Available	Yes	2018	33	20			72
MRK	212	Google Advertising Fundamentals Exam (Google AdWords)	3	https://skillshop.exceedlms.com/stu	Yes	2018	122	97	120	111	405
MRK	213	Google Analytics Academy	3	Google Analytics Certification - Skills	Yes	2018	18	18	50	50	82
IT	304	CIW Social Media Strategist	3	https://ciwcertified.com/wp-content	Yes	2021	0	0	6	0	14
MRK	346	CTECS: Marketing Communications	2	https://ed.sc.gov/instruction/career-	No	2020	73	19	93	26	211
MRK	347	CTECS: Marketing Management	2	https://ed.sc.gov/instruction/career-	No	2020	34	25	40	29	101
MRK	348	CTECS: Merchandising	2	https://ed.sc.gov/instruction/career-	No	2020	0	0	20	14	46
BUS	377	YouScience Industry Certification: Accounting I	1	https://www.youscience.com/wp-co	No	2020	3	2	2	1	44
BUS	379	YouScience Industry Certification: Business Communications I	1	https://www.youscience.com/wp-co	No	2020	4	4	4	4	17
BUS	381	YouScience Industry Certification: Digital Business Applications	1	https://www.youscience.com/wp-co	No	2020	0	0	3	3	3
BUS	382	YouScience Industry Certification: Exploring Business &	1	https://www.youscience.com/wp-co	No	2020	0	0	23	20	76
MRK	388	YouScience Industry Certification: Advertising and Promotion	1	https://www.youscience.com/wp-co	No	2020	0	0			77
MRK	389	YouScience Industry Certification: Digital Marketing	1	https://www.youscience.com/wp-co	No	2020	33	23	93	61	126
MRK	390	YouScience Industry Certification: Real Estate	1	https://www.youscience.com/wp-co	No	2020	1	1	21	8	22
MRK	392	YouScience Industry Certification: Sports and Entertainment Mar	1	https://www.youscience.com/wp-co	No	2020	63	22	130	60	226
BUS	435	MOS: Microsoft Office Access Expert 2019	2	Microsoft Office Specialist: Access Ex	Yes	2021	0	0			0
BUS	436	MOS: Microsoft Office Excel Associate 2019	2	Microsoft Office Excel Associate	Yes	2021	0	0	1	0	2
BUS	437	MOS: Microsoft Office PowerPoint Associate 2019	2	Microsoft Office PowerPoint Associa	Yes	2021	0	0	1	0	2
BUS	438	MOS: Microsoft Office Word Associate 2019	2	Microsoft Office Word Associate	Yes	2021	0	0	1	0	2
BUS	439	MOS: Microsoft Office Word Expert 2019	2	Microsoft Office Word Expert	Yes	2021	0	0			0
BUS	440	Microsoft 365 Certified TEAMS Administrator Associate	3	Microsoft 365 Teams Administrator A	Yes	2021					
MRK	499	Stukent Social Media Marketing Certification	2	Pending	Yes	2022	21	14	51	39	72
MRK	518	Intuit Design for Delight Innovator	3	Certiport - Marketing Resource Libra	No	2023					0
MRK	538	YouScience Industry Certification: Marketing I	1	https://www.youscience.com/wp-co	No	2023			163	138	163
MRK	544	Sports Career Consulting Business of Sports Certification	1	Business of Sports Certification	No	2023			41	41	41
MRK	557	Advanced Real Estate Practice Pre-Licensing Certification	2	https://llr.sc.gov/re/Education%20P	Yes	2024					0
MRK	559	Fundamentals of Real Estate Practice Pre-Licensing Certification	1	https://llr.sc.gov/re/Education%20P	No	2020					0
MRK	560	SC Registered Real Estate Salesperson License	3	https://llr.sc.gov/re/recpdf/Apps/Up	Yes	2024					0
Total Certs	28	Total Certifications Administered and Earned for the Cluster					405	245	659	426	

N	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
STEM		STEM CLUSTER Enrollment					8,408		10,933	9,361	
EDU	49	ServSafe Food Handler	1	https://www.servsafe.com/ServSafe	Yes	2010 or earlier	0	0			33
STEM	169	Pre-Engineering Certification	2	https://v5rc-kb.recf.org/hc/en-us/art	No	2018	24	10			46
STEM	170	Robotics Certification	2	https://v5rc-kb.recf.org/hc/en-us/art	No	2018	2	1			2
ART	357	AutoDesk: Auto CAD	2	https://certiport.filecamp.com/s/i/A	No	2020	0	0			10
ART	358	AutoDesk: Inventor	2	https://certiport.filecamp.com/s/i/In	No	2020	0	0	2	2	3
ART	359	AutoDesk Maya	2	Certiport - Marketing Resource Libra	No	2020					0
HOSP	360	HACCP (Hazard Analysis Critical Control Point)	3	HACCP Certification & Online Compli	Yes	2020					0
HOSP	361	Food Manager Certification	3	Food Protection Manager Certificatio	Yes	2020					0
STEM	368	YouScience Industry Certification: Engineering Technology	1	https://www.youscience.com/wp-co	No	2020	29	16	95	87	152
STEM	369	YouScience Industry Certification: Robotics I	1	https://www.youscience.com/wp-co	No	2020					0
STEM	370	YouScience Industry Certification: Robotics II	2	https://www.youscience.com/wp-co	No	2020					0
STEM	566	Solid Edge Mechanical Associate	2	https://cadcertification.sw.siemens.c	Yes	2024					0
STEM	567	Solid Edge Mechanical Professional	3	https://cadcertification.sw.siemens.c	Yes	2024					0
STEM	568	High Power Rocketry Certification	2	https://www.nar.org/JuniorHPRParti	No	2024					0
STEM	617	YouScience Industry Certification: Electronic 1	1	https://www.youscience.com/wp-co	No	2025					0
HOSP	A15	ServSafe® Manager	3	https://www.servsafe.com/ServSafe	Yes	2012	0	0	80	63	1,244
STEM	A44	CSWA– SolidWorks Associate Certification	3	https://www.solidworks.com/certific	Yes	2014	57	40	89	58	462
AGR	A79	AMSA Food Safety and Science Certification	3	https://meatscience.org/events-edu	Yes	2017	0	0			13
Total Certs	18	Total Certifications Administered and Earned for the Cluster					29	16	266	210	

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
TRA		Transportation, Distribution and Logistics CLUSTER Enrollment					6,835				
AGR	34	Outdoor Power Equipment	3	Outdoor Power Equipment	Yes	2010 or earlier	0	0			51
TRA	77	S/P2 – Auto Collision Repair	2	https://www.sp2.org/sp2-training/c	Yes	2011	178	173	224	220	1,579
TRA	78	S/P2 – Auto Technology	2	https://www.sp2.org/automotive-sc	Yes	2011	699	683	567	566	3,525
TRA	107	ASE Diesel Engines	2	https://www.ase.com/dist/docs/Truc	Yes	2018				17	97
TRA	108	Commercial Learner's Permit	2	https://www.scdmvonline.com/-/me	Yes	2018				3	21
TRA	109	I-CAR ProLevel 1	2	Knowledge Skill Protocol	Yes	2018				81	230
TRA	112	I-CAR Advance High Strength Steel (AHSole)	2	Advanced High-Strength Steel	Yes	2018	0	0			135
TRA	113	I-CAR Automotive Foams (FOM01)	2	Pending	Yes	2018	42	42	43	43	67
TRA	114	I-CAR Automotive Lighting (LSC04e)	2	Pending	Yes	2018	126	122	93	90	144
TRA	115	I-CAR Bolt-on–Exterior Panel Part 1 (EXT03e)	2	Pending	Yes	2018	132	120	119	114	280
TRA	116	I-CAR Bolt-on–Exterior Panel Part 2 (EXT04e)	2	Pending	Yes	2018	137	134	104	102	443
TRA	117	I-CAR Corrosion Protection (CPS01)	2	Corrosion Protection	Yes	2018	37	36	32	32	120
TRA	118	I-CAR Cosmetic Straightening Steel (STS01)	2	Pending	Yes	2018	32	32	34	34	211
TRA	119	I-CAR Detailing (REF04)	2	Pending	Yes	2018	38	38	32	32	111
TRA	120	I-CAR Hazardous Air Pollutant Reduction (HAP01e)	2	Hazardous Airborne Pollutants	Yes	2018	81	74	92	82	274
TRA	121	I-CAR Hazardous Material Storage and Disposal (HWD01e)	2	Pending	Yes	2018	82	78	93	90	313
TRA	122	I-CAR Hazardous Materials, Personal Safety, Refinish Safety (WKR01)	2	Pending	Yes	2018	39	39	33	33	203
TRA	123	I-CAR Intro to Construction Materials (ICM00e)	2	Intro to Vehicle Construction Material	Yes	2018	161	140	224	216	776
TRA	124	I-CAR Intro to Mechanical Repair Terms and Vehicle Protection (IMV00e)	2	Intro to Mechanical Repair Terms and	Yes	2018	163	160	188	187	699
TRA	125	I-CAR Intro to Mechanical System Terminology Part 1 (IMT01e)	1	Intro to Mechanical Systems Terminol	No	2018	170	167	216	214	799
TRA	126	I-CAR Intro to Mechanical System Terminology Part 2 (IMT02e)	1	Intro to Mechanical Systems Terminol	No	2018	166	162	209	206	756
TRA	127	I-CAR Intro to Personal Safety (IPS00e)	1	Intro to Personal Safety	No	2018	153	152	256	255	1,000
TRA	128	I-CAR Intro to Refinishing and Corrosion Protection Part 1 (IRC01e)	2	Intro to Refinishing and Corrosion Pr	Yes	2018	135	131	202	199	799
TRA	129	I-CAR Intro to Refinishing and Corrosion Protection Part 2 (IRC02e)	2	Intro to Refinishing and Corrosion Pr	Yes	2018	134	128	195	193	737
TRA	130	I-CAR Intro to Repair Process (IRP00e)	2	Intro to Collision Repair Process Over	No	2018	167	153	252	250	846
TRA	131	I-CAR Intro to Repair Terminology (IRT00e)	1	Intro to Industry Repair Terms	No	2018	173	169	229	229	761
TRA	132	I-CAR Intro to Safety Systems (ISS00e)	1	Intro to Safety Systems	No	2018	152	136	225	210	845
TRA	133	I-CAR Intro to Tools, Equipment and Attachment Methods Part 1	1	Intro to Tools, Equipment, and Attach	No	2018	160	153	238	234	842
TRA	134	I-CAR Intro to Tools, Equipment and Attachment Methods Part 2	1	Intro to Tools, Equipment, and Attach	No	2018	141	137	217	212	765
TRA	135	I-CAR Intro to Vehicle Parts Terminology Part 1 (IVT01e)	1	Intro to Vehicle Parts Terminology - P	No	2018	149	143	231	229	822
TRA	136	I-CAR Intro to Vehicle Parts Terminology Part 2 (IVT02e)	1	Intro to Vehicle Parts Terminology - P	No	2018	158	153	218	214	764
TRA	137	I-CAR Movable Glass (GLA01)	2	Movable Glass Removal and Installat	Yes	2018	31	31	32	32	78
TRA	138	I-CAR New Vehicle Technology and Trends 2016 (New16)	1	Vehicle Technology and Trends 2025	No	2018	39	39	33	33	86
TRA	139	I-CAR Plastic and Composite Repair (PLA03)	2	Plastic Repair	Yes	2018	47	47	43	43	187
TRA	140	I-CAR Refinishing Equipment (REF01e)	1	Preparation for Refinish	No	2018	119	110	139	131	491
TRA	141	I-CAR Removing and Installing exterior Trim, Pinstriping, and Decals	2	Exterior Trim Removal and Installatio	Yes	2018	129	119	100	97	391
TRA	142	I-CAR Removing and Installing Interior Trim (TRM02e)	2	Interior Trim Removal and Installatio	Yes	2018	141	133	91	87	406
TRA	143	I-CAR Surface Preparation and Masking (REF02e)	2	Surface Preparation for Primer	Yes	2018	99	92	126	115	416
TRA	144	I-CAR Waterborne Products, Systems and Applications (REF07)	2	Pending	Yes	2018	36	36	44	44	105
TRA	189	ASE: Auto Maintenance and Light Repair Certification Test (G1)	2	https://www.ase.com/dist/docs/Aut	Yes	2018	71	37	91	52	486
TRA	190	ASE: Auto Collision Repair – Structural Analysis and Damage Repair	2	https://www.ase.com/dist/docs/Coll	Yes	2018	13	13	5	5	26
TRA	191	ASE: Auto Collision Repair – Mechanical and Electrical Components	2	https://www.ase.com/dist/docs/Coll	Yes	2018	11	11	3	3	27
TRA	192	ASE: Auto Collision Repair – Painting and Refinishing	2	https://www.ase.com/dist/docs/Coll	Yes	2018	80	55	94	55	410
TRA	193	ASE: Auto Collision Repair – Non-Structural Analysis and Damage Repair	2	https://www.ase.com/dist/docs/Coll	Yes	2018	79	53	97	49	391
TRA	194	ASE: Auto Technology – Brakes	2	https://www.ase.com/dist/docs/Aut	Yes	2018	498	289	582	328	2,414
TRA	195	ASE: Auto Technology – Suspension & Steering	2	https://www.ase.com/dist/docs/Aut	Yes	2018	107	74	131	96	607
TRA	196	ASE: Auto Technology – Electrical/Electronic Systems	2	https://www.ase.com/dist/docs/Aut	Yes	2018	52	48	90	76	344
TRA	197	ASE: Auto Technology – Engine Performance	2	https://www.ase.com/dist/docs/Aut	Yes	2018	77	61	108	80	405

Clstr 1	Cert ID (SRPG)	CTE Certification	Tier	Exam Blueprint/Website	Currently CR Approved	Year Added	Certs Admin FY23 (64,212)	Certs Passed FY23 (56,764)	Certs Admin FY24 (84,519)	Certs Passed FY24 (74,238)	Total Earned since 2018
TRA		Transportation, Distribution and Logistics CLUSTER Enrollment					6,835				
TRA	198	ASE: Auto Technology – Engine Repair	2	https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf	Yes	2018	112	73	128	103	539
TRA	199	ASE: Auto Technology – Automatic Transmission/Transaxles	2	https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf	Yes	2018	35	26	70	52	223
TRA	200	ASE: Auto Technology – Manual Drivetrains	2	https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf	Yes	2018	54	39	75	46	257
TRA	201	ASE: Auto Technology – Heating & Air Conditioning	2	https://www.ase.com/dist/docs/Auto_Test_Specs_MLR-AST_2022.pdf	Yes	2018	49	41	90	76	275
TRA	202	ASE: Auto Technology – Maintenance & Light Repair	2	Auto_Test_Specs_MLR-AST_2022.pdf	Yes	2018	439	294	502	341	2,070
TRA	216	Briggs & Stratton Master Service Technician Certification	3	Instructors have access to exam materials	Yes	2018	0	0			7
TRA	229	EPA Section 609 Certification	3	Refrigerant Recovery and Recycling Program	Yes	2018	96	96	82	82	306
TRA	230	Forklift Operator	1	https://www.certifyme.net/forklift-certification	Yes	2018	84	61	100	78	386
TRA	241	Snap-on/NC3: 504 Multimeter Certification	2	https://www.nc3certs.com/badges/504	Yes	2018	286	226	386	349	1,121
TRA	242	Snap-on/NC3: ShopKey Pro Service & Repair Information Level 1	2	https://www.nc3certs.com/badges/504	Yes	2018	32	19	43	43	119
TRA	243	Snap-on/NC3: ShopKey Pro & SureTrack Advanced Level 2	2	https://www.nc3certs.com/badges/504	Yes	2018	0	0	8	8	13
TRA	248	South Carolina Boater Education Certificate	2	https://www.boaterexam.com/usa/south-carolina	No	2018	35	35	442	408	551
TRA	249	Digital Multimeter (DMM) Certification 525	2	https://www.nc3certs.com/badges/504	Yes	2019	90	88	86	86	222
TRA	252	Yamaha Certification	3	Pending	Yes	2018	24	24	21	20	98
ARC	356	Snap-on/NC3: Precision Measurement Certification	1	https://nc3.net/wp-content/uploads/2020/08/Precision-Measurement-Certification-2020.pdf	No	2020					0
TRA	371	YouScience Industry Certification: Small Engineer Repair I	1	https://www.youscience.com/wp-content/uploads/2020/08/Small-Engine-Repair-I-Certification-2020.pdf	Yes	2020	0	0	38	38	38
TRA	419	MSSC: Certified Logistics Technician	2	https://www.msscusa.org/certified-logistics-technician	No	2020	0	0	5	1	5
AGR	450	Snap-on/NC3: Battery, Starting and Charging Certification	2	https://www.nc3certs.com/badges/504	Yes	2021	12	12			12
TRA	451	Snap-on/NC3: Diesel Scanner Diagnostics Certification	2	SNACERT_HeavyDutyDiagnoses_DieselScannerDiagnostics	Yes	2021					0
TRA	452	Snap-on/NC3: Rotor Matching Master Technician Certificate	2	https://www.nc3certs.com/badges/504	Yes	2021	24	24			24
TRA	453	Snap-on/NC3: Tire Pressure Monitoring Systems Certification	2	TPMS4 Badge Details	Yes	2021					0
AGR	454	Snap-on/NC3: Wheel Service and Alignment Certification	2	Alignment Fundamentals Badge Details	Yes	2021					0
TRA	500	Automotive Scanner Diagnostics Certification-Apollo	3	https://www.nc3certs.com/badges/504	Yes	2022	0	0			0
TRA	501	Mechanical and Electronic Torque Certification	2	Mechanical-and-Electronic-Torque-Certification	Yes	2022	0	0	4	3	4
TRA	502	TIA Tire Compliance	2	Automotive Tire Service - Tire Industry Association	Yes	2022	0	0	4	4	4
TRA	546	Private Pilot Knowledge Certification	2	Flying for Fun - AOPA	No	2023			9	9	9
TRA	553	ASE: Diesel Technology-Brakes	2	https://www.ase.com/dist/docs/TrueSkill	Yes	2023			42	27	42
TRA	554	ASE: Diesel Technology-Electrical/Electroincs Systems	2	https://www.ase.com/dist/docs/TrueSkill	Yes	2023			16	9	16
TRA	555	ASE: Diesel Technology-Suspension and Steering	2	https://www.ase.com/dist/docs/TrueSkill	Yes	2023			30	17	30
TRA	556	ASE: Diesel Technology-Inspection, Maintenance and Minor Repairs	2	https://www.ase.com/dist/docs/TrueSkill	Yes	2023				25	0
TRA	563	NC3/Kubota Tech: Engines	2	https://www.nc3certs.com/badges/504	No	2024					0
TRA	564	Yamaha Motor University - Motorsports	3	Pending	No	2024					0
TRA	587	ASExEV Electrical Safety Awareness Certification	2	ASExVElectricalSafetyStandardsVersion2.0	No	2025					0
TRA	588	Basic Proficiency Evaluation for Report Pilot (BPERP) Certificate	2	APSA Basic Proficiency Evaluation for Report Pilot	No	2025					0
TRA	607	NC3/Kubota Tech: Electricity and Electronics	2	https://www.nc3certs.com/badges/504	No	2025					0
TRA	608	NC3/Kubota Tech: Hydraulics	2	https://www.nc3certs.com/badges/504	No	2025					0
TRA	609	NC3/Kubota Tech: Pre-Delivery Inspection and Assembly Certification	2	https://www.nc3certs.com/badges/504	Yes	2025					0
TRA	610	NC3/Kubota Tech: Maintenance Procedures	2	https://www.nc3certs.com/badges/504	No	2025					0
TRA	611	NC3/Kubota Tech: Powertrain-Brakes, Steering, and Suspension	2	https://www.nc3certs.com/badges/504	No	2025					0
TRA	612	NC3/Kubota Tech: Powertrain-Transmissions	2	https://www.nc3certs.com/badges/504	No	2025					0
TRA	613	NC3/Kubota Tech: Preventative Maintenance Inspection	2	https://www.nc3certs.com/badges/504	No	2025					0
TRA	616	S/P2 Heavy-Duty/Diesel Technology Certification	2	https://www.sp2.org/heavy-duty-scholarship	Yes	2025					0
		*Sub test areas were not provided									
Total Certs	90	Total Certifications Administered and Earned for the Cluster					13,641	5,961	8556	7,738	

EDUCATION OVERSIGHT COMMITTEE

DATE: May 19, 2025

SUBCOMMITTEE:

Academic Standards & Assessments Subcommittee

ACTION ITEM:

Evaluation of Biology 1 Spring 2024 End-of-Course Exam

PURPOSE/AUTHORITY

§SECTION 59-18-320 Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

(B) After review and approval by the Education Oversight Committee, and pursuant to Section 59-18-325, the standards-based assessment of mathematics, English/language arts, social studies, and science will be administered for accountability purposes to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.

(C) After review and approval by the Education Oversight Committee, the end of course assessments of high school credit courses will be administered to all public school students as they complete each course.

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education for use as an accountability measure, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

§SECTION 59-18-355. Content standards revisions; required approval.

(A)(1) A revision to a state content standard recommended pursuant to Section 59-18-350(A), as well as a new standard or a change in a current standard that the State Board of Education otherwise considers for approval as an accountability measure, may not be adopted and implemented without the:

(a) advice and consent of the Education Oversight Committee; and

(b) approval by a Joint Resolution of the General Assembly.

(2) General Assembly approval required by item (1)(b) does not apply to a revision recommended pursuant to Section 59-18-350(A), other approval of a new standard, and other changes to an old standard if the revision, new standard, or changed standard is developed by the State Department of Education.

(B) A revision to an assessment recommended pursuant to Section 59-18-350(A), as well as a new assessment or a change in a current assessment that the State Board of Education otherwise considers for approval as an accountability measure, may not be adopted and implemented without the advice and consent of the Education Oversight Committee.

CRITICAL FACTS

The first administration of the EOCEP Biology 1 under the new 2021 South Carolina College- and Career-Ready Science Standards was in the 2023–2024 school year. After the initial statewide field tests of the assessment program and end-of-course assessments, the Education Oversight Committee reviews the state assessment program for alignment with standards, difficulty, validity, and its ability to differentiate achievement levels.

TIMELINE/REVIEW PROCESS

- **May 19, 2025:** anticipated ASA subcommittee approval of UGA review of Biology I test
- **June 9, 2025:** anticipated EOC approval of UGA review of Biology I test; review provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee
- **September 2025:** ASA subcommittee to consider approval of Biology I test following receipt of report from the SCDE on compliance with recommendations, pursuant to Section §Section 59-18-320 and §Section 59-18-355.
- **October 2025:** Following ASA action, full EOC to consider approval of Biology I test, pursuant to Section §Section 59-18-320 and §Section 59-18-355.

ECONOMIC IMPACT FOR EOC

Cost: \$21,790.92, paid to University of GA K-12 Assessment Solutions

ACTION REQUEST

☒ For approval

☐ For information

ACTION TAKEN

☐ Approved
☐ Not Approved

☐ Amended
☐ Action deferred (explain)



Mary Frances Early College of Education

K-12 Assessment Solutions

UNIVERSITY OF GEORGIA

South Carolina End-of-Course Examination Program

Evaluation of Biology 1

Spring 2024 Test Data

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1. South Carolina End-of-Course Examination Program Overview

The South Carolina End-of-Course Examination Program (EOCEP) is a statewide program of end-of-course tests for gateway courses in South Carolina, including Biology 1. The EOCEP Biology 1 is a standardized test administered by the South Carolina Department of Education (SCDOE) to assess students' understanding of Biology 1 based on the South Carolina College- and Career-Ready Science Standards (2021). The test is designed to measure student mastery of Biology 1 content and skills as defined by the state standards and serves as an accountability measure for schools and districts, contributing 20% to students' final course grades. Passing Biology 1 is required for a South Carolina high school diploma (<https://ed.sc.gov/tests/high/eocep/>).

As listed in the South Carolina State Board of Education Regulation 43-262 (SBE Regulation 43-262: Assessment Program), the purposes and uses of the EOCEP tests are as stated:

- A. The examinations shall encourage instruction in the specific academic standards for the courses, encourage student achievement, and document the level of students' mastery of the academic standards.
- B. The examinations shall serve as indicators of program, school, and school district effectiveness in the manner prescribed by the Education Oversight Committee in accordance with the provisions of the Education Accountability Act of 1998 (EAA).
- C. The examinations shall be weighted 20 percent in the determination of students' final grades in the gateway courses.

The first administration of the EOCEP Biology 1 under the new 2021 South Carolina College- and Career-Ready Science Standards was in the 2023–2024 school year. After the initial statewide field tests of the assessment program and end-of-course assessments, the Education Oversight Committee reviews the state assessment program for alignment with standards, difficulty, validity, and its ability to differentiate achievement levels. The committee makes recommendations for changes, if needed, and provides this review to various educational and governmental bodies.

1.1 South Carolina Review Process

As per the South Carolina Code of Laws-Title 59 (Title 59 – Education, § 59-18-320):

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then



report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

With the support of the Education Oversight Committee, experts from the University of Georgia evaluated the EOCEP Biology 1's reliability and validity in assessing student mastery, school/district performance, and state accountability, following best practices in educational measurement, as detailed by the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014).

Data for the evaluation was provided by the SCDOE and the test contractor, Data Recognition Corporation (DRC). The following materials were provided and used for the review:

- Biology 1 Test Blueprint 2023-2024
- Access Information Biology 1 Test Form
- Biology 1 Form 420D TE Answer Keys
- Printable Biology 1 Standards
 - It is worth noting that this file, the *printable standards*, only includes a subset of the South Carolina College- and Career-Ready Science Standards (2021).
- Biology 1 Form 420D Testmap
- South Carolina End-of-Course Examination Program 2022-2023 Operational Test Technical Report
- South Carolina End-of-Course Examination Program 2023-2024 Operational Test Technical Report Preliminary Draft

The testmap included metadata about individual items and psychometric indices. All parameters were calculated by the test contractor; no additional estimation of item or test parameters was conducted. The items reviewed for content validity were presented in the Spring 2024 administration, and the psychometric review is based on the summaries from the 2023-2024 Technical Report which reported on Fall 2023 and Spring 2024 administrations.

This report was prepared by the University of Georgia and examines critical elements of the EOCEP Biology 1 test design and summarizes findings and recommendations.



2. Test Blueprint Review

A test blueprint review is crucial for an assessment’s validity, fairness, and reliability. It ensures alignment with state standards, balanced content representation, and appropriate mix of Depth of Knowledge (DOK) levels, providing valid data for instructional and accountability purposes.

The test blueprint review involved evaluating two key aspects.

- **Coverage of Standards.** Subject Matter Experts (SMEs) and assessment designers assessed how well each state standard is represented on the test blueprint, ensuring balanced weighting across content domains (reporting categories).
- **DOK distribution.** SMEs reviewed the distribution of DOK levels, ensuring a mix of items requiring recall, application of knowledge, and critical thinking skills to prevent over- or under-emphasis of any one area and promote a comprehensive, fair assessment.

2.1 Coverage of Standards

The Spring 2024 EOCEP Biology 1 comprises 50 operational test items and 10 embedded field test items. Table 1 summarizes the test blueprint for the EOCEP Biology 1 by reporting category, designed to measure the South Carolina College- and Career-Ready Science Standards (2021).

Table 1. EOCEP Biology 1 Test Blueprint 2023-2024

Reporting Category	Performance Expectations (PEs)	Number of PEs	Number of Items per Reporting Category
Structures and Processes	B-LS1-4, B-LS1-5, B-LS1-6, B-LS1-7	4	14-16
Ecosystems	B-LS2-1, B-LS2-5, B-LS2-7	3	12-14
DNA and Heredity	B-LS1-1, B-LS3-2, B-LS3-3	3	12-14
Biological Evolution	B-LS4-1, B-LS4-2, B-LS4-4, B-LS4-5	4	14-16

Evaluation: Based on the provided “printable” subset of Biology 1 standards, the test blueprint generally informs stakeholders of the EOCEP Biology 1 assessment content. Other observations made during the review include:

- The “printable” standards include 14 of 24 Biology 1 standards, a subset of the South Carolina College- and Career-Ready Science Standards (2021).
- Standard B-LS1-1 is categorized under DNA and Heredity on the test blueprint but under Structures and Processes in the curriculum. This may be due to differing interpretations of the two Disciplinary Core Ideas, LS3.A and LS1.A. Items aligned to LS1.A might be more accurately reported under Structures and Processes.



- Reporting category names differ slightly from curriculum domain names.

Reporting Category in Test Blueprint	Domain Name in Curriculum
Structures and Process	From Molecules to Organisms: Structures and Processes
Ecosystems	Ecosystems: Interactions, Energy, and Dynamics
DNA and Heredity	Heredity: Inheritance and Variation of Traits
Biological Evolution	Biological Evolution: Unity and Diversity

Recommendation: The test blueprint for the EOCEP Biology 1 aligns with the subset of standards provided. Consider improving balance across the standards in all reporting categories, particularly B-LS2-2, B-LS2-3, B-LS2-4 and aligning blueprint and curriculum terminology more closely.

2.2 Depth of Knowledge Distribution

The Spring 2024 EOCEP Biology 1 uses the Depth of Knowledge (DOK) framework to categorize items based on the cognitive complexity required to answer the item. Items span a range of cognitive complexity levels and difficulty levels. The DOK framework categorizes items into one of four categories (Webb, 2002); as DOK levels increase, the cognitive demand on students also increases. Higher DOK levels require more than just recalling facts; they require deeper understanding, application, analysis, and synthesis.

- Level 1. Recall and Reproduction: This level requires students to recall basic facts, information, definitions, terms, or perform simple, routine procedures.
- Level 2. Skills and Concepts: This level requires engaging in mental processing beyond simple recall. Students need to apply concepts, use skills, and make decisions. It requires understanding and using knowledge.
- Level 3. Strategic Thinking: This level requires deep understanding, planning, using evidence, and more complex reasoning. Students must analyze, evaluate, and draw conclusions. The cognitive demands are more abstract and require justification.
- Level 4. Extended Thinking: This is the most complex level. It requires students to make connections, relate ideas within or among content areas, and select or devise an approach to solve a problem. It often involves extended time and requires synthesis and in-depth analysis.

Standardized tests like the EOCEP Biology 1 primarily include items at DOK Levels 1-3, as Level 4 is less common. Since the EOCEP scores contribute 20% to students' final grade, it is designed to include a variety of questions across these three DOK levels, ranging from simple recall to more complex reasoning. Table 2 shows the DOK distribution as specified on the EOCEP Biology 1 test blueprint.



Table 2. Percent Range of DOK Levels

DOK Level	Minimum %	Maximum %
1	0%	10%
2	65%	90%
3	15%	25%

Evaluation: The test is heavily weighted at DOK Level 2 (Skills and Concepts), with between 65% and 90% of the items at this complexity level. Level 2 is appropriate, emphasizing conceptual understanding and problem-solving. In addition, having the fewest percentage of items at DOK Level 1 is acceptable, ensuring the test focuses on application rather than recall. The EOCEP Biology 1 is of medium to medium-hard complexity.

Recommendation: Increase DOK 3 items closer to 25% to better assess higher-order thinking skills such as students' ability to analyze, justify, and reason scientifically.



3. Evaluation of Overall Validity

Content validity is essential for ensuring an assessment accurately measures the intended knowledge and skills (Bandalos, 2018). It involves a thorough evaluation of the items and domains to ensure they represent the target domain. This review ensures that the information gathered from administering the assessment is relevant and minimizes construct-irrelevant variance. Furthermore, content specification and item review help to ensure that the full range of the construct(s) is measured, minimizing construct underrepresentation.

To verify content validity, subject matter experts (SMEs) compared the EOCEP Biology 1 with the South Carolina College- and Career-Ready Science Standards (2021). The assessment was reviewed for domain coverage (i.e., reporting category) and item alignment to standards and DOK. Two SMEs independently reviewed each item for standard alignment. A third SME resolved any discrepancies. The panel of SMEs then held a consensus meeting to finalize alignment recommendations. The internal structure of the assessment was reviewed by an educational measurement expert at the University of Georgia.

3.1 Coverage by Reporting Category

Table 3 summarizes the number of items and percentage of the assessment aligned with each reporting category.

Table 3. Coverage by Reporting Category

Reporting Category	Number of Performance Expectations	% of Category Coverage	Range of the Number of Items per Category	Number of Items per Category	% of Assessment
Structures and Processes	4	100%	14-16	16	27%
Ecosystems	3	100%	12-14	12	20%
DNA and Heredity	3	100%	12-14	11	18%
Biological Evolution	4	100%	14-16	17	28%

Evaluation: Table 3 summarizes alignment for 56 of the 60 items on the test. This is because four operational items, as recorded on the provided Biology Form 1 420 D Testmap, are aligned to the following three Science standards/performance expectations but are not represented on the test blueprint or the Printable Biology 1 Standards:

- Ecosystems: B-LS2-2, B-LS2-6
- Heredity: B-LS3-1



Overall, the EOCEP Biology 1 items align with the test blueprint's reporting categories, but adjustments might be needed to address standards not on the blueprint and to refine coverage in DNA and Heredity and Biological Evolution, as the item count varied slightly from the blueprint's specified ranges.

Recommendation: Revise or replace the four items aligning to standards not on the test blueprint (B-LS2-2, B-LS2-6, and B-LS3-1). Also, adjust the number of items for DNA and Heredity and Biological Evolution to match the blueprint. In the following section (3.2), we provide recommendations for realignment and the extent it is a good match. Alternatively, consider adding these standards into the test blueprint; this relates to a recommendation in Section 2.1 where we noted DNA and Heredity and Biological Evolution gaps may limit assessment of genetic variation and biodiversity.

3.2 Alignment to Standards

All 60 items (operational and field test items) were reviewed for standard alignment.

Evaluation: Table 4 highlights six items flagged during review, including the four items not aligned to the Biology 1 Test Blueprint 2023-24 standards.

Table 4. Alignment to Standards

Item Sequence	Standard on Biology 1 Form 420D Testmap	Suggested Re-alignment	Notes
15	B-LS2-2	B-LS2-1	Item aligns well to B-LS2-1, focused on the interdependent relationships in ecosystems. Recommend re-aligning item. Note: the standard B-LS2-2 is not included in the Printable Biology 1 Standards.
27	B-LS1-4	NA	Item does not align with the Science & Engineering Practice of Developing and Using Models. Recommend revising or replacing the item.
34	B-LS3-1	B-LS3-2	Item best aligns to B-LS3-1 as stated on the testmap, however the standard is not included in the Printable Biology 1 Standards. The item partially aligns to B-LS3-2 in its general focus on variation of traits but does not emphasize the way genetic variation occurs. Recommend revising or replacing the item to reflect Printable Biology 1 standards or add the standard to the test blueprint.
35	B-LS3-1	B-LS1-1	The item best aligns to B-LS3-1 (genetics) as stated on the testmap, however the



Item Sequence	Standard on Biology 1 Form 420D Testmap	Suggested Re-alignment	Notes
			standard is not included in the Printable Biology 1 Standards. The item partially aligns to B-LS1-1 in its general focus on the structure of DNA but does not emphasize how the structure of DNA determines protein structure and function. Recommend revising or replacing the item to reflect Printable Biology 1 standards or add the standard to the test blueprint.
53	B-LS1-5	NA	Item does not align with the Science & Engineering Practice of Developing and Using Models. Recommend revising or replacing the item.
58	B-LS2-6	B-LS2-1	Item aligns well to B-LS2-1, focused on the interdependent relationships in ecosystems. Recommend re-aligning item. Note: the standard B-LS2-6 is not included in the Printable Biology 1 Standards.

Recommendation: Review item alignment, especially items 15, 34, 35, 58 (not reflecting the Printable Biology 1 Standards). Also, consider revising items 27 and 53 (aligned to the disciplinary core ideas but not the science and engineering practice).

3.3 Depth of Knowledge

All 60 items were reviewed for level of rigor as defined by Depth of Knowledge. First, the DOK distribution of the provided Biology 1 Form 420D Testmap was evaluated against the EOCEP Biology 1 Test Blueprint 2023-2024. Then, all items were reviewed for alignment to DOK. Table 5 summarizes the depth of knowledge of items as reflected on the provided Biology 1 Form 420D Testmap.

Table 5. DOK Distribution

DOK	Number of Items	% of Assessment
1	5	8%
2	41	68%
3	14	23%



Evaluation: EOCEP Biology 1 items generally require students to engage in more strategic thinking. Minor adjustments may be needed for DOK 2 and DOK 3 coverage to align with the blueprint. Item counts were slightly outside the specified ranges. Table 6 highlights four items flagged during review.

Table 6. Alignment to DOK

Item Sequence	DOK on Test Map	Suggested DOK	Notes
5	3	2	Item requires students to interpret a Punnett square. Item does not require complex or abstract thinking to classify as Level 3.
8	2	1	Item requires students to recall the definition of photosynthesis. Item does not require students to engage in mental processes beyond reproduction (i.e., make decisions as to how to approach the question). This item is like item 30, which is classified as Level 1. Consider the appropriateness of including the model; it is not necessary to answer the item correctly.
15	3	2	Item requires students to interpret a chart. Item does not require complex or abstract thinking to classify as Level 3. Consider the plausibility of the answer choices. Choices C and D are not reasonable.
31	2	1	Item requires students to recall the definition of cellular respiration. Item does not require students to engage in mental processes beyond reproduction (i.e., make decisions as to how to approach the question). Consider the appropriateness of including the model; it is not necessary to answer the item correctly.

Recommendation: Review items 5, 8, 15, and 31 for DOK alignment and consider impacts on the overall DOK distribution. The suggested changes would align to the Biology 1 Test Blueprint 2023-24. Also, consider the content notes for items 8, 15, and 31 as noted on Table 6.



3.4 Internal Structure

According to the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014), validity evidence based on internal structure relates to how test items, individually and collectively, align with the construct(s) being measured. To that end, this evaluation included summaries of classical test theory and Rasch model item analyses, dimensionality, reliability, and measurement invariance. No additional analyses were conducted. Rather, materials provided by SCDOE and DRC, including the 2023-24 Technical Report (DRC, 2024) and Biology Form 1 Testmap, are summarized and interpreted.

3.4.1 CTT Item Statistics

A classical test theory (CTT) item analysis is conducted as a baseline check for the appropriateness of items. To support EOCEP psychometric analysis, items need to be sufficiently difficult for the population and function properly. CTT item difficulty is reported as the proportion of examinees who answered an item correctly. Lower values indicate harder items (e.g., 0.15 (15%) of the examinees answered the item correctly), and higher values indicate easier items (e.g., 0.85 (85%) of examinees answered the item correctly). For the EOCEP, a wide range of difficulty values should be observed to indicate utility across the breadth of examinee ability levels. Additionally, values near 0.50 provide strong information (Bandalos, 2018). One measure of CTT item quality is the item-total correlation. The item-total correlation is a quantification of the degree to which individual items separate examinees with low and high scores. Values greater than 0.30 are considered satisfactory, while values less than 0.20 indicate low discrimination and suggest revision of the item (Nunnally & Bernstein, 1994). Negative values indicate that higher scoring examinees tended to get the item incorrect more often than low scoring examinees, which is a red flag for immediate item review.

Evaluation: Results from CTT analysis of 50 EOCEP Biology 1 items indicated mean difficulty values of 0.55 and 0.56, with values ranging from 0.36 to 0.81 indicating a mix of easy, moderate, and hard items. The mean item-total correlations were 0.43 and 0.44, suggesting that items discriminate adequately. Together, the difficulty and item-total correlation statistics reported provide an initial indication that the items are functioning properly for the EOCEP purposes.

Recommendation: The CTT item discrimination index (difference in difficulty for high and low groups) and distractor analysis could be included in the evaluation to provide more detail.

3.4.2 Rasch Item Statistics

The Rasch item response theory model was used for calibration and scaling. While it makes strong assumptions about items, the Rasch model has preferable measurement properties including sum-score sufficiency, invariant item ordering, and a common item-to-ability scale (Engelhard, 2013). These properties are useful for interpretation of items, ability estimates, and performance level classifications. The Rasch model includes person ability estimates and item parameter estimates. The Rasch model assumes that each item discriminates equally and only estimates a difficulty parameter for each item. This difficulty parameter is a location parameter, indicating the point on the ability scale where an examinee has a 50% chance of answering the



item correctly. For EOCEP purposes, difficulty parameters should span the ability distribution (e.g., -3 to 3) to reliably locate all examinees.

When applying the Rasch model, it is important to assess the degree to which the data fits the model. Rasch model fit statistics, including infit and outfit, quantify the differences between observed responses and model-predicted responses. Values less than 0.80 or greater than 1.2 can indicate poor fit (Wright, 1994).

Evaluation: Rasch difficulty parameters had a mean of 0.17 and ranged from -0.97 to 1.13, indicating sufficient coverage of the ability scale for the purposes of the EOCEP Biology 1. Infit values had a mean of 1.0 and ranged from 0.79 to 1.27. Outfit values had a mean of 1.0 and ranged from 0.66 to 1.38. Generally, these values indicate that the Rasch model fits the data adequately and supports the assessment interpretation. Items for which fit statistics approached or exceeded the thresholds were flagged and reviewed by the DRC psychometric staff.

Recommendation: N/A

3.4.3 Dimensionality

The item response theory models used to scale EOCEP tests have an underlying assumption of unidimensionality. That is, each test measures a single domain. If this is not the case, and more than one factor exists, then the validity and interpretation of scale scores are called into question. To assess dimensionality, common approaches are factor analysis and principal components analysis (PCA). Within the PCA framework, Reckase (1979) suggested that the first principal component should account for at least 20% of the total variance to support unidimensionality. Also, the first component should account for substantially more variance than the second (Zopluoglu & Davenport, 2017).

Evaluation: Results from a PCA on the fall administration of the EOCEP Biology 1 indicated that the first component was at least 8 times as large as the second component, and that it explained more than 20% of the variance. These results suggest that the unidimensionality assumption is met for the EOCEP Biology 1.

Recommendation: In this context, a confirmatory factor analysis (CFA) would be more appropriate because the primary factor in a CFA is more readily interpretable, and model fit statistics are included in a CFA.

3.4.4 Reliability

Test score reliability is concerned with the consistency and precision of scores and is a function of the amount of measurement error (Wells & Wollack, 2003). Reliability is a necessary condition for validity because if scores are highly variable and error-ridden, they cannot be said to measure the construct(s) accurately. There are several ways to quantify reliability in the CTT framework, including Cronbach's alpha and the standard error of measurement. Cronbach's alpha ranges from 0 to 1 and quantifies the degree to which the items consistently measure the target domain. For high stakes settings, alpha should be approaching or above 0.90 (Wells &



Wollack, 2003). The standard error of measurement (SEM) provides an interval estimate around raw scores.

Evaluation: For the EOCEP Biology 1, Cronbach's alpha reliability estimate was 0.92 for the fall and spring administrations. Subgroup analysis indicated the test was reliable for all subgroups, with all but one group (multiple languages, 0.84) in the range of 0.87 to 0.93. SEM values overall were 3.12 and 3.08 for the fall and spring administrations, respectively. Subgroup SEMs ranged from 2.72 to 3.23. Raw score SEMs near 3 is adequate considering there were 50 operational items. In summary, reliability is adequate for the EOCEP Biology 1 scaling purposes.

Recommendation: N/A

3.4.5 Measurement Invariance

Test fairness is a fundamental aspect of conducting group comparisons and ensuring the validity of assessments, particularly when examining differences based on gender, ethnicities, culture, or treatment conditions. To achieve test fairness, it is essential to detect and prevent any form of unfairness throughout the entire testing process, including test design, development, administration, and scoring (Camilli, 2006). When a test is free of systematic bias, measurement invariance has been met.

Differential item functioning (DIF) analysis plays a crucial role in addressing test fairness by identifying potentially biased items in a test. DIF procedures assess whether examinees from different subgroups, who possess the same underlying ability or trait, have different probabilities of endorsing an item (Angoff, 1993). By identifying items that function differently across groups, DIF analysis helps to minimize the impact of factors unrelated to the construct being measured (Sireci & Rios, 2013). Biased items systemically advantage or disadvantage a specific subgroup because of factors irrelevant to the intended construct. By addressing DIF, the fairness and validity of the test can be enhanced, ensuring that an item is unbiased and measures the same construct across groups.

From a psychometric perspective, DIF is commonly analyzed using methods that compare item performance across groups. For the EOCEP Biology 1, subgroups of interest were gender (male/female), racial/ethnic groups (Asian, Black or African American, Hispanic, two or more races), disability status (no/yes), and multilingual status (no/yes). To measure DIF, the Mantel-Haenszel (MH) delta statistic quantifies the difference in item response distribution for two groups. Researchers at ETS developed thresholds to interpret MH delta values (Zwick, et al., 2005).

Evaluation: In the test development phase, item writers followed guidelines for fairness and sensitivity to minimize bias. In the analysis phase, DIF analysis indicated that for the 50 items included in the fall administration of the EOCEP Biology 1, four items were flagged as exhibiting slight DIF. And in the spring administration, eight items were flagged as exhibiting slight DIF. There were no items that exhibited moderate or large DIF. Overall, 688/700 (98%) possible item comparisons displayed no or negligible DIF. Items that were flagged were



reviewed by teachers, SCDOE staff, and DRC test development experts. In summary, the EOCEP Biology 1 satisfied measurement invariance assumptions.

Recommendation: Conduct DIF analysis in the Rasch model framework for additional evidence.



4. Performance Level Classifications

For summative assessments, in addition to scale scores, it is often useful to provide performance level classifications that are coupled with interpretable descriptors of skill and understanding development for each performance level. In an item response theory framework, cut scores for each performance level must be determined and applied to classify examinees. For the EOCEP Biology 1, cut scores were determined in a standard setting process and applied to classify examinees into one of four performance levels:

- **Does Not Meet Expectations (F):** the student does not meet the expectations of the course content standards.
- **Minimally Meets Expectations (D):** the student minimally meets the expectations of the course content standards.
- **Meets Expectations (B/C):** the student meets the expectations of the course content standards.
- **Exceeds Expectations (A):** the student exceeds the expectations of the course content standards.

This evaluation concerns the degree to which these classifications are valid and reliable. Data for this section comes from the technical report (DRC, 2023).

Evaluation: A thorough standard setting was used to determine the EOCEP Biology 1 cut scores. These scores align with letter grades for increased interpretability. Conditional SEMs around the cut scores range from 5.4 to 6.8. This implies an interval range around scale scores of approximately plus or minus 10 to 14 points, or more. This interval estimate is wider than the difference between adjacent performance levels. While classification consistency indices indicate sufficient classification reliability for distinguishing two levels (e.g., meets/exceeds vs does not meet/minimally meets), kappa values are lower for five (and four) achievement levels.

Recommendation: Conditional SEMs are quite large near the cut scores. Consider including additional items located near the cut scores. The data and psychometric modeling approach support classification into two performance levels, but four to five levels could be considered questionable. Any decisions made based on classifications of the four achievement levels should be supported with additional student data or assessments. Additionally, the use of psychometric models that better support classification (e.g., cognitive diagnosis models) could be considered.



Summary

This document reviews the South Carolina End-of-Course Examination Program (EOCEP) Biology 1 test, focusing on its alignment with the South Carolina College- and Career-Ready Science Standards (2021). The review ensures the test provides reliable and valid data for evaluating student mastery, school/district performance, and state accountability. Specifically, it evaluates the test's alignment with state standards, difficulty level, validity, and ability to differentiate achievement levels. This review is mandated after the initial statewide field test to ensure the assessment program meets its intended goals of encouraging instruction, measuring student achievement, and serving as an indicator of program effectiveness.

The EOCEP Biology 1 review revealed key findings. The "printable standards" were a subset of the full state standards, and the test blueprint represented the printable standards well. Discrepancies existed in reporting category names and standard categorization between the blueprint and curriculum. The blueprint was heavily weighted towards DOK Level 2, which is appropriate, but adjustments were recommended for DOK Level 3 to better assess higher-order thinking. Several items were misaligned with blueprint standards or DOK levels, and slight adjustments were needed in item counts per reporting category to match blueprint specifications. Four operational items aligned to standards not on the test blueprint or the "Printable Biology 1 Standards." Recommendations include improving the balance of standard coverage, ensuring tighter blueprint-standard connections, and revising or replacing misaligned items.

The assessment's internal structure was reviewed, focusing on how well test items align with the measured construct. Analyses indicated the assessment measured a single domain (i.e., was unidimensional), functioned similarly across relevant subgroups, and had sufficient reliability. Classical test theory (CTT) and Rasch item analyses indicated appropriate difficulty levels for the sample and that items were high quality. Recommendations are to include additional CTT and confirmatory factor analysis statistics to further support item and test interpretations.

The evaluation also focused on Performance Level Classifications. Cut scores were set via a standard setting process, dividing students into four performance levels. While the standard setting was thorough and the scores align with letter grades, the Conditional Standard Errors of Measurement (CSEMs) around the cut scores are large, creating wide interval ranges. This makes it difficult to reliably distinguish between all four performance levels. Recommendations include adding more items near the cut scores, cautioning decisions based on all four achievement levels, and considering using different psychometric models that better support classification, like cognitive diagnosis models.

Overall, the EOCEP Biology 1 assessment generally demonstrates sound design and alignment with state standards. However, refinements in balancing standard coverage, ensuring closer blueprint-standard alignment, and addressing the reliability of distinguishing between all four performance levels are recommended to further enhance the assessment's validity and utility.



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Feedback for Evaluation of the Spring 2024 EOCEP Biology 1 Test

2. Test Blueprint Review

Note for Clarification: When development for the assessment of the EOCEP for the Biology 1 began, there were still 24 PEs that were involved. However, after careful and thorough review of each PE, the SCDE Science Team discovered that there were issues; there were PEs that essentially covered the same DCIs and were only separated by different CCCs or SEPs. We also realized that B-LS1-2 and B-LS1-3 constituted a whole course, i.e., Anatomy and Physiology. A committee of SC Biology 1 teachers was convened to identify which PEs defined Biology 1, Biology 2, and Anatomy and Physiology.

Page 5:

The placement of B-LS1-1 in the reporting category *DNA and Heredity* is intentional. The DCI references DNA, and while we acknowledge the structure and function aspect of the DCI, the focus is on DNA itself.

Page 6:

We assess the standards and not curriculum. The domains are part of the standards, and not curriculum. We are a local controlled state, and each district develops its own curricula based on the state standards.

3.2 Alignment to Standards

Table 4: Alignment to Standards

*Items developed for the EOCEP Biology 1 test can be aligned 2D or 3D. In the case of 2D alignment, items must align to the DCI but must also align to either the SEP or CCC. DCI alignment can be partial.

Two of the five items are aligned two dimensionally. The realignment of the other three was not corrected on the test map or in the vendor item bank. SCDE notes on the realignment are included below; these realignments were applied when the form was constructed in August of 2023.

Item 15: This item was aligned by the SC teacher alignment committee when the SC College- and Career-Ready Science Standards 2021 were first adopted and before definition of the PEs for EOCEP Biology 1. This item was realigned to B-LS2-1 but was not corrected on the test map or in the item bank.

SEP: Mathematics and Computational Thinking

DCI: LS2.A

CCC: Scale, Proportion, and Quantity

Item 27: *Aligned. This is 2D. It aligns to the DCI (LS1.B) and the CCC (Systems and System Models).

Item 34: This item was aligned by the SC teacher alignment committee when the SC College- and Career-Ready Science Standards 2021 were first adopted and before definition of the PEs for EOCEP Biology 1. This item was realigned to B-LS3-2 but was not corrected on the test map or in the item bank.

SEP: Engaging in Argument from Evidence (question will drive providing evidence)

DCI: LS3.B

CCC: Cause and Effect

Item 35: This is another example of the test map not being updated after realignment. This is considered aligned to B-LS1-1.

SEP: Construct Explanations and Designing Solutions

DCI: LS1.A

CCC: Structure and Function

Item 53: *Aligned. This is 2D. It aligns to the DCI (LS1.C) and the CCC (Energy and Matter).

Item 58: This is another example of the test map not being updated after realignment. This is considered aligned to B-LS1-1.

SEP: Construct Explanations and Designing Solutions

DCI: LS1.A

CCC: Structure and Function

3.3 Depth of Knowledge

We were one item short of meeting the 25% for DOK 3. We acknowledge the recommendation.



EDUCATIONAL PERFORMANCE OF MILITARY-CONNECTED CHILDREN IN SC 2025 REPORT

PREPARED BY:
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PRESENTATION TO:
ACADEMIC STANDARDS AND ASSESSMENTS SUBCOMMITTEE

MAY 19, 2025

Background

This annual report on the educational performance of military-connected students is produced as a requirement of Act 289, the Military Family Quality of Life Enhancement Act, which was passed in 2014 by the SC General Assembly. The Act's purpose is to "enhance quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop a comprehensive report on the educational performance of military-connected children:

§59-18-100: The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military-connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader- friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military- connected children.

The 2025 report provides:

- Demographic details of military-connected students in SC from School Year 2023-24.
- An overview of the data collection and reporting at the State level related to military-connected students.
- An update on the academic performance and school attendance of military-connected students as reported for the 2023-24 school year and matching the 180 day enrollment files
- Existing structures and support for military- connected students in the State; and
- Findings and recommendations.



Acknowledgements

The EOC staff is grateful for the assistance of local, state, and national organizations and staff in the development of this report.

Report contributors include:

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Compact Commission

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Findings and Recommendations

Findings

1. The demographics of military-connected students closely mirror the statewide, non-military-connected, public school population. A larger percentage of these students are educated in middle schools and are less likely to be pupils in poverty.
2. With no exceptions in the academic measures evaluated for this report, the performance of military-connected students in SC exceeds the performance of non-military-connected students, based on the data collected by school districts and available in the Student Information System.
3. The collection of military-connected status by school districts is improving. Commendation is given to Richland One School District; in 2020-21, three military-connected students were reported. For school year 2023-24, 406 military-connected students were reported.
4. With the exception of “Perfect Attendance” (less than 5% of days missed), military-connected students, as a group, were less likely to be chronically absent (missing 10% or more of the school year either excused or unexcused) than their non-military-connected peers.
5. There are significant challenges associated with reconciling different data sources collecting data on military-connected young people; based on the data from the Student Information System, there were 14,124 public school students connected to active duty personnel in school year 2023-24 while the total number of active duty personnel in SC as of December 2024, was reported to be 33,477.
6. Of the 20,468 total military-connected students reported by school districts in school year 2023-24, approximately 70 percent of these students attended one of ten school districts. Seventeen school districts report no military-connected students despite a federal requirement within ESSA to identify and collect military-connected students data as a distinct subgroup.



Recommendations

1. Identifying military-connected students provides educators with critical information about students who are highly likely to move and frequently change schools, necessitating specialized attention of transitions and resources. SC school districts should require the collection of these data during school enrollment procedures and the data should be populated into the Student Information System.
2. In collaboration with the SC Dept of Veterans Affairs, include a data visualization including data related to this report on [dashboardSC.sc.gov](https://www.eoc.sc.gov/sites/eoc/files/Documents/Military%20Readiness%20Task%20Force.pdf), the EOC's Education Data Dashboard (work underway currently.)
3. Address the recommendations of the SC K-12 Military Readiness Task Force, adopted in June 2024.¹

¹ <https://www.eoc.sc.gov/sites/eoc/files/Documents/Military%20Readiness%20Task%20Force.pdf>

Characteristics of Military-Connected Students in SC

Table 1: Characteristics and Demographics of Military-Connected Students (MCS) compared to Statewide Non-MCS Student Population

	MCS	Non-MCS
Characteristics and Demographics	Number and % of Military-Connected Student Population	Number and % of Non-Military-Connected Student Population
American Indian or Alaska Native	54 (.3%)	2,341 (.3%)
Asian	251 (1.2%)	14,737 (1.9%)
Black or African American	5,795 (28.3%)	238,886 (30.9%)
Hispanic or Latino	2,913 (14.2%)	107,620 (13.9%)
Native Hawaiian or Other Pacific Islander	61 (.30%)	919 (.12%)
White	9,654 (47.2%)	363,486 (47.0%)
Multiracial	1,733 (8.5%)	45,945 (5.9%)
High School Level Students	6,036 (29.5%)	246,474 (31.8%)
Middle Level Students	9,762 (47.7%)	355,201 (45.9%)
Elementary Level Students	4,670 (22.8%)	172,314 (22.3%)
Gifted and Talented	3,671 (17.9%)	122,967 (15.9%)
Student with a Disability (SWD)	2,534 (12.4%)	112,352 (14.5%)
Multilingual Learners (ML)	1,085 (5.3%)	80,175 (10.4%)
Pupils In Poverty (PIP)	6,990 (34.2%)	486,401 (62.8%)
Foster Care	32 (.2%)	3,156 (.4%)
Homeless	98 (.5%)	13,793 (1.8%)
Migrant	*	693 (.09%)

Source: Student Information System; provided by the SCDE at the request of the EOC.

*data suppressed due to low student population

Identification of and Reporting of MCS

Identification of military-connected students is challenging because there are various systems that collect and report on these young people. Some data are not publicly available. Although the numbers vary by data source and availability, each military-connected young person is part of a family where at least one member is sacrificing for this country. Table 2 shows the number of military personnel and Department of Defense Appropriated Fund (AFP) Civilian Personnel located or in South Carolina as of December 31, 2024.

Table 2:
Number of Military and Dept. of Defense Appropriated Fund (AFP) Civilian Personnel

Active Duty: SC						
Army	Navy	Marine Corps	Air Force	Space Force	Coast Guard	Total
10,940	7,330	5,496	8,473	5	1,233	33,477
National Guard / Reserve: SC						
Army National Guard	Army Reserve	Navy Reserve	Marine Corps Reserve	Air National Guard	Air Force and Coast Guard Reserve	Total
9,454	3,911	571	394	1,374	2,280	17,984
APF DOD Civilian: SC						
Army	Navy	Marine Corps	Air Force	4th ESTATE DOD		Total
3,277	3581	742	2166	1216		10,982
					Grand Total: 62,443	

Sources: Active Duty Master File, Reserve Common Components Personnel Data System (RCCPDS) File, Appropriated Fund (APF) Civilian Master File, December 2024, <https://dwp.dmdc.osd.mil/dwp/app/dod-data-reports/workforce-reports>



Federal Requirement for State Collection of Military-Connected Students

When the Elementary and Secondary Education Act (ESEA) was reauthorized in late 2015, as the Every Student Succeeds Act (ESSA), military-connected students were recognized as a distinct subgroup for reporting purposes. Beginning in school year 2017-18, local education agencies (LEAs) were required to identify “students with status as a student with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty.” The purpose of collecting this information is to evaluate the specific educational needs and the effectiveness of the programs serving military-connected students.

The term ‘Active Duty’ is federally defined as full-time duty in the active military service of the United States. Active military service includes but is not limited to full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the secretary of the military department in which the member serves.

The term “full-time National Guard duty” means training or other duty, other than inactive duty – performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member’s status as a member of the National Guard of a state or territory, the Commonwealth of Puerto Rico, or the District of Columbia under for which the member is entitled to pay from the United States or for which the member has waived pay from the United States.

The National Defense Authorization Act of 2020 amended Section 1111(h)(1)(C)(ii) of the ESEA to modify the definition of “military connected” by removing the term “active duty.” As amended, “military connected” means “status as a

student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code).” Under 10 U.S.C. 101(a)(4), “Armed Forces” is defined to include the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard, which would also incorporate their reserve components (i.e., Army National Guard and Air National Guard, and Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves).

When ESSA required the identification and collection of military-connected students, South Carolina already had an established mechanism for collecting the information within the Student Information System (SIS), currently PowerSchool. In PowerSchool, a “Parent Military Status” field includes a drop-down list with eight possible student status options, which are outlined in Table 3.

Data reported by SCDE regarding military-connected students are based on district entry of student information into this field within the current Student Information System. The data are collected often via survey from parents and guardians at least once a year. The collection and reporting of these data is a requirement within ESSA.

The amended guidance outlined in the The National Defense Authorization Act of 2020 directs that “active duty” be removed as a status for a student to be considered military-connected. This report includes all students with codes 01-08 in Table 3.

Previous reports excluded codes 01 and 02; those students had not previously been considered as Military-connected. Therefore, comparisons with previous years’ reports should be made with caution.

Table 3: Military-Connected Student Codes in PowerSchool, the SC Student Information System (SIS)

Code	Meaning
00 or blank	Neither Parent nor Guardian is serving in any military service.
01	A Parent or Guardian is serving in the National Guard but is not deployed.
02	A Parent or Guardian is serving in the Reserves but is not deployed.
03	A Parent or Guardian is serving in the National Guard and is currently deployed.
04	A Parent or Guardian is serving in the Reserves and is currently deployed.
05	A Parent or Guardian is serving in the military on active duty but is not deployed.
06	A Parent or Guardian is serving in the military on active duty and is currently deployed.
07	The student’s Parent or Guardian died while on active duty within the last year.
08	The student’s Parent or Guardian was wounded while on active duty within the last year.

There is no standard collection and reporting standard for collecting student military-connected status by state although all typically collect it via a survey of parents and guardians.

South Carolina collects information about deceased and wounded military personnel so that appropriate school personnel can assist families and students who are grieving.

Based on the data collected within the Student Information System and summarized in Table 4, the population of military-connected students in SC public schools has been increasing. However, the data illustrate the challenge with reconciling the different data sources. Based on the data from PowerSchool, the SIS, there were 14,124 public school students connected to active duty personnel in School Year 2023-24 (codes 3-8) while the total number of active duty personnel in SC as of December 2024 was reported to be 33,477.



Table 4: Population of Military-Connected Students in South Carolina by School Year, as collected in the current SC Student Information System (SIS)

	SY 2021-22		SY 2022-23		SY 2023-24	
MILITARY CONNECTION	Number	Percent	Number	Percent	Number	Percent
National Guard, Not Deployed (01)	3,256	17.5%	3,311	16.4%	3,376	16.5%
Reserves, Not Deployed (02)	2,257	12.1%	2,748	13.6%	2,968	14.5%
National Guard, Active Deployment (03)	502	2.7%	583	2.9%	593	2.9%
Reserves, Active Deployment (04)	420	2.3%	360	1.8%	326	1.6%
Active Duty Military, Not Deployed (05)	9,465	50.8%	10,778	53.3%	10,859	53.1%
Active Duty Military, Deployed (06)	1,117	6.0%	1,134	5.6%	1,122	5.5%
Active Duty Military, Deceased in last year (07)	188	1.0%	176	.87%	183	.89%
Active Duty Military, Wounded in last year (08)	1,430	7.7%	1,131	5.6%	1,041	5.1%
GRAND TOTAL:	18,635	100%	20,221	100%	20,468	100.0%

Source: SC Department of Education, data reported to EOC; 180 day data collection

Military-Connected Students in SC School Districts

Of the 20,468 military-connected students reported by school districts to SCDE in school year 2023-24, approximately 70 percent of the students attended one of the ten school districts listed in Table 5. Appendix A provides additional detail for all school districts.

Table 5: Districts with the Largest Reported Percentage of Military Connected Students, SY 2023-24

School District	SY 2023-24	
	Number of MCS in District	Percent of District Population identified as Military-Connected
Richland 2	3,780	13.1%
Kershaw	1,062	9.5%
Sumter	943	6.6%
Dorchester 2	1,738	6.5%
Horry	2,311	4.8%
Beaufort	935	4.3%
Florence 1	660	4.1%
Berkeley	1,619	4.1%
Lexington 1	942	3.5%
Anderson 1	359	3.3%

Table 6: Districts Reporting NO Military Connected Students, SY 2023-24

No MCS Reported in SY 2023-24		
Anderson 5	Dorchester 4	Lee
Bamberg 3	Florence 5	Marion 10
Barnwell 48	Greenwood 51	Spartanburg 4
Calhoun	Greenwood 52	Spartanburg 6
Chester	Jasper	Spartanburg 7
Dillon 3	Laurens 55	

Academic Performance

This section provides academic performance information for military-connected students in SC compared to the performance of all students in the state.

- student achievement as measured by the Kindergarten Readiness Assessment (KRA), SY 2023-24
- student achievement on SC READY for English Language Arts (ELA) and Math, SY 2023-24
- student achievement as measured by the End-Of-Course Examination Program (EOCEP), SY 2023-24
- high school graduation rates, SY 2023-24

Fall 2023 KRA Performance for Military-Connected Students (MCS) and Non-MCS

The EOC analyzed student performance in school year 2023-24 of all kindergarten students who took the Kindergarten Readiness Assessment (KRA). The KRA is an instrument that measures a child’s school readiness across four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA is administered within the first 45 days of school.

Military-connected students demonstrate higher kindergarten readiness, with 49.1% categorized as “Demonstrating Readiness,” compared to 40.4% for non-military-connected students. A notably smaller proportion of Military-connected students (15.6%) fall into the lowest readiness category (“Emerging Readiness”), compared to 25.3% among non-military-connected peers.

Table 7: Fall 2023 KRA Performance for Military-Connected Students (MCS) and Non-MCS

KRA Performance Level	Military-Connected Students Number (% in performance level)	Non-Military-Connected Students Number (% in performance level)
Demonstrating Readiness	679 (49.4%)	20,983 (40.4%)
Approaching Readiness	480 (35.0%)	17,436 (33.6%)
Emerging Readiness	216 (15.7%)	13,162 (25.3%)
Did Not Participate	*	382 (.7%)
TOTAL	1,375 (100%)	51,963 (100%)

*data suppressed due to low student population

KRA measures readiness in:

1. Social Foundations
2. Language and Literacy
3. Mathematics
4. Physical Well-Being and Motor Development

KRA Performance Levels

- Demonstrating Readiness:**
The child consistently demonstrates the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.
- Approaching Readiness:**
The child exhibits some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.
- Emerging Readiness:**
The child displays minimal foundational skills and behaviors, which are needed to successfully meet kindergarten expectations.

SY 2023-24 SC READY Results for Military-Connected Students (MCS) and Non-MCS

The South Carolina College- and Career-Ready Assessments (SC READY) program is a statewide assessment in English Language Arts (ELA) and mathematics administered to students in grades 3-8 as required by the Education Accountability Act.

Changes in the 2021 South Carolina College- and Career-Ready Science Standards from the 2014 science standards required revisions to the SC READY Science assessment. Therefore, results from the SC READY Science test were not used for accountability.

A higher percentage of military-connected students, on average, met and exceeded standards in math and ELA, compared to non-military-connected students. Fewer military-connected students scored “Does Not Meet” than non-military-connected students, indicating fewer students were not meeting grade-level standards.

In Math, military-connected students more frequently scored Meets or Exceeds Expectations (51.18% combined) than their non-military-connected peers (41.94%).

In ELA, 35.78% military-connected students scored Exceeds Expectations, markedly higher than the 28.49% among non-military-connected students. Conversely, fewer military-connected students fall into the lowest category (14.93%) compared to non-military-connected students (23.47%).



Table 8: SY 2023-24 SC READY Results for Military-Connected Students (MCS) and Non-MCS by Subject and Category

Student Group	Total number of students (% of Student Group)	Does Not Meet	% Approaches	% Meets	% Exceeds
SC READY Mathematics					
MCS	9,209 (100%)	2,017 (21.9%)	2,479 (26.9%)	2,336 (25.4%)	2,377 (25.8%)
Non-MCS	339,536 (100%)	103,884 (30.6%)	93,257 (27.5%)	69,880 (20.6%)	72,515 (21.4%)
SC READY English Language Arts (ELA)					
MCS	9,215 (100%)	1,376 (14.9%)	1,942 (21.1%)	2,600 (28.2%)	3,297 (35.8%)
Non-MCS	339,477 (100%)	79,687 (23.5%)	79,247 (23.3%)	83,817 (24.7%)	96,726 (28.5%)

Table 9: SY 2023-24 EOCEP Scores/Passage Rate by Military-Connected Students (MCS) and Non-MCS

School Year	Military-Connected Students (MCS)			Non-MCS Statewide	
	Number of MCS	Mean Score	% Passing (A, B, or C)	Mean Score	% Passing (A, B, or C)
Algebra I					
2023-24	1,611	74.5	62.2%	70.7	51.5%
English 2					
2023-24	1,601	81.7	78.8%	78.0	70.1%
Biology I					
2023-24	1,557	73.4	57.5%	69.2	47.8%
U.S. History and the Constitution					
2023-24	1,365	72.4	53.3%	67.9	44.8%

End-of Course Exam Program

The End-of-Course Examination Program (EOCEP) is a statewide assessment program of End-of-Course exams for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. EOCEP examination scores are to count 20 percent in the calculation of a student's final grade. Defined gateway courses currently include Algebra 1, Biology 1, English 2, and United States History and the Constitution.

Table 9 shows the performance of military-connected students on end-of-course exams.

During the 2023-24 school year, military-connected students outperformed non- military-connected students statewide on the End-of-Course Examination Program (EOCEP) exams in Algebra 1, English 2, Biology 1, and United States History and the Constitution.

Algebra I

- MCS had a passage rate of 62.2%, significantly higher than non-MCS at 51.5%.
- Average scale scores for MCS (74.46) exceed non-MCS (70.67) by nearly four points.

English 2

- MCS demonstrate superior performance, achieving a passage rate of 78.8%, compared to 70.1% for non-MCS.
- MCS' average scores (81.72) similarly surpass non-MCS scores (78.03) significantly.

Biology

- MCS had a higher passage rate (57.5%) compared to non-MCS (47.8%).
- MCS average scores are also notably higher than non-MCS (73.4 vs. 69.17).

U.S. History and the Constitution

- MCS again outperform, with a passage rate of 53.3%, nearly 9 points above non-MCS (44.8%).
- Average scores reflect this gap, with MCS at 72.4 versus 67.89 for non-MCS.

Table 10: Graduation Rates for Military-Connected Students (MCS) and Non-MCS

Military-connected students graduate at significantly higher rates (94.26%) compared to their non-MCS counterparts (87.20%).

School Year	MCS	Non-MCS
	On-time Graduation Rate	On-time Graduation Rate
SY 2023-24	94.3%	87.2%
SY 2022-23	93.2%	83.9%
SY 2021-22	94.3%	83.9%
SY 2020-21	91.4%	83.2%
SY 2019-20	90.8%	82.0%
SY 2018-19	86.9%	81.1%

Note: Graduation rates are calculated from the graduation cohort base file for the given school year. The graduation cohort includes all students whose first year in high school occurred three full years prior to the school year being measured. Students are only removed from the cohort for reasons of student death, emigration, transfer to prison or juvenile facility following adjudication, and properly documented transfer out of the state.



Attendance

Table II: School Attendance of Military-Connected Students (MCS) and Non-MCS

Attendance Category	Military-Connected Students Number (% among MCS)	Non-Military-Connected Students Number (% among non-MCS)
Perfect (0% absent)	913 (4.5%)	43,596 (5.6%)
Excellent (<5% absent)	9,650 (47.2%)	316,080 (40.9%)
Good (5–10% absent)	6,658 (32.5%)	246,564 (31.9%)
Chronically Absent (10–15% absent)	2,009 (9.8%)	89,113 (11.5%)
Very Chronically Absent (15–20% absent)	612 (3.0%)	34,570 (4.5%)
Extremely Chronically Absent (≥20% absent)	620 (3.0%)	43,545 (5.6%)
TOTAL	20,462	773,468

Student attendance rates were computed using information provided by the SCDE from within the Student Information System.

With the exception of “Perfect Attendance” (less than 5% of days missed), military-connected students, as a group, were less likely to be chronically absent (missing 10% or more of the school year either excused or unexcused.) Despite the challenges that military-connected students and their families face, these students attend school at a higher rate than their non- military-connected peers.



Structures and Supports

Military Interstate Compact Commission (MIC3)

All states, including South Carolina, have joined the Interstate Compact regarding Educational Opportunity for Military Children to ease the transition for students and to ensure that there are no barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. Former Governor Mark Sanford signed the Compact on June 11, 2010 and it became law in South Carolina on July 1, 2010.

Students covered are children of the following: Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders (Title 10); Members or veterans who are medically discharged or retired for one year; Members who die on active duty, for a period of one year after death; and Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and United States Public Health Services (USPHS).

<https://mic3.net/>

SC Purple Star Districts

Designation for SC districts who meet specific requirements, target training, and implement programs designed to support the unique situations facing military students and families.

15 Purple Star Designated School Districts in SC

Anderson 1	Charleston
Aiken	Berkeley
Richland 2	Dorchester 2
Kershaw	Lexington 1
Richland 1	Horry
Sumter	Florence 1
Edgefield	SC Public Charter SD
Beaufort	

<https://scdva.sc.gov/purple-star-schools-and-districts>

School Liaison Officers serve as a primary point of contact for students and their families transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, go to:

<https://www.dodea.edu/education/partnership-and-resources/departments-defense-school-liaison-programcfm>.

Fort Jackson School Liaisons provide ongoing educational support for military-connected schools. This comprehensive website provides information about public and private schools, homeschooling, and local school districts. <https://jackson.armymwr.com/programs/school-liaison-officer>

Shaw Air Force Base is home to the 20th Fighter Wing, Headquarters Nine Air Force/United States Central Command of Air Forces, and several associate units. Shaw's units are assigned to Air Combat Command, Langley Air Force Base, Virginia. School Liaison information may be found at the website below:

<https://www.shaw.af.mil/Newcomers/>

Marine Corps Air Station and the Marine Corps Recruit Depot are in Beaufort. School support information may be accessed at the website below.

<http://www.mccs-sc.com/mil-fam/slp.shtml>

Joint Base Charleston School information may be accessed under the "Charleston Area Schools" link at:

<https://www.jbcharleston.jb.mil/Welcome-to-Charleston/New-to-JBC/>



National Resources

Department of Defense Education Activity provides professional development training in a webinar format for school liaison officers. This information is also helpful for local school districts to understand the needs of students and how to support them in a comprehensive manner.

<https://www.dodea.edu/>

Military Impacted School Association is a national organization of school superintendents. MISA supports school districts with a high concentration of military children by providing detailed, comprehensive information regarding impact aid and resources for families and schools.

<http://militaryimpactedschoolsassociation.org/>

The Military Child Education Coalition (MCEC) focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3) non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes, and conferences, and develops and publishes resources for all constituencies.

<http://www.militarychild.org/>

Military OneSource is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families. Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting, and childhood services. It is a virtual extension to installation services.

The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

www.militaryonesource.mil

National Military Family Association (NMFA) a voice for military families advocating on behalf of service members, their spouses, and their children. According to NMFA's website, NMFA is the "go to" source for Administration Officials, Members of Congress, and key decision makers when they want to understand the issues facing military families.

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

Appendix A

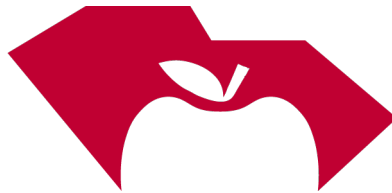
Table 1: Reported SY 2023-24 Military Connected Student (MCS) Counts for All SC Districts

District	MCS
Abbeville	*
Aiken	723
Allendale 01	*
Anderson 01	359
Anderson 02	*
Anderson 03	24
Anderson 04	*
Anderson 05	0
Bamberg 3	0
Barnwell 45	*
Barnwell 48	0
Beaufort	935
Berkeley	1,619
Charleston	1,292
Cherokee	*
Chester	0
Chesterfield	191
Clarendon 6	*
Colleton	32
Darlington	266
Dillon 3	0
Dillon 04	58
Dorchester 02	1,738
Dorchester 04	0
Edgefield 01	65
Fairfield 01	*
Florence 01	660

District (Cont'd)	MCS
Florence 02	32
Florence 03	93
Florence 04	*
Florence 05	0
Georgetown	205
Greenville	81
Greenwood 50	*
Greenwood 51	0
Greenwood 52	0
Hampton 01	*
Horry	2,311
Jasper	0
Kershaw	1,062
Lancaster	192
Laurens 55	0
Laurens 56	*
Lee	*
Lexington 01	942
Lexington 02	83
Lexington 03	*
Lexington 04	*
Lexington / Richland 05	544
McCormick 01	*
Marion 10	*
Marlboro	*
Newberry	47

District (Cont'd)	MCS
Oconee	130
Orangeburg	136
Pickens 01	149
Richland 01	406
Richland 02	3,780
Saluda	*
Spartanburg 01	*
Spartanburg 02	186
Spartanburg 03	*
Spartanburg 04	0
Spartanburg 05	*
Spartanburg 06	0
Spartanburg 07	0
Sumter 01	943
Union 01	*
Williamsburg 01	*
York 01	37
York 02	*
York 03	202
York 04	99
SC Public Charter School District	404
Charter Institute at Erskine	330
Limestone Charter	*

*data suppressed due to low student population



SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

www.eoc.sc.gov

EDUCATION IMPROVEMENT ACT	FY 2024-25	Governor's Recommendations	FY 2025-26 Executive Budget	Executive Budget Notes	House 2	Senate
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A. STANDARDS, TEACHING, LEARNING, ACCOUNTABILITY

1. Student Learning

EEDA	\$ 8,413,832		\$ 8,413,832			
State Aid to Classrooms	\$ 738,826,434	\$ 20,000,000	\$ 758,826,434	1	\$ 32,000,000	\$ 32,000,000
Industry Certifications/Credentials	\$ 3,000,000		\$ 3,000,000			
Adult Education	\$ 17,073,736		\$ 17,073,736			
Arts Curricula	\$ 1,487,571		\$ 1,487,571			
Career & Technology Education	\$ 29,572,135		\$ 29,572,135			
Computer Science Cert and Prof Learning	\$ 3,000,000		\$ 3,000,000			
Instructional Support for Districts	\$ 3,794,751		\$ 3,794,751			
Summer Reading Camps	\$ 7,500,000	\$ 19,317,625	\$ 26,817,625	2	\$ 5,432,617	\$ 7,051,375
Reading Coaches	\$ 9,922,556		\$ 9,922,556			
Subtotal:	\$ 822,591,015	\$ 39,317,625	\$ 861,908,640		\$ 37,432,617	\$ 39,051,375

2. Student Testing

Assessment/Testing	\$ 27,561,400		\$ 27,561,400			
Subtotal:	\$ 27,561,400	\$ -	\$ 27,561,400		\$ -	\$ -

3. Curriculum & Standards

Classified Positions	\$ 126,232		\$ 126,232			
Other Personal Service	\$ 4,736		\$ 4,736			
Other Operating Expenses	\$ 41,987		\$ 41,987			
Instructional Materials	\$ 29,856,586		\$ 29,856,586			\$ 3,257,655
Math Resources and Support	\$ 11,500,000		\$ 11,500,000			
Reading	\$ 3,271,026		\$ 3,271,026			
Subtotal:	\$ 44,800,567	\$ -	\$ 44,800,567		\$ -	\$ 3,257,655

4. Assist, Intervention & Reward

EAA Technical Assistance	\$ 23,801,301		\$ 23,801,301			
PowerSchool/Data Collection	\$ 7,500,000		\$ 7,500,000			
School Value Added Instrument	\$ 1,400,000		\$ 1,400,000			
Subtotal:	\$ 32,701,301	\$ -	\$ 32,701,301		\$ -	\$ -

B. EARLY CHILDHOOD EDUCATION

Alloc EIA - 4 YR Early Childhood	\$ 8,513,846		\$ 8,513,846			
CDEPP - SCDE	\$ 78,465,168		\$ 78,465,168			
Early Literacy Training	\$ 2,975,000		\$ 2,975,000			
Intensive Developmental Education & Therapy	\$ 3,300,000		\$ 3,300,000			\$ (1,300,000)
Subtotal:	\$ 93,254,014	\$ -	\$ 93,254,014		\$ -	\$ (1,300,000)

C. TEACHER QUALITY

1. Retention & Reward

Teacher of the Year Award	\$ 155,000		\$ 155,000			
Teacher Quality Commission	\$ 372,724		\$ 372,724			
Teacher Supplies	\$ 20,455,350		\$ 20,455,350			
National Board Certification	\$ 34,500,000		\$ 34,500,000			
Rural Teacher Recruitment	\$ 9,748,392	\$ (1,400,000)	\$ 8,348,392	3	\$ (1,400,000)	\$ (1,400,000)
TeachSC	\$ 727,650		\$ 727,650			
Subtotal:	\$ 65,959,116	\$ (1,400,000)	\$ 64,559,116		\$ (1,400,000)	\$ (1,400,000)

2. Professional Development

ADEPT	\$ 873,909		\$ 873,909			
Professional Development	\$ 2,771,758		\$ 2,771,758			

EDUCATION IMPROVEMENT ACT	FY 2024-25	Governor's Recommendations	FY 2025-26 Executive Budget	Executive Budget Notes	House 2	Senate
Subtotal:	\$ 3,645,667	\$ -	\$ 3,645,667		\$ -	\$ -

D. LEADERSHIP

Classified Positions	\$ 6,058,244		\$ 6,058,244			
Other Personal Service	\$ 84,700		\$ 84,700			
Other Operating Expenses	\$ 3,648,123	\$ 272,750	\$ 3,920,873	4	\$ 272,750	\$ 272,750
Technology	\$ 12,271,826		\$ 12,271,826			
School Leadership Accelerator					\$ 6,725,000	\$ 6,725,000
Subtotal:	\$ 22,062,893	\$ 272,750	\$ 22,335,643		\$ 6,997,750	\$ 6,997,750

E. EIA EMPLOYER CONTRIBUTIONS

Employer Contributions	\$ 1,397,821		\$ 1,397,821			
Subtotal:	\$ 1,397,821	\$ -	\$ 1,397,821		\$ -	\$ -

F. PARTNERSHIPS

2. Other Agencies & Entities

Literacy and Distance Learning (P360)	\$ 415,000		\$ 415,000			
Reach Out and Read (A850)	\$ 1,000,000	\$ 250,000	\$ 1,250,000	5	\$ 250,000	\$ -
S.C. Youth Challenge Academy (E240)	\$ 1,000,000		\$ 1,000,000			
Arts Education Programs (H910)	\$ 1,170,000		\$ 1,170,000			
Education Oversight Committee (A850)	\$ 2,187,264		\$ 2,187,264			
Science PLUS (A850)	\$ 563,406	\$ 356,500	\$ 919,906	6	\$ 356,000	\$ 356,500
STEM Centers SC (H120)	\$ 2,000,000		\$ 2,000,000			
Teach for America South Carolina (A850)	\$ 2,000,000		\$ 2,000,000			
Gov. School for Arts & Humanities (H630)	\$ 2,241,307	\$ 291,180	\$ 2,532,487	Special schools salary increase	\$ 145,590	\$ 145,590
Wil Lou Gray Opp. School (H710)	\$ 925,845	\$ 106,432	\$ 1,032,277	Special schools salary increase	\$ 53,216	\$ 53,216
School for Deaf & Blind (H750)	\$ 9,299,333	\$ 656,874	\$ 9,956,207	Special schools salary increase	\$ 328,437	\$ 328,437
Dept. of Disabilities & Special Needs (J160)	\$ 408,653		\$ 408,653			
S.C. Council on Economic Education (H270)	\$ 300,000	\$ 150,000	\$ 450,000	7		
John de la Howe School (L120)	\$ 726,328	\$ 201,415	\$ 927,743	Special schools salary increase	\$ 100,707	\$ 100,707
Clemson Agriculture Education Teachers (P200)	\$ 1,884,682	\$ 511,251	\$ 2,395,933	Special schools salary increase	\$ 255,626	\$ 255,626
Center for Educational Partnerships (H270)	\$ 715,933		\$ 715,933			
Centers of Excellence (H030)	\$ 1,137,526		\$ 1,137,526			
Teacher Recruit Program (H030)	\$ 4,243,527		\$ 4,243,527			
Teacher Loan Program (E160)	\$ 5,089,881		\$ 5,089,881			
BabyNet Autism Therapy (J020)	\$ 3,926,408		\$ 3,926,408			
Call Me Mister (H120)	\$ 500,000	\$ 1,400,000	\$ 1,900,000	3	\$ 695,000	\$ 500,000
Regional Education Centers (R600)	\$ 1,952,000	\$ 23,913	\$ 1,975,913	8	\$ 23,913	
Family Connection S.C. (H630)	\$ 600,000		\$ 600,000			
SDE Grants Committee	\$ 9,004,313		\$ 9,004,313			
Gov. School for Math & Science (H630)	\$ 1,964,363	\$ 402,832	\$ 2,367,195	Special schools salary increase	\$ 201,416	\$ 201,416
Center for Educ. Recruit, Reten., & Adv. (CERRA) (H470)	\$ 2,231,680		\$ 2,231,680			
Dept. of Juvenile Justice (N120)	\$ 2,736,500		\$ 2,736,500		\$ 97,500	\$ 97,500
The Continuum (H630)	\$ 2,500,000		\$ 2,500,000			
Carolina Collaborative for Alternative Preparation (H270)	\$ 1,200,000		\$ 1,200,000			
Education Data Dashboard (A850)	\$ 3,605,978		\$ 3,605,978			
Jobs for America's Graduates (H590)	\$ 3,000,000		\$ 3,000,000			
Dept. of Corrections (N040)	\$ 303,750	\$ 152,000	\$ 455,750	8	76,000	76,000
SC Teacher (H270)	\$ 2,000,000		\$ 2,000,000			
Save the Children (A850)	\$ 1,000,000		\$ 1,000,000			
Project HYPE (H270)	\$ 950,000		\$ 950,000			
Project READ	\$ 100,000		\$ 100,000			
Transform SC (A850)	\$ 400,000		\$ 400,000			
New: SC FFA Property Maintenance and Renovation						50,000

EDUCATION IMPROVEMENT ACT	FY 2024-25	Governor's Recommendations	FY 2025-26 Executive Budget	Executive Budget Notes	House 2	Senate
<i>Subtotal:</i>	\$ 75,283,677	\$ 4,502,397	\$ 79,786,074		\$ 2,583,405	\$ 2,164,992

G. TRANSPORTATION

Other Operating	\$ 22,032,195		\$ 22,032,195			
<i>Subtotal:</i>	\$ 22,032,195	\$ -	\$ 22,032,195		\$ -	\$ -

I. FIRST STEPS TO SCHOOL READINESS

Classified Positions	\$ 2,383,451	\$ 90,877	\$ 2,474,328	8	\$ 90,877	\$ 90,877
Unclassified Positions	\$ 121,540		\$ 121,540			
Other Personal Services	\$ 150,000		\$ 150,000			
Other Operating	\$ 1,906,225		\$ 1,906,225			
CERDEP	\$ 26,881,490	\$ 2,777,120	\$ 29,658,610	9	\$ 1,777,120	\$ 1,777,120
County Partnerships	\$ 14,435,228		\$ 14,435,228			
Employer Contributions	\$ 1,389,400	\$ 101,231	\$ 1,490,631	8	\$ 101,231	\$ 101,231
<i>Subtotal:</i>	\$ 47,267,334	\$ 2,969,228	\$ 50,236,562		\$ 1,969,228	\$ 1,969,228

K. EIA NON-RECURRING

SCDE - Child Nutrition Program		\$ 1,600,000	\$ 1,600,000	10	\$ 1,600,000	\$ 1,600,000
Tech-to-Teach Pilot Program (H590)		\$ 1,500,000	\$ 1,500,000	10	\$ 1,500,000	\$ -
SCDE - School Safety Grants		\$ 20,000,000	\$ 20,000,000	10	\$ 20,000,000	\$ 20,000,000
SCDE - School Buses		\$ 35,000,000	\$ 35,000,000	10	\$ 35,000,000	\$ 30,000,000
Teacher Strategic Classroom		\$ 5,000,000	\$ 5,000,000	10	\$ 5,000,000	\$ 5,000,000
Agriculture in the Classroom		\$ 750,000	\$ 750,000	10	\$ 750,000	\$ 750,000
SCDE - Instructional Materials		\$ 23,150,000	\$ 23,150,000	10	\$ 18,114,175	\$ 29,614,175
SCDE- Summer Reading Camps					\$ 23,519,825	\$ 23,519,825
Imagination Library					\$ 6,000,000	
Teaching Transformation Pilot						\$ 1,000,000
<i>Subtotal</i>	\$ -	\$ 87,000,000	\$ 87,000,000		\$ 111,484,000	\$ 111,484,000

TOTAL :	\$ 1,258,557,000	\$ 132,662,000	\$ 1,391,219,000		\$ 166,064,750	\$ 169,222,750
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Available FY 2024-25 EIA Revenue (Recurring):	\$ 45,662,000	\$ 1,304,219,000	
Available FY 2024-25 EIA Revenue (Non-Recurring):	\$ 87,000,000	\$ 87,000,000	
Available FY 2025-26 EIA:	\$ 132,662,000	\$ 1,391,219,000	
Surplus / (Deficit):		\$ -	