

REVISED

AGENDA

SC Oversight Full Committee Meeting

Monday, December 11, 2023

1:00 p.m.

Room 516, Blatt Building

- I. Welcome.....April Allen
- II. Approval of Full EOC Meeting Minutes
for October 9, 2023.....April Allen
- III. Information Items:
2022-23 Report Card Release Dana Yow

Beating the Odds Schools: An Initial LookRiley Dixon
- IV. Subcommittee Reports
Joint Academic Standards & Assessments &
Public Awareness Subcommittees

Action Item:
Approval of Industry Credentials & CertificationsDr. Patty Tate
- V. EIA & Improvement Mechanisms Subcommittee

Action Item:
EIA Budget & Proviso Recommendations Dr. Bob Couch
- VI. Action Item:
Discussion of Vision Statement Proposal from
Joint Retreat with EOC & State Board of EducationApril Allen
- VII. Executive Director Update & EOC Chair Recognition
- VIII. Adjournment

April Allen

CHAIR

Brian Newsome

VICE CHAIR

Terry Alexander

Melanie Barton

Neal Collins

Bob Couch

Bill Hager

Barbara B. Hairfield

Kevin L. Johnson

Sidney Locke

Dwight Loftis

Neil C. Robinson, Jr.

Patti J. Tate

C. Ross Turner, III

Ellen Weaver

Dana Yow
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Full Education Oversight Committee Meeting

Minutes of the Meeting

October 9, 2023

Members Present (in-person or remote): April Allen, Dr. Brian Newsome, Rep. Terry Alexander, Melanie Barton, Rep. Neal Collins, Dr. Bob Couch, Rep. Bill Hager, Barbara Hairfield, Sen. Kevin Johnson, Sidney Locke, Sen. Dwight Loftis, Neil Robinson, Dr. Patty Tate, Sen. Ross Turner, Dr. Russell Booker (remote)

EOC Staff Present: Dana Yow, Dr. Rainey Knight, Hope Johnson-Jones, Gabrielle Fulton, Riley Dixon, Dr. Jenny May

Guest(s) Present: Matthew Ferguson, Charles Appleby, Sandra Ammons

Chairwoman Allen called the meeting to order. Mr. Robinson made a motion to approve the minutes from the prior meeting, the EOC Full Committee Retreat held on August 6-7, 2023. Members voted to approve the minutes unanimously.

Next, Charles Appleby, Senior Advisor to the Coordinating Council for Workforce Development (CCWD), presented members with an overview of the CCWD and the Unified State Plan (USP). Mr. Appleby provided an overview of Act 67 and its resulting changes, as well as a review of CCWD members and current projects. Mr. Appleby introduced the USP, a statewide plan for workforce development and education. Mr. Appleby thanked the committee and opened the floor to questions.

Ms. Allen asked for a link to the presentation. Rep. Alexander asked about the CCWD's audience, with Mr. Appleby clarifying that the resources are geared towards businesses, educators, and those looking for jobs. Mr. Locke asked about messaging and communication, with Mr. Appleby stating their intent to leverage partnerships to get the word out about the CCWD's resources and projects. Sen. Loftis inquired about prioritization. Mr. Appleby stated that CCWD members voted last meeting on priorities. Dr. Booker noted that the lack of a statewide longitudinal data system in South Carolina poses a significant barrier. Dr. Newsome recommended that the CCWD look into partnerships and cooperation with the Department of Special Needs. Ms. Allen thanked Mr. Appleby and introduced Ms. Yow to present on the results of statewide achievement tests.

Ms. Yow thanked the committee, noting that the State Report Card release is the following day and that while ratings are embargoed, assessment results are not. Ms. Yow provided an overview of SC READY and EOCEP scores for 2022-23, noting key takeaways such as continuing improvement in ELA performance and stagnation in math and science. Sen. Johnson asked if there is an identified reason for this performance. Ms. Yow replied that staff intend to exam schools with high performance and high poverty to see what lessons may be learned from these schools. Mr. Ferguson added that one reason may be the move from fact-based assessment to interpretive assessment, meaning that the test may be harder. Rep. Alexander noted that pupils in poverty have the opportunity to learn if they are given the opportunity but that unfortunately, many are not. Ms. Allen noted the disconnect between End of Course results and graduation rate, before thanking Ms. Yow and introducing Dr. May with an update on the Survey Advisory Group.

Dr. May thanked the committee and provided a brief update on the SAG's mission, to provide technical guidance and support on school climate surveys, and its progress. Dr. May noted that the next meeting will be held on December 5, with the goal of creating more robust supports for survey administration. With no questions, Ms. Allen introduced Dr. Patty Tate to provide an update from the Academic Standards and Assessments/Public Awareness Joint Subcommittee Meeting held on September 18. Dr. Tate welcomed Dr. Knight, who introduced Ms. Sandra Ammons from the SC Department of Education. Ms. Ammons thanked the committee and provided a review of the 2023 College and Career Ready (CCR) Math Standards review process before providing an overview of the new CCR Math Standards themselves, noting the reduction in number of standards and the different Standards pathways. Ms. Allen thanked Ms. Ammons and called a vote, noting that no second is needed.

Rep. Collins asked if students are better prepared for the workforce with these new standards. Ms. Ammons replied in the affirmative. Mr. Ferguson noted that these standards are more applicable to situations outside of the classroom. Ms. Allen called a vote and all members voted in favor of approving the 2023 College and Career Ready Math Standards.

Next, Dr. Tate welcomed back Ms. Yow to present on the process for approval of Dual Enrollment for CCR. Ms. Yow provided a reminder of how CCR is calculated and outlined the process by which current courses would be vetted moving forward if the process is approved. Ms. Allen asked about the timeline, with Ms. Yow clarifying that this process will not affect courses available to students, only those courses counted for accountability. Dr. Couch asked to clarify that students can receive Dual Enrollment credit at career centers that meet the standard. Ms. Yow stated that she will follow up. Rep. Alexander moved to approve the process, with all voting in favor.

Ms. Yow introduced the next action item, the process for approval of industry certifications and credentials for CCR. This process would review the certifications currently in the docket and the process for stackables would return for a vote in February. Ms. Allen called for a motion to approve, with all members voting in favor. Ms. Allen reminded members of the upcoming joint meeting with the South Carolina State Board of Education on November 8, before introducing Dr. Knight for an EIA Subcommittee update. Dr. Knight provided a brief review of the new process and the addition of cost per unit as a metric. Ms. Yow provided a review of the details for the joint meeting on November 8, clarifying start time and location. With no other business, the meeting adjourned.



The School Report Cards, scheduled to be released on October 10, 2023, are the second Report Cards released with ratings since 2019. The two-year pause occurred because of the COVID-19 pandemic. The following data reflects data generated on **October 2, 2023**.

Summary of the Overall Ratings and indicators

Overall Ratings

- Based on a 100-point scale, per state law

Number and percentage of schools receiving Overall Ratings by school year

Overall Rating	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS			HIGH SCHOOLS		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Excellent	124 (18.7%)	145 (21.8%)	161 (24.1%)	67 (20.7%)	71 (21.4%)	70 (20.8%)	59 (26.0%)	40 (16.7%)	48 (20.3%)
Good	164 (24.7%)	144 (22.1%)	161 (24.1%)	99 (30.7%)	76 (22.9%)	97 (28.9%)	56 (24.7%)	48 (20.0%)	46 (19.4%)
Average	226 (34.0%)	235 (35.3%)	240 (36.0%)	121 (37.7%)	131 (39.5%)	134 (39.9%)	63 (27.8%)	76 (31.7%)	68 (28.7%)
Below Average	111 (16.7%)	100 (15.0%)	80 (12.0%)	29 (9.0%)	43 (12.9%)	30 (8.9%)	39 (17.2%)	53 (22.1%)	45 (19.0%)
Unsatisfactory	39 (5.9%)	42 (6.3%)	25 (3.7%)	7 (2.2%)	11 (3.3%)	5 (1.5%)	10 (4.4%)	19 (7.9%)	30 (12.7%)
# of Cards	664	666	667	323	332	336	227	240	237

Note: Totals do not include Career Centers or Special Schools. Twenty-one schools did not receive Overall Ratings.

Ranges of scores necessary to receive overall Ratings by school type

Overall Rating	Elementary Schools	Middle Schools	High Schools
Excellent	61-100	56-100	67-100
Good	53-60.99	48-55.99	60-66.99
Average	42-52.99	36-47.99	51-59.99
Below Average	34-41.99	29-35.99	40-50.99
Unsatisfactory	0-33.99	0-28.99	0-39.99

Indicator Ratings

Academic Achievement: Indicator determines if students in a school are meeting state standards in English Language Arts (Reading and Writing) and Math.

*Counts 35 points for Elementary and Middle Schools; 25 points for High Schools

*Scoring assumes there are 20 or more English Language Learners in a school.

Number and percentage of schools receiving ratings in Academic Achievement indicator by school year

AA Rating	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS			HIGH SCHOOLS		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Excellent	117 (17.6%)	120 (18.0%)	150 (22.5%)	42 (13.0%)	35 (10.5%)	58 (17.3%)	19 (8.2%)	8 (3.3%)	19 (8.2%)
Good	121 (18.2%)	97 (14.6%)	134 (20.1%)	50 (15.5%)	53 (16.0%)	63 (18.8%)	35 (15.1%)	24 (10.0%)	31 (13.3%)
Average	238 (35.8%)	238 (35.7%)	227 (34.0%)	132 (40.9%)	117 (35.2%)	123 (36.6%)	82 (35.3%)	48 (20.0%)	65 (27.9%)
Below Average	137 (20.6%)	133 (20.0%)	123 (18.4%)	70 (21.7%)	81 (24.4%)	72 (21.4%)	54 (23.3%)	66 (27.5%)	73 (31.3%)
Unsatisfactory	51 (7.7%)	78 (11.7%)	33 (4.9%)	29 (9.0%)	46 (13.9%)	20 (6.0%)	42 (18.1%)	94 (39.2%)	45 (19.3%)
# of Cards	664	666	667	323	332	336	232	240	233

Note: Totals do not include Career Centers or Special Schools. Twenty-five schools did not receive Academic Achievement indicator Ratings.

Percent Meeting or Exceeding Expectations on SC READY by school year State Performance (Elementary and Middle Schools)

English Language Arts

2017-18	2018-19	2020-21	2021-22	2022-23
41.6%	45.6%	42.4%	46.8%	52.7%

Mathematics

2017-18	2018-19	2020-21	2021-22	2022-23
44.5%	45.3%	37.0%	38.8%	39.6%

**Percent Earning a C or better on End-of-Course exams by school year
State Performance (High Schools)**

English 2

2020-21	2021-22	2022-23
67.4%	66.84%	67.4%

Algebra I

2017-18	2018-19	2020-21	2021-22	2022-23
44.0%	43.5%	34.6%	42.3%	44.86%

Preparing for Success: Indicator determines if students in a school are meeting state standards in Science (as measured by SC READY Science given in 4th and 6th grades) in Elementary Middle Schools. For High Schools, the indicator measures performance on both the Biology I and U.S. History and the Constitution End-of-Course exams.

*Counts 10 points for Elementary and Middle Schools; 10 points for High Schools

*Scoring assumes there are 20 or more English Language Learners in a school.

PFS Rating	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS			HIGH SCHOOLS		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Excellent	108 (16.3%)	73 (11.4%)	71 (11.0%)	38 (11.9%)	23 (7.7%)	22 (7.2%)	22 (9.2%)	22 (9.8%)	9 (3.9%)
Good	106 (16.0%)	77 (12.1%)	76 (11.8%)	42 (13.0%)	26 (8.7%)	28 (9.2%)	30 (12.6%)	21 (9.3%)	12 (5.2%)
Average	220 (33.2%)	186 (29.2%)	174 (27.1%)	119 (36.8%)	77 (25.8%)	70 (23.0%)	78 (32.8%)	58 (25.8%)	59 (25.3%)
Below Average	144 (21.7%)	140 (21.9%)	144 (22.4%)	74 (22.9%)	83 (27.8%)	79 (25.9%)	72 (30.3%)	66 (29.3%)	73 (31.3%)
Unsatis- factory	85 (12.8%)	162 (25.4%)	178 (27.7%)	50 (15.5%)	90 (30.1%)	106 (34.8%)	36 (15.1%)	58 (25.8%)	80 (34.3%)
# of Cards	663	638	643	323	299	305	238	225	233

Note: Totals do not include Career Centers or Special Schools. Eighty schools did not receive Preparing for Success indicator Ratings.

Number and percentage of schools receiving ratings in
Preparing for Success by school year
 Percent Meeting or Exceeding Expectations on SC READY/PASS Science by school year
 State Performance (Elementary and Middle Schools)

Science

2018-19	2020-21	2021-22	2022-23
49.1%	42.9%	46.0%	43.7%

Percent Earning a C or better on End-of-Course exams by school year
 State Performance (High Schools)

Biology I

2017-18	2018-19	2020-21	2021-22	2022-23
49.2%	47.0%	39.3%	42.6%	42.9%

U.S. History and the Constitution

2017-18	2018-19	2020-21	2021-22	2022-23
50.2%	47.1%	37.1%	39.3%	44.67%

Student Progress: Indicator determines how students are growing or improving academically in ELA and Math and how the lowest performing 20% of students in a school are growing academically.

*Counts 35 points for Elementary and Middle Schools; does not count for High Schools

*Scoring assumes there are 20 or more English Language Learners in a school.

**Number and percentage of schools receiving ratings in
Student Progress indicator by school year**

St Prog. Rating	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS		
	2019	2022	2023	2019	2022	2023
Excellent	84 (12.6%)	80 (12.1%)	84 (12.7%)	16 (5.0%)	22 (6.6%)	20 (6.0%)
Good	146 (21.9%)	158 (23.9%)	157 (23.7%)	74 (22.9%)	76 (22.8%)	76 (22.6%)
Average	255 (38.3%)	241 (36.5%)	245 (37.0%)	173 (53.6%)	172 (51.7%)	182 (54.2%)
Below Average	141 (21.2%)	144 (21.8%)	140 (21.1%)	53 (16.4%)	61 (18.3%)	53 (15.8%)
Unsatisfactory	40 (6.0%)	38 (5.7%)	37 (5.6%)	7 (2.2%)	2 (0.6%)	5 (1.5%)
# of Cards	666	661	663	323	333	336

Note: Totals do not include Career Centers or Special Schools. Thirteen elementary and middle schools did not receive Preparing for Success indicator Ratings.

Multilingual Learners' Proficiency: Indicator determines if students in a school who are non- native-English speakers are meeting growth targets to learn the English Language.

*Counts 10 points for all schools with 20 or more English Language Learners.

**Number and percentage of schools receiving ratings in
Multilingual Learners' Proficiency indicator by school
year**

MLP Rating	ELEMENTARY SCHOOLS			MIDDLE SCHOOLS			HIGH SCHOOLS		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Excellent	24 (8.3%)	57 (15.5%)	49 (13.1%)	3 (2.3%)	20 (11.0%)	11 (6.0%)	0 (0.0%)	3 (2.2%)	1 (0.7%)
Good	116 (39.9%)	157 (42.8%)	167 (44.7%)	15 (11.3%)	53 (29.3%)	57 (31.0%)	25 (20.8%)	35 (25.4%)	36 (25.0%)
Average	122 (41.9%)	115 (31.3%)	127 (34.0%)	45 (33.8%)	74 (40.9%)	73 (39.7%)	52 (43.3%)	60 (43.5%)	66 (45.8%)
Below Average	28 (9.6%)	36 (9.8%)	31 (8.3%)	61 (45.9%)	32 (17.7%)	41 (22.3%)	40 (33.3%)	38 (27.5%)	38 (26.4%)
Unsatisfactory	1 (0.3%)	2 (0.5%)	0 (0%)	9 (6.8%)	2 (1.1%)	2 (1.1%)	3 (2.5%)	2 (1.4%)	3 (2.1%)
# of Cards	291	367	374	133	181	184	120	138	144

Note: Totals do not include Career Centers or Special Schools. 559 schools without 20 or more English Learners did not receive ratings for this indicator.

School Climate: Indicator uses results from the Teacher and Student Climate surveys to measure perceptions of safety, working conditions, and social-physical environment.

*Counts 10 points for Elementary and Middle Schools; 5 points for High Schools

Number and percentage of schools receiving ratings in **School Climate indicator**

Sch Clim. Rating	ELEMENTARY SCHOOLS		MIDDLE SCHOOLS		HIGH SCHOOLS	
	2022	2023	2022	2023	2022	2023
Excellent	76 (11.6%)	135 (20.2%)	38 (12.0%)	44 (13.1%)	26 (10.9%)	31 (12.9%)
Good	120 (18.4%)	128 (19.2%)	56 (17.7%)	84 (24.9%)	29 (12.2%)	41 (17.0%)
Average	223 (34.2%)	212 (31.7%)	110 (34.8%)	109 (32.3%)	92 (38.7%)	78 (32.4%)
Below Average	155 (23.7%)	123 (18.4%)	71 (22.5%)	57 (16.9%)	55 (23.1%)	53 (22.0%)
Unsatis- factory	79 (12.1%)	70 (10.5%)	41 (13.0%)	43 (12.8%)	36 (15.1%)	38 (15.8%)
# of Cards	653	668	316	337	238	241

Note: Totals do not include Career Centers or Special Schools. For this indicator, 15 schools did not receive a rating.

Graduation Rate: Indicator determines what percentage of students who entered the high school in the 9th grade graduated in at least 4 years.

*Counts 25 points for High Schools only.

Number and percentage of schools receiving ratings in **Graduation Rate indicator** by school year

Graduation Rate Rating	High Schools			
	2018	2019	2022	2023
Excellent	49 (21.2%)	65 (27.9%)	77 (32.1%)	79 (33.3%)
Good	101 (43.7%)	92 (39.5%)	82 (34.2%)	81 (34.2%)
Average	47 (20.4%)	46 (19.7%)	54 (22.5%)	48 (20.3%)
Below Average	18 (7.8%)	14 (6.0%)	14 (5.8%)	17 (7.2%)
Unsatisfactory	16 (6.9%)	16 (6.9%)	13 (5.4%)	12 (5.1%)
Number of Cards	231	233	240	237

Note: Totals do not include Career Centers or Special Schools. Twelve high schools were not rated for this indicator in 2023.

State Graduation Rate

2016	2017	2018	2019	2020	2021	2022	2023
82.6%	84.6%	81.0%	81.1%	82.2%	83.3%	83.8%	83.8%

College and Career Ready: Indicator determines if students who are graduating from a high school are prepared for college or careers after graduating.

*Counts 25 points for High Schools only.

**Number and percentage of schools receiving ratings in
College and Career Ready indicator by school year**

CCR Rating	High Schools		
	2019	2022	2023
Excellent	78 (34.4%)	53 (22.1%)	46 (19.4%)
Good	68 (30.0%)	57 (23.8%)	60 (25.3%)
Average	41 (18.1%)	86 (35.8%)	86 (36.3%)
Below Average	27 (11.9%)	32 (13.3%)	34 (14.3%)
Unsatisfactory	13 (5.7%)	12 (5.0%)	11 (4.6%)
Number of Cards	227	240	237

Note: Totals do not include Career Centers or Special Schools. Twelve high schools were not rated for this indicator in 2023.

Percent of Students College OR Career Ready

2019-20	2020-21	2021-22	2022-23
61.1%	61.1%	65.8%	64.7%

*Students can be counted more than once as they may meet more than one option.

Percent of Students College AND Career Ready

2019-20	2020-21	2021-22	2022-23
Not calculated	28.7%	29.0%	29.3%

Percent of Students Career Ready

2019-20	2020-21	2021-22
61.1%	55.7%	62.8%

Career Ready Detail

	2019-20	2020-21	2021-22	2022-23
CTE completer with certification	10.2%	13.8%	17.5%	20.6%
Work-based learning	3.9%	3.1%	5.3%	7.7%
Silver or higher on Career Readiness assessment	56.0%	48.0%	54.1%	47.8%
ASVAB	7.1%	6.7%	5.9%	6.9%
SC High School Employability Credential	Not yet implemented	Not yet implemented	0.6%	0.7%

Percent of Students College Ready

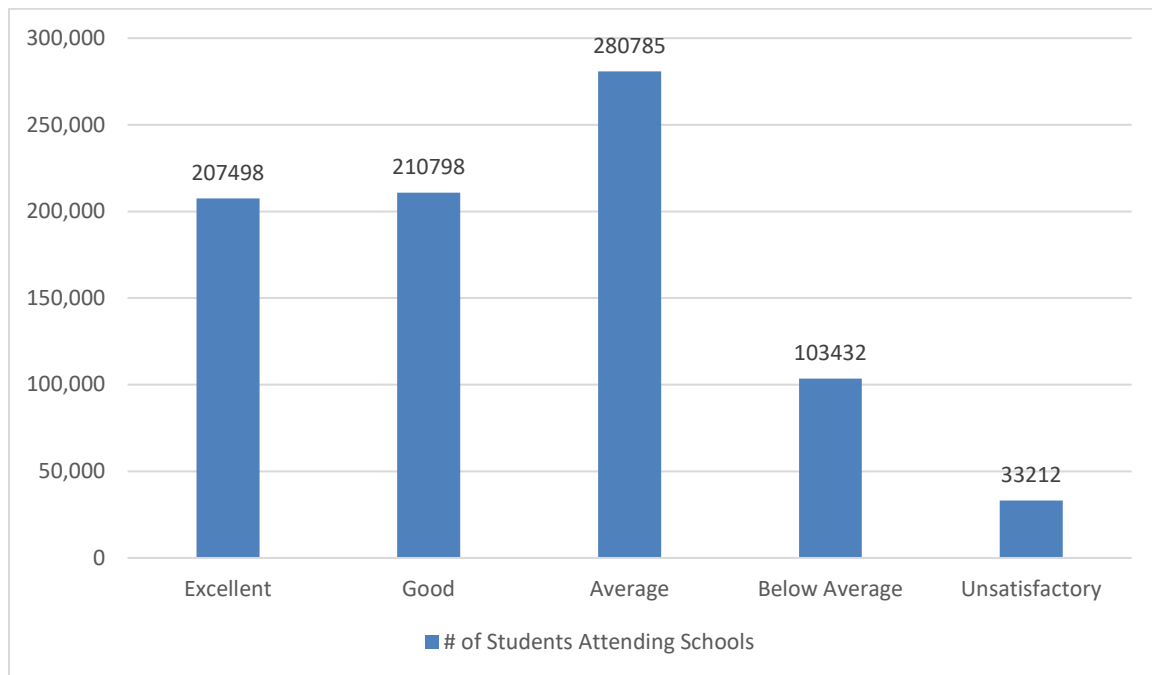
2019-20	2020-21	2021-22	2022-23
Not calculated	34.1%	32.0%	32.6%

College Ready Detail

CR Measure	2019-20	2020-21	2021-22	2022-23
ACT: 20 or higher	Not calculated	15.4%	11.3%	11.8%
SAT: 1020 or higher	Not calculated	20.5%	20.5%	20.0%
AP: 3 or higher	Not calculated	16.0%	14.9%	15.1%
IB: 4 or higher	Not calculated	1.1%	0.9%	0.8%
Dual Credit: C or better	Not calculated	15.3%	14.1%	15.2%

Number of Students Enrolled in SC Schools by Overall Report Card Rating, School Year 2022-23

Numbers reflect the student enrollment of SC public schools on the 180th day of instruction.



South Carolina releases 2023 Report Cards for schools

Tue, 10/10/2023

Editor's Note: The SC Education Oversight Committee (EOC) and the SC Department of Education (SCDE) held a joint news conference at Kelly Edwards Elementary School in Barnwell County to release the 2023 School Report Cards. Remarks were provided by SC Superintendent of Education Ellen Weaver, EOC Chair April Allen, State Board of Education Chair Crissie Stapleton, and Monique Smalls, Principal of Kelly Edwards Elementary. A recording of the event is available via each agency's social media channels. Discussion points detailing each Report Card indicator are available [here](#).



L to R: SC Education Oversight Committee Chair April Allen, Kelly Edwards Elementary School Principal Monique Small, State Superintendent Ellen Weaver

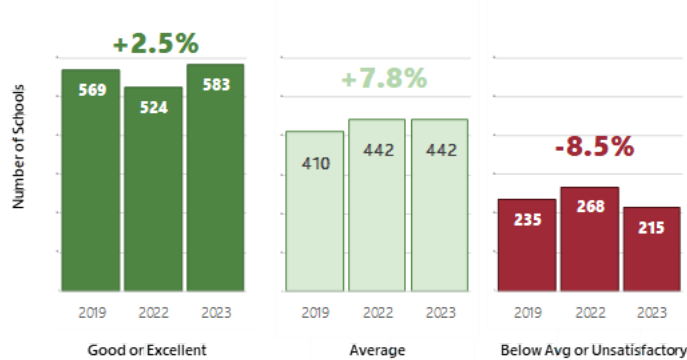
State Superintendent Ellen Weaver with Kelly Edwards Elementary School students, faculty, and staff.

Columbia – Today, the South Carolina Department of Education (SCDE) and the South Carolina Education Oversight Committee (EOC) released the 2023 SC School Report Cards at Kelly Edwards Elementary School in Williston, SC. The Report Cards, available at www.screportcards.com, highlight student performance information and other elements of school quality and effectiveness for the 2022-2023 school year.

Statewide, 22.5 percent of schools received an overall rating of Excellent, the highest rating in the state's education accountability system, representing an almost two percent increase from the previous year. Additionally, half of all students in SC public schools are enrolled in a school with an overall rating of Excellent or Good.



South Carolina School Ratings, 2019-2023



State Superintendent of Education Ellen Weaver commented, "One of the greatest joys of this job is visiting schools like Kelly Edwards Elementary, to see firsthand how strong principal leadership – paired with high-quality curriculum and professional development for teachers – is building a culture of academic achievement and proving that all students can attain excellence. The faculty, staff, and students at Kelly Edwards are living proof of the progress that is possible with clear vision and alignment of resources around what matters most: student success."

She continued, "Looking forward, we must redouble our efforts to support early literacy using the [Science of Reading](#), strategy that we already see showing strong promise in SC's ELA scores. We must also focus the same attention on boosting effective math materials and instruction. Our students will never get a second chance at their education, and our urgent priority must be equipping them with the foundational skills they need for success in school and life."

"The performance of schools like Kelly Edwards Elementary is evidence that high academic standards, quality teaching, parental and community support, and a relentless focus on helping students get what they need each day to thrive are critical components to success," stated April Allen, EOC Chair.

"It takes each of us committing to believing in the potential of all children who walk into SC classrooms; they are all likely success stories, and it is up to all of us to help get them there."

While SCDE and EOC officials are encouraged to see continued progression from schools that rebounded from the challenges brought on by the pandemic, specifically citing the gains in English Language Arts scores, they stress that there is much work ahead for all students.

Allen noted that more than half of SC students are not meeting grade level standards in math, an area that she states will be a priority of the legislative committee she chairs.

"The Report Card release also shows us that we continue to do a good job graduating students out of the K-12 system but are we preparing them for what comes after?" questioned Allen, citing the disconnect between the state's 84% high school graduation rate and the data that show that only 29% of students in last year's graduating class were college and career-ready.

The Report Cards and ratings are designed to increase accessibility and accountability in South Carolina's public schools by providing easy-to-understand and use information for families and the public.

A new indicator is reflected on this year's report card. The High School Student Success indicator measures the percentage of 9th graders earning at least 6 credits, to include both a math and an English credit in addition to five-year student success rate. Given its first year of existence on the report card, a school's report card rating is not affected by this indicator.

The School Report Cards, based on South Carolina's education accountability system, are required for all elementary, middle, and high schools which receive overall ratings based on a 100-point scale. The ratings follow terms outlined in state law: Excellent, Good, Average, Below Average, and Unsatisfactory. Schools also receive ratings on various indicators such as academic achievement, college and career-readiness, and graduation rate.

Range of scores necessary to receive overall Ratings by school type

Overall Rating	Elementary Schools	Middle Schools	High Schools
Excellent	61-100	56-100	67-100
Good	53-60.99	48-55.99	60-66.99
Average	42-52.99	36-47.99	51-59.99
Below Average	34-41.99	29-35.99	40-50.99
Unsatisfactory	0-33.99	0-28.99	0-39.99

How the 100 points are divided by indicator

Indicator		
Academic Achievement	35	25
Preparing for Success	10	10
Student Progress	35	N/A
Multilingual Learners' Proficiency (MLP)	10	10
School Climate	10	5
Graduation Rate	N/A	25
College and Career Ready	N/A	25
TOTAL	100	100

**Schools with MLP have 20 or more English Learners and receive a rating for English Learners' Proficiency. Schools without ELP have fewer than 20 English Learners and do not receive a rating for English Learners' Proficiency; those points are distributed elsewhere and not reflected in this table.*

###

EDUCATION OVERSIGHT COMMITTEE

DATE: December 11, 2023

COMMITTEE:

Education Oversight Committee

ACTION ITEM:

Approval of Industry Certifications and Credentials for School Year 2023-24

PURPOSE/AUTHORITY

Section 59-18-900 of the Education Accountability Act (EAA) as amended by Act 94 of 2017 requires the EOC to “determine the criteria for and establish performance ratings of excellent, good, average, below average, and unsatisfactory for schools.” Furthermore, “the same categories of performance ratings also must be assigned to individual indicators used to measure a school’s performance including, but not limited to, academic achievement, student growth or progress, graduation rate, English language proficiency, and college and career readiness.” The EAA also encourages students to earn industry credentials to be career ready. In addition, the state longitudinal data system created by Section 59-18-1950 requires the Revenue and Fiscal Affairs Office to measure the continuous improvement of the state public education system and the college and career readiness and success of its graduates by documenting “working-aged adults in South Carolina by county who possess a postsecondary degree or industry credential.”

CRITICAL FACTS

Per the SC accountability system, high schools receive an indicator rating for College/Career Readiness, which is the percentage of high school graduates who are college or career ready. In addition, 19 points of each high school’s overall rating is based on this indicator. While there are several metrics that can define both “college ready” and “career ready,” a student may be deemed “career ready” if the high school graduate is a Career and Technical Education (CTE) completer and, where applicable, has earned a national industry credential (or state if national not available) as determined by the business community. After the business community vets the certifications, the EOC approves those certifications that count toward “career ready” for purposes of accountability. The EOC has approved a process for vetting and approving new certifications and credentials for the 2023-24 school year – in advance of the adoption of the tiered credential system.

TIMELINE/REVIEW PROCESS

October 8, 2003: EOC adopts process for vetting and approving new certifications and credentials for the 2023-24 school year.

February 12, 2024: Tiered Credential System expected to come to EOC for approval.

ECONOMIC IMPACT FOR EOC

none

ACTION REQUEST

☒ For approval

☐ For information

ACTION TAKEN

☐ Approved
☐ Not Approved

☐ Amended
☐ Action deferred (explain)

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
ALL	SkillsUSA Career Essentials Certification	SkillsUSA	ACS Technologies, Amana, Bertram Yachts, Carolina Filters, Colonial Life, Dayton Surperior, Diamond Crystal Brands, EMS Chemie, Energizer, Federal Mogul, Fuji, General Electric, GlaxoSmithKline, Hargray Communications, International Paper, Intertape Polymer Group, Kaydon, Kimberly Clark, Masonite, MeadWestvaco, Milliken, Nestle, Roche, SCANA, Scotsman Ice, Sonoco Products, Thompson Industrial, University of South Carolina, Westinghouse, Charleston Metro Chamber, Greenwood Mills, Piedmont Technical College, Greenwood Genetic Center, Greenwood Area Habitat for Humanity, Eaton, Greenwood Partnership Alliance	The SkillsUSA Career Essentials suite engages students in defining, implementing and measuring their career-readiness skills along every point in their educational journey, whether it be middle-school, high-school, and college/postsecondary including the adult learner. The curriculum generates high levels of student engagement and is built on evidence-based outcomes that support the industry-validated Career-Ready Assessment. Together, curricula and assessments work to culminate in students earning the industry-recognized Career Essentials credentials. No longer do you need to search for a curriculum that will meet the pressing needs of fulfilling national and state standards related to career readiness.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
ALL	Career and Life Essentials	Career & Life Essentials	Marriott Hotels, Marriott Vacation Club, South Eastern Restaurant Group (SERG), and Coastal Restaurants and Bars (CRAB).	The Career and Life Essentials /Certification is aligned with the employability traits framework of the Partnership for 21st Century Skills, our Career & Life Essentials (CLE) course is the first step in preparing students for a successful career and life. Interactive, inspirational, and fun, the course content was created especially for today's high school students.	approve
ALL	Career PREP - A Virtual Career Guidance Center	Career & Life Essentials	Marriott Hotels, Marriott Vacation Club, South Eastern Restaurant Group (SERG), and Coastal Restaurants and Bars (CRAB).	In this fun and informative collection of practical workshops and activities, students put the soft skills studied in their Career & Life Essentials course into practice to create a Career PREP Portfolio that they can carry with them with them when they enter college or the workplace. The Career PREP Portfolio is a summary of the skills, strengths, and abilities students have mastered in the CLE course	approve
ALL	Soft Skills PRO	Career & Life Essentials	Marriott Hotels, Marriott Vacation Club, South Eastern Restaurant Group (SERG), and Coastal Restaurants and Bars (CRAB).	Soft Skills PRO – Industry Certification is designed to address the challenges that come with assessing and certifying students in a work-based learning experience, Soft Skills Pro is an easy, effective and valuable evaluation tool for busy teachers and employers. This can easily align to existing work-based learning criteria as required by Career and Technical Education state guidelines. Upon completion of both the Career & Life Essentials course and Career PREP, students who successfully demonstrate their acquired knowledge in a	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
				documented work-based internship will earn a Soft Skills Pro Certificate.	
ALL	Leadership Essentials	American Association of Family and Consumer Sciences	There are usage applications in a broad range of secondary and post-secondary education, leadership development programs, staff development, and human resource settings.	The National Association of Colleges and Employers Job Outlook 2018 survey overwhelmingly identified that employers are looking for candidates who are team players and problem solvers and who can plan, organize, and prioritize work. Jobs for the Future (2017) listed leadership as the top attribute sought by employers. To help ensure a quality workforce, the American Association of Family & Consumer Sciences (AAFCS) announces the launch of a national standards-based competency assessment measuring essential knowledge and skills in leadership.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Agriculture, Food & Natural Resources	Equine Management & Evaluation	NHJTCA	Clemson University Equine Center, Ridge Haven Equine, Grand Strand Equine, SC Upstate Equine, Banfield Pet Hospital, Brays Island Plantation, gpac, Gables Search Group, Medieval Times Dinner and Tournament, Nutramaxlabs Laboratories, Jobot, Savannah College of Art and Design, Shandon-Wood Animal Clinic, Odfield Club	This certification is designed to build a pipeline of skilled equine industry professionals. It validates the knowledge and skills needed to begin equine- related careers in evaluation, breeding, handling, sable management and more. Those who earn this certification are more qualified and prepared to enter a variety of roles within the industry. Additionally, this certification allow employers to connect with more skilled candidates in a highly- specialized industry. This certification can be earned by learners in all stages of their education and career and verifies individuals are prepared to pursue a career in the fields of equine evaluation, production and management.	approve
Agriculture, Food & Natural Resources	Hunter Education	SCDNR	South Carolina Department of Natural Resources, Hunt S.A.F. E., Aquatic Education, Archaelology, Hunter Education, Boater Education, Carolina Coastal Discovery Marine Education, TOMO,	The South Carolina Deparment of Natural Resources Hunter Education Program is dedicated to safe enjoyment of our outdoors. Through this program, students learn about responsibility and ehtics in the field, as well as firearms knowledge and safety, first aid, tree stand safety, hunting skills, wildlife conservation and mangement and survival skills. This course is offered on-line and in person.	Not approve
Architecture & Construction	Home Builders Association of Alabama (HBAA) Residential Construction Skills Certification	iCEV	University of Georgia, Learning Management Systems (LMS), South Plains College, Texas State Technical College	The Residential Construction Skills certification assesses the knowledge and skills necessary to be a productive worker on a residential construction job site. This certification is based on the following	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
				standards by HBAA: Building Components, Building Trades and Safety and Health.	
Education & Training, Human Services/Family and Consumer Sciences	American Red Cross-Babysitting	American Red Cross	Fortune 100 companies offer on-site babysitting services for employees: Fannie Mae, Walgreens Boot Alliance, Boeing, Home Depot, IBM, Valero Energy, Procter & Gamble, Johnson & Johnson, Prudential Financial, Disney, Cisco Systems, Merck, Goldman Sachs Group, Allstate, Nike, Twenty-First Century Fox, Time Warner, Higher Education: Early Childhood Programs at Trident Technical College, Midlands Technical College, Technical College of the Lowcountry, South Carolina State University	Red Cross-Babysitting is designed for students ages 11 and older, this oAmericannline training provides the knowledge and skills necessary to safely and responsibly care for infants and children up to the age of 10, as well as to manage a babysitting business. Skills taught include - Basic Care for Infants and Children, Basic First Aid, Child Behavior, Age-Appropriate Activities, Emergency Protocols, Professionalism, Leadership, Growing Your Business, First Aid/CPR, that lead to a national certification. Babysitting can be a lucrative part-time job while students are in school, and is an excellent entrepreneurial career choice. U. S national average pay rate for a babysitter in 2018 was \$16.75 per hour for one child and \$19.26 per hour for two. The national average for babysitting jobs is \$57,386/year or \$28/hour. Based on recent job postings on ZipRecruiter, the Babysitting job market in both Columbia, SC and the surrounding area is very active. Babysitting in Columbia, SC area makes on average \$26 per hour, or \$1.63 (6%) less than the national average hourly salary of \$27.59.	Not approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
				South Carolina ranks number 38 out of 50 states nationwide for Babysitting salaries.	
Education & Training, Health Science, Hospitality & Tourism, Human Services	Kid's Nutrition Specialist Certification	National Exercise & Sports Trainers Association (NESTA)	Pilates Jobs – NESTA Certified Personal Trainer Jobs – Fitness Trainer Jobs – Fitness Club Jobs – Group Exercise Instructor Jobs – HIIT Instructor Jobs - Wellness Coaching - Holistic Coaching	Nutrition education for kids is vital to reduce the epidemic of childhood obesity and childhood diabetes. This NESTA specialization will teach you dietary education, kid's nutritional facts and games, and much more to combine with your existing fitness and nutrition business model.	Not approve
Education & Training, Human Services/Family and Consumer Sciences	Advanced Child Care Training	American Red Cross	Fortune 100 companies offer on-site babysitting services for employees: Fannie Mae, Walgreens Boot Alliance, Boeing, Home Depot, IBM, Valero Energy, Procter & Gamble, Johnson & Johnson, Prudential Financial, Disney, Cisco Systems, Merck, Goldman Sachs Group, Allstate, Nike, Twenty-First Century Fox, Time Warner, Higher Education: Early Childhood Programs at Trident Technical College, Midlands Technical College, Technical College of the Lowcountry, South Carolina State University	American Red Cross Advanced Child Care Training is designed for professional caregivers seeking state licensure. The course can help to gain or refresh skills. Skills taught include - Basic Care for Infants and Children, First Aid and CPR/AED Training, Child Behavior, Age-Appropriate Activities, Safety, Professionalism, and Leadership that lead to a national certification. Babysitting can be a lucrative part-time job while students are in school, and is an excellent entrepreneurial career choice. U. S national average pay rate for a babysitter in 2018 was \$16.75 per hour for one child and \$19.26 per hour for two. The national average for babysitting jobs is \$57,386/year or \$28/hour. Based on recent job postings on ZipRecruiter, the Babysitting job market in both Columbia, SC and the surrounding area is very active. Babysitting in Columbia, SC area makes on average \$26 per hour, or \$1.63 (6%) less than the national average hourly salary of \$27.59.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
				South Carolina ranks number 38 out of 50 states nationwide for Babysitting salaries.	

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Business Management & Administration, Government & Public Administration, Marketing,	PMI Project Management Ready	PMI	Hotwire Communications Ltd, Hydrogen, South Carolina Department of Transportation, Appriss Retail, Raphael & Associates, U. S. Green Building Council, NTT Ltd., JTEKT North America Corporation, ASK Consulting, LanceSoft, Inc., First Class Construction LLC, Air Systems, Hubbell Incorporated, Softpath System LLC, RICEFW Technologies Inc, Inside Higher Ed, TALENT Software Services, North Wind Group, 360 IT Professionals Inc., Flour Corporation	The PMI Project Management Ready certification presents the tools needed to apply the project management skillset to all workplace and day-to- day activities. Students prepared for this certification know project management fundamentals and core concepts, traditional plan- based methodologies, Agile frameworks/methodologies, as well as Business Analyst frameworks.	approve
Business Management & Administration, Finance, Marketing, Information Technology	Microsoft Office Access Expert 2019	Microsoft Office	SPAWAR, FUSE Marketing, HPC Counsulting, Computer Connection, Paladin Cloudware, All School Districts, YesCarolina, Heritage Trust Federal Credit Union, MEBA, EverFi	MOS certifications help validate proficiency in using Microsoft Office 2019 and Office 365 and meet the demand for the most up-to-date skills on the latest Microsoft technologies. Candidates who pass a certification exam show that they can meet globally recognized performance standards. Candidates must pass one certification exam in order to earn MOS Associate or Expert certification.	approve: Replace MOS Access 2010 and MOS Access 2013

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Business Management & Administration, Finance, Marketing, Information Technology	Microsoft Office Excel Associate 2019	Microsoft Office	SPAWAR, FUSE Marketing, HPC Counseling, Computer Connection, Paladin Cloudware, All School Districts, YesCarolina, Heritage Trust Federal Credit Union, MEBA, EverFi	MOS certifications help validate proficiency in using Microsoft Office 2019 and Office 365 and meet the demand for the most up-to-date skills on the latest Microsoft technologies. Candidates who pass a certification exam show that they can meet globally recognized performance standards. Candidates must pass one certification exam in order to earn MOS Associate or Expert certification.	approve: Replace MOS Excel 2010 Expert
Business Management & Administration, Finance, Marketing, Information Technology	Microsoft Office Power Point Associate 2019	Microsoft Office	SPAWAR, FUSE Marketing, HPC Counseling, Computer Connection, Paladin Cloudware, All School Districts, YesCarolina, Heritage Trust Federal Credit Union, MEBA, EverFi	MOS certifications help validate proficiency in using Microsoft Office 2019 and Office 365 and meet the demand for the most up-to-date skills on the latest Microsoft technologies. Candidates who pass a certification exam show that they can meet globally recognized performance standards. Candidates must pass one certification exam in order to earn MOS Associate or Expert certification.	approve: Replace MOS PowerPoint 2013
Business Management & Administration, Finance, Marketing, Information Technology	Microsoft Office Word Associate 2019	Microsoft Office	SPAWAR, FUSE Marketing, HPC Counseling, Computer Connection, Paladin Cloudware, All School Districts, YesCarolina, Heritage Trust Federal Credit Union, MEBA, EverFi	MOS certifications help validate proficiency in using Microsoft Office 2019 and Office 365 and meet the demand for the most up-to-date skills on the latest Microsoft technologies. Candidates who pass a certification exam show that they can meet globally recognized performance standards. Candidates must pass one certification exam in order to earn MOS Associate or Expert certification.	approve: Replace MOS Word 2013

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Business Management & Administration, Finance, Marketing, Information Technology	Microsoft Office Word Expert 2019	Microsoft Office	SPAWAR, FUSE Marketing, HPC Counseling, Computer Connection, Paladin Cloudware, All School Districts, YesCarolina, Heritage Trust Federal Credit Union, MEBA, EverFi	MOS certifications help validate proficiency in using Microsoft Office 2019 and Office 365 and meet the demand for the most up-to-date skills on the latest Microsoft technologies. Candidates who pass a certification exam show that they can meet globally recognized performance standards. Candidates must pass one certification exam in order to earn MOS Associate or Expert certification.	approve: Replace MOS Word 2010 Expert
Business Management & Administration, Finance, Marketing, Information Technology	Microsoft 365 Certified TEAMS Administrator Associate	MICROSOFT	SPAWAR, FUSE Marketing, HPC Counseling, Computer Connection, Paladin Cloudware, All School Districts, YesCarolina, Heritage Trust Federal Credit Union, MEBA, EverFi	Microsoft Teams Administrators configure, deploy, and manage Office 365 workloads for Microsoft Teams that focus on efficient and effective collaboration and communication in an enterprise environment.	approve
Business Management & Administration, Finance, Marketing, Information Technology	TOSA® DigiComp	Isograd TOSA®	SPAWAR, FUSE Marketing, HPC Counseling, Computer Connection, Paladin Cloudware, All School Districts, YesCarolina, Heritage Trust Federal Credit Union, MEBA, EverFi	Used by more than 5,000 companies, schools, and training organizations in 30 countries, TOSA is an international standard for assessing digital skills. TOSA certifications are formally recognized in multiple US states, the UK (CPD Standard Office), France (CNCP) and the Netherlands	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Business Management & Administration, Finance, Marketing, Information Technology	TOSA® InDesign	Isograd TOSA®	SPAWAR, FUSE Marketing, HPC Counseling, Computer Connection, Paladin Cloudware, All School Districts, YesCarolina, Heritage Trust Federal Credit Union, MEBA, EverFi	Used by more than 5,000 companies, schools, and training organizations in 30 countries, TOSA is an international standard for assessing digital skills.TOSA certifications are formally recognized in multiple US states, the UK (CPD Standard Office), France (CNCP) and the Netherlands	approve
Business Management & Administration, Finance, Marketing, Information Technology	TOSA® Illustrator	Isograd TOSA®	SPAWAR, FUSE Marketing, HPC Counseling, Computer Connection, Paladin Cloudware, All School Districts, YesCarolina, Heritage Trust Federal Credit Union, MEBA, EverFi	Used by more than 5,000 companies, schools, and training organizations in 30 countries, TOSA is an international standard for assessing digital skills.TOSA certifications are formally recognized in multiple US states, the UK (CPD Standard Office), France (CNCP) and the Netherlands	approve
Business Management & Administration, Finance, Marketing, Information Technology	TOSA® Photoshop	Isograd TOSA®	SPAWAR, FUSE Marketing, HPC Counseling, Computer Connection, Paladin Cloudware, All School Districts, YesCarolina, Heritage Trust Federal Credit Union, MEBA, EverFi	Used by more than 5,000 companies, schools, and training organizations in 30 countries, TOSA is an international standard for assessing digital skills.TOSA certifications are formally recognized in multiple US states, the UK (CPD Standard Office), France (CNCP) and the Netherlands	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Health Science	Stop the Bleed	The Department of Homeland Security	Health care offices, private practices, hospitals, physical rehabilitation centers, nursing homes, outpatient care centers, hospice care facilities	Through our STOP THE BLEED® course, you will gain the ability to recognize life-threatening bleeding and intervene effectively. The person next to a bleeding victim may be the one who is most likely to save him or her. Take the course and become empowered to make a life or death difference when a bleeding emergency occurs. STOP THE BLEED®. Save a Life!	approve
Health Science	First Aid for Severe Trauma (FAST)	UDHS	Department of Homeland Security (DHS), Science and Technology Directorate (S&T)) national Center for Disaster Medicine and Public Health (NCDMPH), American Red Cross	First Aid for Severe Trauma is a Department of Homeland Security funded course that teaches high school students the skills to respond to emergencies in the first 10 min or so after they occur. Because of the DHS funding, this is a FREE course for students under the age of 19, and it happens to be the first Stop the Bleed course developed specifically for high school age students.	approve
Health Science	Health Insurance Portability and Accountability Act - HIPAA Awareness Training for Healthcare Providers	CDC - Centers for Disease Control and Prevention & HIPAA	Digital Compliance	The Privacy Rule standards address the use and disclosure of individuals' health information— called “protected health information” by organizations subject to the Privacy Rule — called “covered entities,” as well as standards for individuals' privacy rights to understand and control how their health information is used. Schools may choose the vendor they wish to use for this certification with the understanding that the credential earned does not replace the clinical facility's HIPAA training course for shadowing, clinical rotation, or work, if required by the facility	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Hospitality & Tourism	The American Meat Science Association (AMSA) Culinary Meat Selection & Cookery Certification	American Meat Science Association	Kroger Stores, Kraft Heinz Company, Earth Fare, Cargill, Publix Super Markets, Dickey's Barbecue Pit, Sam's Club, U. S. Department of Defense, Fresh Market, Inc., Amick Farms, Pruitthealth, Pepsi Cola of Florence LLC, Piggly Wiggly - Lowcountry Grocers, Piggly Wiggly, Spring Valley Country Club, Tizer Meats, Brown Packing Co., Inc.	This certification validates fluency in culinary techniques, food safety, meat selection and retail cut identification. Those who earn the certification are more qualified and prepared to enter a variety of careers, specifically those that involve the selection and preparation of meat. Additionally, the certification allow employers to identify and connect with more skilled candidates, fillings gaps in the labor market and jump-starting individuals' careers.	approve
Hospitality & Tourism	Hospitality and Tourism Specialist (HTS) Credential	American Hotel & Lodging Educational Institute	University of South Carolina, Trident Technical College, Horry-Georgetown Technical College, Greenville Technical College, Spartanburg Community College, Columbia College, Johnson and Wales University, College of Charleston, Coastal Carolina University, Charleston Southern University, Technical College of the Lowcountry	The Hospitality and Tourism Specialist credential is available to hospitality professionals who have at least 100 hours working in any role in a segment of hospitality. Students must achieve a score of 70% or better to pass the exam. Individuals who have passed the exam will be able to complete an application for the HTS credential. Hours must have been earned within 5 years of taking the exam.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Information Technology	Swift (CERTIPORT): App Development with Swift Certification Level 1	Certiport	Any institution that does software development and/or support.	Swift is a robust and intuitive programming language created by Apple that is easy to learn, simple to use, and super powerful which makes it great for getting started with code. It is also one of the fastest growing, most popular open-source programming languages used by professional developers. In fact, some of the world's most popular apps are built in Swift.	approve
Information Technology	Adobe Certified Professional (ACP) Using Adobe Animate	Certiport	Any institution that requires the creation of animation and visual effects from television to mobile devices to games to software and other forms of media using illustrations.	With the evolution from Flash Professional to Animate CC, the Adobe Certified Associate certification is also changing. The Adobe Animate CC exam incorporates the updates and enhancements found in the new software. The Animate CC exam validates an individual's skills using the premier animation tool. The ACA Animate CC exam proves a student has the skills necessary to create dynamic and engaging content required for a career in animation and design.	approve
Information Technology	Adobe Certified Professional (ACP) Visual Effects & Motion Graphics Using Adobe After Effects	Certiport	Any institution that requires the creation of animation and visual effects from television to mobile devices to games to software and other forms of media using illustrations.	Adobe After Effects is the industry-standard motion graphics and visual effects software. Create cinematic movie titles, intros, and transitions. Start a fire or make it rain. Animate a logo or character. With After Effects CC, you can take any idea and make it move.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Information Technology	Adobe Certified Professional Video Design Specialist (ACP- VDP)	Certiport	Any institution with an online presence that utilizes webpages and networking.	The Adobe Certified Professional in Video Design validates the individual's expertise in creating and editing videos using Adobe Creative Cloud. It requires professional-level skills and knowledge to effectively create graphics, animations, and special effects. To earn a new specialty credential, candidates must achieve a passing score on one specific exam, as well as a passing score on one of the other two exams as listed below. Any version of the Live-in-the-App exams will qualify.	approve
Information Technology	Adobe Certified Professional Visual Design Specialist (ACP- VDS)	Certiport	Any institution with an online presence that utilizes webpages and networking.	The Adobe Certified Professional in Visual Design validates the individual's expertise in creating and designing holistic digital aesthetics using Adobe Creative Cloud. This certification requires professional-level skills and knowledge to effectively create and develop digital creative assets.	approve
Information Technology	Adobe Certified Professional Web Design Specialist (ACP- WD)	Certiport	Any institution with an online presence that utilizes webpages and networking.	The Adobe Certified Professional in Web Design validates the individual's expertise in designing and building web pages using Adobe Creative Cloud. It requires professional-level skills and knowledge to effectively design and develop websites, layouts, and user interface.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Information Technology	App Development with Swift Associate	Certiport	Any institution that does software development and/or support.	High school or higher education students who successfully complete the App Development with Swift Associate exam demonstrate knowledge of the impact of computing and apps on society, economies, and cultures while exploring iOS app development.	approve
Information Technology	App Development with Swift Certified User	Certiport	Any institution that does software development and/or support.	Higher education students who successfully complete the App Development with Swift Certified User exam demonstrate fundamental iOS app development skills with Swift. They have knowledge of core concepts and practices that professional Swift programmers use daily.	approve
Information Technology	CEPP- Certified Expert in Python Programming	Python Institute	Any instution that does software development and/or support.	The candidate who completes the OpenEDG Python Institute General Programming certification program, i.e., passes the PCAP-31-xx, PCPP-32-1-xx, and PCPP-32-2-xx exams, becomes recognized as an OpenEDG Python Institute Certified Expert in Python Programming (CEPP).	approve
Information Technology	CLA-C Programming Language Certified Associate Certification (CLA – C Certified Associate Programmer Certification)	C++Institute - Program Your Future	Any instution that does software development and/or support.	The C Programming Language Certified Associate (CLA) is a professional certificate that measures your ability to accomplish coding tasks related to the basics of programming in the C programming language, as well as fundamental programming techniques, customs and vocabulary, including the most common library functions and the usage of the preprocessor.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Information Technology	CLE-C Certified Entry-Level Programmer Certification	C++Institute - Program Your Future	Any instution that does software development and/or support.	The CLE – C Certified Entry-Level Programmer certification shows that the individual is familiar with universal computer programming concepts like compilation, variables, data types, typecasting, operators, conditional execution, loops, arrays, pointers, memory management, functions, and the runtime environment.	approve
Information Technology	CLP-C Certified Professional Programmer Certification	C++Institute - Program Your Future	Any instution that does software development and/or support.	The C Certified Professional Programmer (CLP) is a professional certificate that measures the ability to accomplish coding and design tasks related to advanced topics of the C programming language, as well as advanced programming techniques, including the library functions and the usage of the preprocessor.	approve
Information Technology	CPA-C++ Certified Associate Programmer Certification	C++Institute - Program Your Future	Any instution that does software development and/or support.	The C++ Certified Associate Programmer (CPA) is a professional certificate that measures your ability to accomplish coding tasks related to the basics of programming in the C++ language and the fundamental notions and techniques used in object-oriented programming.	approve
Information Technology	CPE-C++ Certified Entry-Level Programmer Certification	C++Institute - Program Your Future	Any instution that does software development and/or support.	The CPE – C++ Certified Entry-Level Programmer certification shows that the individual is familiar with universal computer programming concepts like compilation, variables, data types, typecasting, operators, conditional execution, loops, arrays, pointers, structures, and the runtime environment.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Information Technology	CPP-C++ Certified Professional Programmer Certification	C++Institute - Program Your Future	Any instution that does software development and/or support.	The C++ Certified Professional Programmer (CPP) is a professional certificate that measures the ability to accomplish coding tasks related to the more advanced C++ topics such as templates and the Standard Template Library.	approve
Information Technology	Cybersecurity Level 1 Certified	CodeHS	Any instution that does software development and/or support.	The CodeHS Cybersecurity Level 1 Certification Exam proves students' foundational understanding of Cybersecurity topics and concepts.	approve
Information Technology	Cybersecurity Level 2 Certified	CodeHS	Any instution that does software development and/or support.	The CodeHS Cybersecurity Level 2 Certification Exam proves students' understanding of advanced cybersecurity topics and concepts.	approve
Information Technology	Dell Client Foundation and Enterprise Self-Dispatch Certification	Dell Technologies TechDirect	Any instution that does software development and/or support.	The Dell Student TechCrew promotes future career skills and learning via hands-on experience as students help their peers and school staff with technology issues.	approve
Information Technology	IT Automation with Python Certificate	Grow with Google	Any institution that does software development and/or support.	The IT Automation with Python certificate is an advanced certificate that allows students to demonstrate knowledge in Python programming, IT automation, troubleshooting and debugging, testing in Python, and development environment set up.	approve
Information Technology	IT Support Certificate	Grow with Google	Any instution that does software development and/or support.	The IT Support certificate provides the skills needed for an introductory-level job in IT support, to include troubleshooting and customer care, networking, operating systems, system administration, and security.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Information Technology	Java Level 1 Certified	CodeHS	Any instution that does software development and/or support.	The CodeHS Java Level 1 Certification Exam proves students' foundational understanding of Java topics and concepts.	approve
Information Technology	JavaScript Level 1 Certified	CodeHS	Any instution that does software development and/or support.	The CodeHS JavaScript 1 Certification Exam proves students' foundational understanding of JavaScript topics and concepts.	approve
Information Technology	PCEP – Certified Entry-Level Python Programmer	Python Institute	Any instution that does software development and/or support.	The PCEP – Certified Entry-Level Python Programmer certification shows that the individual is familiar with universal computer programming concepts like data types, containers, functions, conditions, loops, as well as Python programming language syntax, semantics, and the runtime environment.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Information Technology	PCPP1 – Certified Professional in Python Programming 1	Python Institute	Any instution that does software development and/or support.	The PCPP1 – Certified Professional in Python Programming 1 certification shows that the individual is proficient in the more advanced use of classes and features of object-oriented programming. The scope of certification also includes graphical user interface programming, networking and using RESTful APIs, as well as working with selected library modules allowing to interact with SQLite databases (the sqlite3 module), create and process XML files (the xml module), read, write and process csv files (the csv module), create and process log messages from Python programs (the logging module), and manage configuration files (the configparser module). Finally, the certification covers the best practices, standardization, and coding conventions used in the Python Language.	approve
Information Technology	PCPP2 - Certified Professional in Python Programming 2	Python Institute	Any institution that does software development and/or support.	The PCPP2 – Certified Professional in Python Programming 2 certification shows that the individual is familiar with and proficient in automating processes with Python as well as creating Python and Python-related tools, frameworks and systems. The scope of certification includes: Creating and Distributing Packages, Testing Principles and Techniques, The Fundamentals of Design Patterns and Interprocess Communication (IPC), The Basics of Python	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
				Network Programming, Python-MySQL Database Access.	
Information Technology	Precisions Exams by YouScience: Computer Programming I	Precision Exams by YouScience	Any institution that does software development and/or support.	The Computer Programming I certificate allow student to demonstrate knowledge in computer programming fundamentals. Topics include coding concepts and problem-solving skills through a programming language such as C++, C#, Java, Python, or JavaScript.	approve
Information Technology	Python Level 1 Certified	CodeHS	Any institution that does software development and/or support.	The CodeHS Python Level 1 Certification Exam proves students' foundational understanding of Python topics and concepts.	approve
Information Technology	TestOut CyberDefense Pro Certification	TestOut	Any institution that does software development and/or support.	The TestOut CyberDefense Pro certification exam validates that students are able to defend against ever increasing attacks against traditional solutions like firewalls and antivirus software. The exam measures the ability to complete tasks related to the following topics: Monitoring and Log Analysis, Threat Analysis and Detection, Risk Analysis and Mitigation, Incident Response, and Audit and Compliance.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Information Technology	Web Design Level 1 Certified	CodeHS	Any institution that does software development and/or support.	The CodeHS Web Design Level 1 Certification Exam proves students' foundational understanding of HTML and CSS topics.	approve
Information Technology	Web Development Level 1 Certified		Any institution that does software development and/or support.	The CodeHS Web Development Level 1 Certification Exam proves students' foundational understanding of Web Development topics and concepts.	approve
Law, Public Safety, Corrections, & Security	Precision Exams by YouScience: Criminal Justice 1	Precision Exams by YouScience	Law Enforcement agencies and business and industry that has Security departments. Law and Public Safety Education Network.	The Criminal Justice 1 certification includes the history of law enforcement and the legal system, report writing and recordkeeping, criminal investigation techniques, and routine police procedures. Students demonstrate knowledge on how to use communications and dispatch equipment, perform proper search and seizure techniques, conduct basic criminal investigations, and execute correct pursuit and arrest procedures. Students demonstrate preparation to enter the fields of law enforcement and the criminal justice system.	approve
Law, Public Safety, Corrections, & Security	Precision Exams by YouScience: Criminal Justice 2	Precision Exams by YouScience	Law Enforcement agencies and business and industry that has Security departments. Law and Public Safety Education Network.	The Criminal Justice 2 certification demonstrates an in depth understanding of the American judicial system highlighting criminal laws and procedures and major landmark case law. Students demonstrate knowledge in basic investigative techniques for crimes against people and property. Students demonstrate an increased understanding of the criminal justice field with an emphasis on law enforcement.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Law, Public Safety, Corrections, & Security	Initial Security Officer Certificate	International Foundation for Protection Officers	Law Enforcement agencies and business and industry that has Security departments. Law and Public Safety Education Network.	Initial Security Officer Certificate will provide the student Nature and Role of Private Security Officers, Observation and Incident Reporting, Principles of Communication, Access Control, Safeguarding Information, Emergency Response Procedures, Life Safety Awareness and Workplace Violence.	approve
Law, Public Safety, Corrections, & Security	Professional Security Officer Certificate	International Foundation for Protection Officers	Law Enforcement agencies and business and industry that has Security departments. Law and Public Safety Education Network.	Professional Security Officer Certificate will provide the student with the knowledge to know when a crowd is becoming hostile. What should you do in case of a hostile crowd? How do you ensure traffic moves smoothly around a construction site? How do you properly fill a parking lot? What are the duties of a security officer and how they differ from the duties of a public law enforcement officer?	approve
Law, Public Safety, Corrections, & Security	Emergency Medical Responder	LLR-South Carolina Fire Academy	South Carolina State Fire Academy, Naional Association of Emergency Medical Technicians (NAEMT) Trainig Center for Advanced Medical Life Support, Department of Health & Environmental Control (DHEC)	This Certification is issued by the SC Fire Academy after a student has successfully completed the course materials. Since an increase in medical emergencies are being requested through Fire Departments this certification was designed to augment the limited number of EMTs and Paramedics available.	approve
Manufacturing	Certified Onshape Associate	Learn-Onshap	Post Secondary Institutions, Industries	The Certified Onshape Associate exam certifies that a user is proficient in OnShape modeling workflows.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Manufacturing	Society of Manufacturing Engineers (SME) Certified Manufacturing Associate (CMfgA)	SME	SME Education Foundationm SMART Manufacturing, Digital Resource Showcase, Manufacturing Resource Centers, Rappid + tct, FABTECH, Houstex, Eastec, Southtec, Westec	The Certified Manufacturing Associate (CMfgA) certification covers fundamental topics such as shop math, assembly, maintenance, machining, inspection, and more. This industry-driven certification demonstrates that the individual has basic knowledge of manufacturing and may be an ideal candidate for entry-level manufacturing employment. After earning the CMfgA certification, SME encourages individuals to explore a variety of available career pathways in manufacturing and continue with training or education to earn more advanced technical certifications.	approve
Marketing	Stukent Social Media Marketing Certification	Stukent	Public Relations firms, Advertising & Communications Companies, Sales & Entrepreneurship businesses, Marketing Foundations, Digital Marketing and Post Secondary Institutions	The Stukent Social Media Marketing certification is an 80-question, 2-hour certification. Test results demonstrate content mastery in Social Media Marketing as offered through the Stukent courseware bundle. The certification is free with a subscription.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Transportation, Distribution & Logistics, Agriculture, Food & Natural Resources, Architecture & Construction, Human Services/Family & Consumer Sciences	Precision Exams by YouScience: Small Engineer Repair I	Precision Exams by YouScience	Lawn mower repair, power equipment repair, outdoor power equipment, auto parts and towing, Husqvarna, Appliance Repair, Appliance Medic, Air Conditioning and Heating, Home Small Engine Repair, Sewing Machine repair	Precision Exams works with business and industry to develop stackable competency- and industry- based career and technical education certification exams based on the needs and resources of business and industry. All certification standards are developed to recognize demonstrated content mastery. In addition, Precision Exams offers reporting tools that help teachers and schools determine where to focus to improve scores and show growth measurement throughout the length of a course.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Transportation, Distribution & Logistics, Agriculture, Food & Natural Resources	Snap-on/NC3: Battery, Starting, and Charging Certification	Snap-on	Snap-on incorporated, Gyro-Trac Corporation, Field Transportation, Commercial Metas Company, R. W. Harris, Inc., DC Heavy Hydraulics, STEIN, LLC, ManTech International Corporation, WHECO corp, Eagle Construction Company, Mader Group, US Foods, TravelCenters of America, H&E Equipment Services, CBG, Inc.	The successful completion of the Snap-on Battery, Starting, and Charging Certification enables graduates to demonstrate a solid understanding of battery, starting, and charging diagnostics, jump- starting tools and service equipment. The skills acquired during this comprehensive training are valuable TOOLS FOR LIFE that can lead to rewarding careers in a vast array of industries in the global marketplace. Snap-on and NC3 combined their industrial experience and expertise to create a certification that includes hands-on training using tools fundamental to transportation careers. Those who earn this certification will be proficient in the use of charging, jumping and testing equipment as well as the safety measures required for this fundamental skill.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Transportation, Distribution & Logistics	Snap-on/NC3: Diesel Scanner Diagnostics Certification	Snap-on	Department of Transportation, Penske Truck Leasing and Logistics, Loomis Armored US, LLC, Ryder, Sparrow and Kennedy Tractor Co. Inc., United Parcel Service, Love's Travel Stops & Country Stores, Sparrow and Kennedy Tractor Co. Inc., Confidentil, Red Classic,	Students who earn the Snap-on Diesel Scanner Diagnostics Certification have completed hands-on training with state-of-the-art Snap-on equipment developed for diesel repair and maintenance. The certification demonstrates that graduates have attained a solid understanding of scanner controls and operation, providing them with TOOLS FOR LIFE required to service computer-controlled diesel vehicles. Today's diesel and heavy duty vehicles require computerized diagnostics to properly identify problems. As the leader in aftermarket diesel vehicle diagnostics, Snap-on developed a certification course that include classroom training and advanced lab exercises. A majority of technicians who use scanning equipment know only 20-30% of the tool's capabilities. When students complete their certification, they can show employers they have valuable experience as scanner power-users.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Transportation, Distribution & Logistics	Snap-on/NC3: Rotor Matching Master Technician Certification	Snap-on	Department of Transportation, Penske Truck Leasing and Logistics, Loomis Armored US, LLC, Ryder, Sparrow and Kennedy Tractor Co. Inc., United Parcel Service, Love's Travel Stops & Country Stores, Sparrow and Kennedy Tractor Co. Inc., Confidentil, Red Classic	Students who earn the Snap-on Rotor Matching Master Technician Certification have acquired skills in the diagnosis and repair of brake related problems encountered on today's precisely engineered vehicles. This essential TOOLS FOR LIFE cover the capabilities required to accurately identify performance and safety related brake system malfunctions, as well as how to correct them effectively. This certification provides a widely recognized endorsement of technical expertise and demonstrated achievement. Students are trained to diagnose and repair the complex challenges of rotor matching that are regularly seen in brake repair facilities.	approve
Transportation, Distribution & Logistics	Snap-on/NC3: Tire Pressure Monitoring Systems Certification	Snap-on	Department of Transportation, Penske Truck Leasing and Logistics, Loomis Armored US, LLC, Ryder, Sparrow and Kennedy Tractor Co. Inc., United Parcel Service, Love's Travel Stops & Country Stores, Sparrow and Kennedy Tractor Co. Inc., Confidentil, Red Classic	The Snap-on Tire Pressure Monitoring Systems Certification trains power users of Snap-on TPMS4 tire diagnostic equipment. Upon successful completion of the certification curriculum and hands-on lab exercises, certified technicians can safely and productively utilize all features found on Snap-on TPMS4 diagnostic equipment. The curriculum includes training materials and practical lab exercises designed to develop tire service knowledge and professionalism that are TOOLS FOR LIFE for those pursuing careers in automotive maintenance technology and collision repair.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Transportation, Distribution & Logistics	Snap-on/NC3: Wheel Service and Alignment Certification	Snap-on	Department of Transportation, Penske Truck Leasing and Logistics, Loomis Armored US, LLC, Ryder, Sparrow and Kennedy Tractor Co. Inc., United Parcel Service, Love's Travel Stops & Country Stores, Sparrow and Kennedy Tractor Co. Inc., Confidentil, Red Classic,	The Snap-on Wheel Service and Alignment Certification is awarded to students who achieve proficiency in automotive wheel balancing and alignment, and tire changing equipment. The curriculum includes practical lab exercises designed to develop the knowledge and professionalism that are TOOLS FOR LIFE for those pursuing careers in automotive maintenance technology and collision repair. Wheel service and alignment are among the most in-demand specialties in the automotive industry, and many service centers lack on-site, trained specialists. Technicians with this certification are widely recognized for their advanced training and hands-on experience. The course provides lab exercises for training on professional-grade equipment including balancers, changers and alignment systems. Students who successfully complete the course obtain the training and professionalism required to be safe, accurate and proficient on the job. [NC3]	approve
Transportation, Distribution & Logistics	Automotive Scanner Diagnostics Certification - Apollo	Snap-on	Public Relations firms, Advertising & Communications Companies, Sales & Entrepreneurship businesses, Marketing Foundations, Digital Marketing and Post Secondary Institutions	Students who earn the Snap-on Automotive Scanner Diagnostics Certification have acquired skills they need to unlock the full potential of sophisticated diagnostic platforms and have been provided the insight and experience required to service computer-controlled vehicles. When students complete this certification, they can show	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
				employers they have hands-on experience as scanner power-users.	
Transportation, Distribution & Logistics	Mechanical And Electronic Torque Certification	Snap-on	Department of Transportation, Penske Truck Leasing and Logistics, Loomis Armored US, LLC, Ryder, Sparrow and Kennedy Tractor Co. Inc., United Parcel Service, Love's Travel Stops & Country Stores, Sparrow and Kennedy Tractor Co. Inc., Confidentil, Red Classic	The Snap-on Mechanical and Electronic Torque Certification is awarded to students who successfully achieve proficiency in the use of torque tools. In-depth knowledge of torque theory, and experience in wrench selection and torque application form TOOLS FOR LIFE that enable technicians to be productive, efficient, and safe when using torque instruments in a wide variety of industries.	approve
Transportation, Distribution & Logistics	TIA Tire Compliance	TIA Tire Industry Association	Deeparatment of Transportation, Penske Truck Leasing and Logistics, Loomis Armored US, LLC, Ryder, Sparrow and Kennedy Tractor Co. Inc., United Parcel Service, Love's Travel Store & Countr Stores, Sparrow and Kennedy Tractor Co. Inc., Confidential, Red Classic	The commercial tire industry mandates that anyone who handles a commercial tire must have the TIA certification. This class is a 200 level TIA compliance certification. Students are taught about tires throughout the school year and learn how to jack up a tractor and trailer, how to manually repair and change a commercial tire, and the final aspect of teaching is the lock out and tag out component. TIA's basic tire service program covers OSHA Regulations, OSHA Rim Matching and Demount/Mount Charts Single-Piece Demounting, Mounting & Inflation Multi-Piece Demounting, Mounting & Inflation Zipper Rupture Inspection Disc Wheel Service, Maintenance & Inspection Procedures Demountable Rim Service, Maintenance & Inspection Procedures.	approve

College and Career Readiness Recommendations SY21 - SY22 & SY22 - SY22 -23					
Career Cluster	Assessment/Certification/ Industry Credential	Certifying Agency/Industry	Higher Education and Business Support	Justification provided by SC Dept. of Education	EOC Staff Recommendation
Transportation, Distribution & Logistics	South Carolina Boater Education Certificate	BOATER	US Coast Guard Recognized, NASBLA Strategic Partner, Official Boting Education	South Carolina Boaters Education requirements for certification are: anyone under the age of 16 years old may operate a vessel or personal watercraft (PWC) powered by a motor less than 15 horsepower without restrictions. Anyone may operate a vessel or personal watercraft (PWC) powered by a motor of more than 15 horsepower only if accompanied by a person 18 years or older who has successfully completed an approved boater safety course	Not approve

EDUCATION OVERSIGHT COMMITTEE

Committee: Full Committee

Date: December 11, 2023

ACTION ITEM

Budget ad Proviso Recommendations, Fiscal Year 2024-25

PURPOSE/AUTHORITY

SECTION 59-6-10 of the Education Accountability Act requires the EOC to “review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding” and to “make programmatic and funding recommendations to the General Assembly.”

CRITICAL FACTS

The attached are provided as recommendations for the Full Committee to review, amend and approve at its December 11, 2023 meeting.

TIMELINE/REVIEW PROCESS

- October 16, 20203: Held public hearing for entities funded by or requesting EIA revenues. Presentations were voluntary.
- November 13, 2023: Held public hearing for entities funded by or requesting new EIA revenues and convened to discuss EIA budget priorities. Presentations were voluntary. Subcommittee requested EOC staff compile priorities of EIA budget from the discussion and present recommendation for consideration at the November 27, 2023 meeting.
- November 27, 2023: Meeting held via Zoom; purpose to review and discuss EIA recommendations to bring to full EOC on December 11, 2023.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source: EIA

ACTION REQUEST

☒ For approval

☐ for information

ACTION TAKEN

☐ Approved
☐ Not Approved

☐ Amended
☐ Action deferred (explain)

EDUCATION OVERSIGHT COMMITTEE

Committee: Full Committee

Date: December 11, 2023

ACTION ITEM

Budget ad Proviso Recommendations, Fiscal Year 2024-25

PURPOSE/AUTHORITY

SECTION 59-6-10 of the Education Accountability Act requires the EOC to “review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding” and to “make programmatic and funding recommendations to the General Assembly.”

CRITICAL FACTS

The attached are provided as recommendations for the Full Committee to review, amend and approve at its December 11, 2023 meeting.

TIMELINE/REVIEW PROCESS

- October 16, 20203: Held public hearing for entities funded by or requesting EIA revenues. Presentations were voluntary.
- November 13, 2023: Held public hearing for entities funded by or requesting new EIA revenues and convened to discuss EIA budget priorities. Presentations were voluntary. Subcommittee requested EOC staff compile priorities of EIA budget from the discussion and present recommendation for consideration at the November 27, 2023 meeting.
- November 27, 2023: Meeting held via Zoom; purpose to review and discuss EIA recommendations to bring to full EOC on December 11, 2023.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source: EIA

ACTION REQUEST

☒ For approval

☐ for information

ACTION TAKEN

☐ Approved
☐ Not Approved

☐ Amended
☐ Action deferred (explain)

EIA and EAA Budget and Proviso Requests for FY 2024-25

Presented to EIA Subcommittee

November 27, 2023

Section 59-6-10 of the Education Accountability Act requires the Education Oversight Committee (EOC) “review and monitor the implementation and evaluation of the Education Accountability Act and the Education Improvement Act programs and funding” and to “make programmatic and funding recommendations to the General Assembly.” To meet this statutory requirement, the EOC required each EIA-funded program or entity to submit a program and budget report detailing the objectives and outcomes of each program for Fiscal Years 2022-23 and any additional requests for Fiscal Year 2024-25.

Additional EIA requests for Fiscal Year 2024-25 total \$426,395,460 (recurring). Total requests for nonrecurring (surplus) funds from current EIA-funded programs total \$231,332,500.

The EIA and Improvement Mechanism Subcommittee met on the following dates:

- October 16, 2023: Held public hearing for entities funded by or requesting EIA revenues. Presentations were voluntary.
- November 13, 2023: Held public hearing for entities funded by or requesting new EIA revenues and convened to discuss EIA budget priorities. Presentations were voluntary. Subcommittee requested EOC staff compile priorities of EIA budget from the discussion and present recommendation for consideration at the November 27, 2023 meeting.
- November 27, 2023: Meeting to be held via Zoom; purpose to review and discuss EIA recommendations to bring to full EOC on December 11, 2023.

On November 16, 2023, the Board of Economic Advisors (BEA) issued updated revenue projections for FY 2024-25. The BEA identified \$75,861,000 increase in EIA funds for FY 2024-25. See Table 1.

Table 1

EIA Estimate 2024-25 November 16, 2023	
EIA Estimate	\$ 1,253,231,000
EIA Base Appropriation 2023-24	\$1,177,370,000
Projected EIA Projected Funds (Recurring)	\$75,861,000

Surplus funds (non-recurring) available have been identified by the Board of Economic of Advisors (BEA) as \$51,000,000. Based on recommendations from the Executive Budget Office and Revenue and Fiscal Affairs, the EOC has been advised to not recommend allocation of these funds under EIA surplus until these funds can be certified to not duplicate any appropriations.

I. EOC Recommendations Regarding Education Improvement Act Teacher Retention and Recruitment Programs

Teacher recruitment and retention is the most pressing issue facing public schools across South Carolina, as well as the nation. Research is evident that a highly qualified teacher has a large impact on student achievement.¹ Currently, the South Carolina General Assembly is funding a number of teacher recruitment and retention programs through Education Improvement Act (EIA) funds with the intent to attract and retain highly qualified teachers for the students of South Carolina.

Specifically, there are 16 programs with goals to recruit and/or retain teachers which total \$68,799,875 in EIA funds. (Monies allocated for teacher salaries have not been included in these figures.) Of the 16 programs, 10 programs are specifically designed to recruit teachers to the profession. Of the 10 programs specifically designated to recruit teachers, only eight (8) provided data that showed the number of certified teachers produced in 2023. These eight programs received \$10,014,605 in EIA funds. In 2023, a total of 239 teachers were certified using EIA funds from these eight (8) programs for a cost per teacher of \$41,902. (Note: Of the 239 teachers produced, 75% or 179 teachers were from the Teaching Fellows program.)

A number of subcommittee members have noted a concern that there is no statewide entity whose sole purpose is to recruit and/or retain teachers in South Carolina; furthermore, there is no comprehensive plan for collecting, evaluating, and reporting on the outcomes of the 16 programs which receive state funding. In the absence of an entity overseeing teacher recruitment and retention statewide, South Carolina has created silos of programs working on the same issue with little coordination among groups and no overall plan or strategy for undertaking this persistent challenge.

Pursuant to Proviso 1.114 of the 2022-23 General Appropriations Act, the Teacher Recruitment and Retention Task Force made recommendations to propose necessary revisions for improving teacher recruitment, retention, and advancement.² While many meaningful recommendations were made, this Task Force was not charged with the responsibility of looking at all programs/structures responsible for teacher recruitment and retention.

The EIA subcommittee recommends an ad hoc committee be formed in the summer 2024 to review current structures/programs in place in South Carolina whose focus is teacher recruitment and retention. Each EIA program will be reviewed, with a specific eye toward duplication of efforts and return on State investments. The responsibility of the ad hoc committee will be the EOC.

¹ <https://compcenternetwork.org/sites/default/files/archive/research-brief-teacher-recruitment-induction-retention.pdf>

² <https://ed.sc.gov/newsroom/teacher-recruitment-and-retention-task-force-recommendations/>

This ad hoc committee will make recommendations to the General Assembly in January 2025 as to the most efficient and effective way to manage and monitor teacher recruitment and retention structures/programs across South Carolina to increase teachers entering the teaching profession and to retain teachers, specifically in the first five (5) years of teaching. The EIA subcommittee recommends that any request received for additional funding or new funding should be postponed until the comprehensive plan from the ad hoc committee have been approved by the General Assembly.

II. Recommendations for EIA Funding

Table 2

Recurring Funds Available New Funds \$ 75,861,000	
Name of Program	Funds
Teacher Recruitment and Retention	
Teacher Career Ladder Strategic Compensation Pilot-SCDE	\$10,000,000
National Board to Teacher Strategic Compensation (\$26,000,000 remaining after teacher stipends)	(\$10,000,000)
TeachSC	\$727,650
Teacher Supplies (\$350 to \$400)	\$2,700,000
CERRA (enhancement to current web portal)	\$200,000
STEM/Math	
Palmetto Math Project	\$10,000,000
Robotics Curriculum	\$150,000
Early Childhood	
CEDEPP-SCDE	\$14,184,000
CEDEPP (addition of three districts)	\$3,000,000
Half Day 4K (removal of three districts)	(\$3,000,000)
LETRS Training Early Childhood (4K Teachers and Assistants @850 classes)	\$2,975,000
First Steps (personnel costs)	\$362,089
Teacher Salaries	
Other State Agencies' Teacher Salaries	\$1,090,256
Assessment/Learning	
Instructional Materials	\$36,972,005
SC Advanced Placement Partnership (under Professional Learning at SCDE)	\$1,500,000
School Building Safety	
School Building Mapping	\$5,000,000
Total Recurring Funds	\$75,861,000

Current Recurring Funds	
EOC Dashboard	\$3,500,000
EOC Agency Budget Request (to be used for salary and fringe for Dashboard personnel)	(\$394,022)

EIA Projected Growth FY 2023-24

The EIA recurring growth funding estimate is \$75,861,000. The EIA Subcommittee has recommended funding as follows.

Recommendation 1: CERRA \$200,000

CERRA's request is to support the development of an online job board designed to aggregate K-12 education jobs across the state and create a central hub for job seekers. In addition, the proposed system would allow CERRA to recruit potential educators nationwide while also equitably promoting district vacancies. The proposed job board would replace the antiquated online educator employment system currently available on CERRA's website and would be comparable to job boards presently being used/developed by neighboring states. The funds would also be used for the annual costs for maintaining the system.

Recommendation 2: Teacher Strategic Compensation Pilot \$10,000,000

The SDE wants to enhance and support effective school teachers by creating a pilot program by recognizing teachers who demonstrate above average year-to-year student growth in core academic areas.

Recommendation 3: TeachSC \$727,650

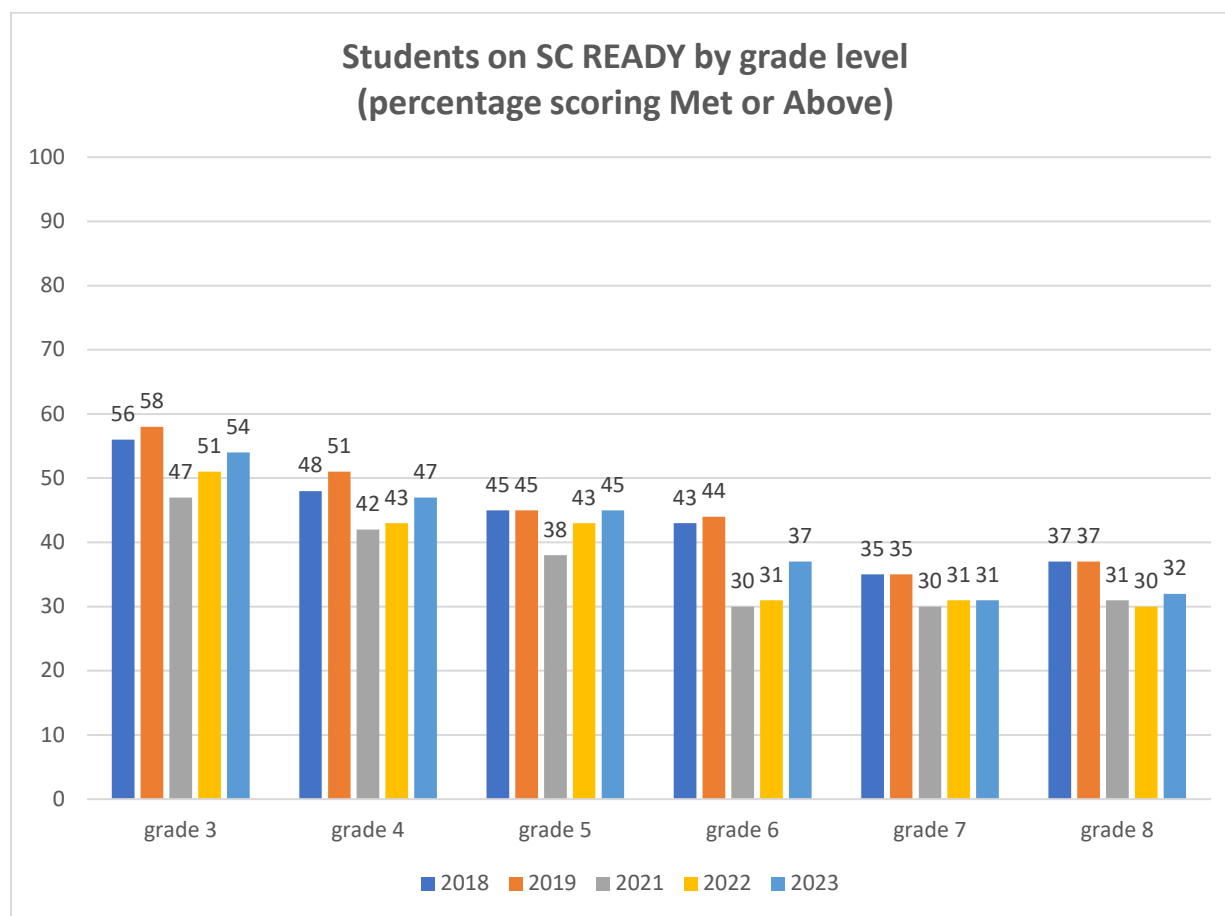
TeachSC is a one-stop-shop on a digital platform with resources, tools and services that increase clarity about the teaching profession to support aspiring teachers. The SDE would house this program.

Recommendation 4: Teacher Supplies (\$350 to \$400) \$2,700,000

Classroom supply monies for teachers is recommended from \$350 per eligible teacher to \$400.

Recommendation 5: Palmetto Math Project**\$10,000,000**

Before and after the pandemic, student performance has been anemic. There has been a precipitous drop in 2022 SC READY results with slight improvements for 2023. However, most grade levels have not met pre-pandemic levels of mathematics achievement. What makes this most critical and alarming is that math is sequential and cumulative in nature and without specific interventions, students may fall further behind. See Table 3 below.

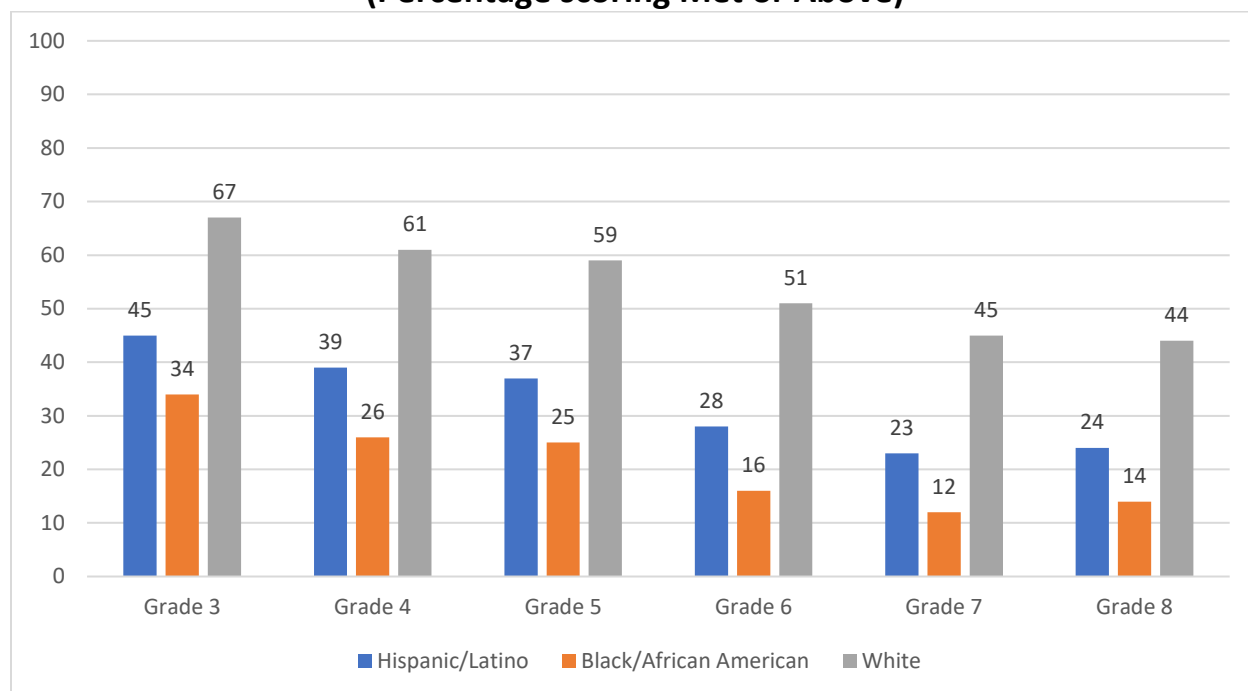
Table 3

Of significant concern, is the percentage of African American students who are scoring significantly low in middle grades at 16%, 12% and 14% meeting grade level in grades 6, 7 and 8, respectively. Recent research suggests that students who are “off track” in grade 8 have only a

19% chance of being college /career ready; and students “way off track” have only a 3% chance of being college/career ready.³

Table 4

**Students on SCREADY by Subgroups
(Percentage scoring Met or Above)**



Critical next steps needed to erase unfinished learning are to allocate resources to identify gaps in student learning in specific math content/skills and corresponding teacher strategies to support teaching and learning.

The South Carolina Department of Education (SCDE) is proposing to create a program to identify and support elementary through middle grades schools with one half or more of fifth or eighth grade students scoring at the lowest level on SC READY mathematics. For each school identified the SCDE will support schools through Instructional Coaching, High Quality Instructional Materials, High Quality Professional Learning and High Dose Tutoring.

Recommendation 6: Robotics Curriculum

\$150,000

Funding for a robotics program in an underserved district is recommended. A robotics program

³ Chrys Dougherty and Steve Fleming, “Getting Students On Track to College and Career Ready”, ACT, November, 2012.

should be identified that allows students to investigate, tinker, and explore endless design possibilities.

Recommendation 7: CDEPP-SCDE

\$14,184,000

CERDEP showed a large increase of 1,120 students and 56 classrooms in 2023-24. With this expansion and anticipation of additional students for 2024-25, the SCDE is requesting additional funds to fully fund the increase in 2023-24 and 2024- 25.

Recommendation 8: LETRS Training Early Childhood (4K)

\$2,975,000

Research supports the single greatest influence upon student achievement is the effectiveness of the classroom teacher. For current 4K teachers to continue to grow and build their teaching skills and content, the opportunity for continued professional learning is critical.

Teachers are graduating from teacher education programs with limited skills in reading. National studies have shown that only 51 percent of higher education teacher preparation programs include the science of reading in its curriculum.⁴

When teachers do not have the knowledge or skills to teach reading to all students, a large number of students lag behind and struggle, particularly minority students. Problems compound and comprehension gap continues to widen, while teachers are left behind feeling frustrated and ineffective.

The EOC recommends 4K teachers and assistants in 4K classrooms be trained in the companion to LETRS, LETRS Training Early Childhood (Language Essentials for Teachers of Reading and Spelling). Current training for literacy is focused on kindergarten-grade 3. Adding the 4K programs is a critical piece to ensuring a seamless transition for students and teacher development in elementary and early childhood centers. LETRS Training Early Childhood is a proven professional learning designed to teach teachers the content and principles of literacy and effective language instruction. Its content extends across five essential components of reading plus oral language, spelling, and writing. Each of these aspects of instruction are essential especially for students at risk for reading failure due to the life circumstances, prior instruction, language development background and neurodevelopmental reading disabilities (including dyslexia).⁵

Recommendation 9: First Steps

\$362,089

The EOC recommends the funding request by First Steps for personnel costs.

⁴ <http://www.voyagersopris.com/professional-development/lettrs/overview>

⁵ <http://www.voyagersopris.com/professional-development/overview>

Recommendation 10: Other Agencies Teacher Salary **\$1,090,256**

The EOC recommends providing funds for salary increases for teachers in schools not associated with school districts such as Governor’s Schools, Will Lou Gray, SC School for Deaf and Blind, and Disabilities and Special Needs.

Recommendation 11: Instructional Materials **\$37,999,236**

With the request from the South Carolina Department of Education for additional funds for instructional materials and to ensure instructional materials for schools and teachers are up-to-date and aligned with newly revised academic standards, a recommendation is made to utilize these funds with a priority for mathematics in elementary and middle schools.

Recommendation 12: South Carolina Advanced Placement Partnership **\$1,500,000**

The EOC recommends a partnership between the SC Department of Education and College Board to provide staffing, consulting expertise and technical assistance to improve college and career readiness of secondary and middle school students. This partnership aims to improve student outcomes and expand reach for all students. High schools will be provided Pre-AP courses that prepare students for success in AP courses. The Pre-P courses will increase the rigor and expectations for student performance. Pre-AP courses can also be delivered to middle schools.

Recommendation 13: School Building Safety Mapping **\$5,000,000**

Currently, there is no uniform mapping system to equip first responders from responding to emergency calls to schools. This finding would equip South Carolina to harness the technology to develop a statewide mapping system of school buildings.

Recommendation 14: EOC Agency Budget **\$394,022**

The EOC staff met with the Governor’s Office staff and has requested to move \$394,022 to the EOC agency operating budget from Data Dashboard. That amount includes salary and fringe for staff managing the Education Data Dashboard. Staff believes the work of the Education Data Dashboard can be accomplished with a recurring annual appropriation of \$2 million, rather than the current allocation of \$3.5 million. The General Assembly may wish to reallocate the remaining funds.

Provisos Recommended for Approval

EOC Proviso Revision Requests Fiscal Year FY 2024-25

Career Readiness Proviso

*Staff recommendation: We recommend **deleting** the following proviso. The legislative intent of this proviso was exclusive to the 2022-23 school year.*

~~**1.91.** (SDE: Career Readiness Assessments) For the current fiscal year, the Education Oversight Committee and the State Board of Education are directed to create a waiver form by which school districts and high schools may request an exemption from reporting student performance on the career readiness assessment for the 2022-23 school year only for students who are taking the career readiness assessment for the second time and when the career readiness assessment is different from the career readiness assessment the student took in 11th grade. The exemption form must be available for schools no later than July 31, 2023.~~

CHE Teacher Prep Report Card Proviso

*Staff recommendation: We recommend **deleting** the following proviso. The intent of this proviso was exclusive to a transfer of funds to the CHE for only one year.*

~~**11.22.** (CHE: Educator Report Card) To maximize the effectiveness and to minimize cost, the Commission on Higher Education shall collaborate with the Education Oversight Committee and the Department of Education to develop and build out the online educator report card by expending up to \$350,000 in funds carried forward from Fiscal Year 2022-23 into Fiscal Year 2023-24 by the Education Oversight Committee for implementing the Education Data Dashboard.~~

Full-Day 4K Proviso

*Staff recommendation: We recommend **amending** the following proviso. The current proviso language outlines the allocated monies and directive for the EOC to conduct an annual evaluation of full day, State funded 4K programs, also known as the South Carolina Early Reading Development and Education Program (CERDEP). Through the Education Data Dashboard, the EOC now visualizes potential gaps in service by county for four-year-olds, and the agency is only able to surface the data we have, which is related to CERDEP-funded programs. The landscape is larger, and students are served in half day, EIA-funded programs, using federal funds, district funds, or in other capacities. Expanding the data collection in this proviso would allow for a more accurate reporting of four-year-olds in poverty served in formal education programs in SC public schools. Furthermore, attendance data from both First Steps and public school CERDEP programs*

would help the EOC determine which students received 4K with fidelity when evaluating later performance on the Kindergarten Readiness Assessment (KRA).

1A.26/1.47 (SDE-EIA: Full-Day 4K) Eligible students residing in any school district or attending any charter school authorized by the South Carolina Public Charter School District or an approved institution of higher education may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

A parent or guardian may choose to enroll their child in a public school participating in the program and approved by the Department of Education pursuant to Section 59-156-210 or in a private provider participating in the program and approved by the Office of First Steps pursuant to Section 59-156-200. A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school. State funds appropriated for the provision of CERDEP services in military child care facilities may not be used to supplant existing federal child care funds. No school district can be denied participation in CERDEP or be denied CERDEP funding pursuant to the terms of this provision.

4K programs in public schools and non-profit independent schools participating in CERDEP are not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP. Instead, the Department of Education and the Office of First Steps are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160.

Public and private providers shall be funded for instructional costs at a minimum rate of \$5,100 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for reimbursement at a minimum of \$620 per eligible child transported. First Steps and the Department of Education must provide an equitable distribution above the minimum between public and private providers. First Steps and the Department of Education must provide a quarterly report beginning October 1 detailing funding above the minimum made to any provider to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive at a minimum of \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding at a minimum of \$10,000. The Department of Education and the Office of First Steps Readiness are authorized to utilize carry forward funds and federal funds to supplement the amount expended for materials and equipment. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion

of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available. The Department of Education is required to offer waivers allowing students with disabilities to be served in multi-categorical classroom settings based on similar cognition and abilities. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina **Child Development Education Pilot Program Early Reading Development and Education Program (CERDEP)** and to issue findings in a report to the General Assembly by March first of each year. To aid in this evaluation, the Education Oversight Committee shall determine **and obtain** the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program, **including average daily attendance data, so that consistent enrollment may be determined.** This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier.

for each child receiving services from a **public or private provider including those funded by CERDEP, Head Start, SC Child Care Scholarships, EIA, Title I, district funded, and all other federal, state or local public sources.** The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half day four-year-old kindergarten programs. The Office of First Steps to School

Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research-based review of the programs implementation and assessment of student success in the early elementary grades along with information, recommendations, and a

timeline for how the state can increase the number of students served in high-quality programs. **To aid in the accurate reporting of four-year-olds in poverty served in formal education programs in public schools in SC, the Department of Education must provide to the EOC data related to four-year-olds served in formal education programs funded with other state, local, or federal funds including Title 1, and EIA, District funded programs, denoting full or partial day status.**

For eligible children residing in school districts that do not participate in CERDEP, the Department of Education is required to develop and implement inter-district transfer policies that give parents or guardians the option of their eligible child attending an out-of-district school that participates in CERDEP.

For the current fiscal year, the Office of First Steps may expend: (1) up to \$2,000,000 to pilot a program to provide higher reimbursement rates to high-quality providers. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; and (2) up to \$250,000 to provide one-time supplemental, needs-based incentive grants in an amount not to exceed \$30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15.

If by August first, the Department of Education or the Office of First Steps determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment, the program funding shall conform to the funding in this act for full year programs; however, it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight

and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development, and quality evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

On or before November 15, the Department of Education and the Office of First Steps shall share data that identifies the total number of children enrolled in CERDEP in both public and private providers. If available appropriations exceed the instructional costs of serving children enrolled in the program and if a waiting list of eligible children can be documented by the Department of Education and by the Office of First Steps, then the Executive Budget Office may authorize the transfer of funds between the Department of Education and the Office of First Steps.

The Office of First Steps and the Department of Education shall collaborate with the South Carolina Head Start State Collaboration Office to inform parents of all publicly funded full-day 4K programs including Head Start by participating in PalmettoPreK and First5SC.

Rural Teacher Recruiting Incentive Proviso

*Staff recommendation: We recommend **amending** the following proviso. It has been recommended by multiple entities, including CERRA, that a third party conduct an evaluation of funds allocated per this proviso, determining the effectiveness of the monies in recruiting, and retaining classroom educators in rural, underserved districts. Agency staff at the EOC agrees that the need is great, considering the State investment and the teacher vacancies.*

1A.45. (SDEEIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis. (B) During the current fiscal year CERRA shall publish eligibility requirements and applications for individual educators, school districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including: (1) Eligible districts identified by CERRA as experiencing greater than eleven percent average annual teacher turnover, as reported on the districts five most recent district report cards issued by the South Carolina Department of Education and are not one of the fifteen

wealthiest districts based on the index of taxpaying ability, may make application to participate in the program.

(2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for participation in an incentive detailed in item (C) of this section, pursuant to the obligations and restrictions stated for each.

(3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program.

(4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be made available to individuals providing instructional services in other eligible districts.

(C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, loan forgiveness, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts and shall provide incentive options for eligible individuals at all stages of their careers, including high school and college or university students interested in entering the teaching profession and including individuals entering the field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for American, and CATE Work Based Certification. At a minimum, the incentives shall include:

(1) Development of a program for forgiveness of undergraduate student loans, not to exceed \$5,000 per year, for up to 7 years, for teachers participating in this incentive that achieve certification through an alternative pathway or who have a loan from an institution other than the South Carolina Student Loan Corporation or program other than the South Carolina Teachers Loan Program.

(2) Development of a forgivable loan program for individuals pursuing graduate coursework in furtherance of a teaching career, including enrollment in graduate level coursework necessary to seek additional credentialing or certification relevant to the participants teaching practice, or individuals seeking an alternative pathway to certification as a teacher.

(3) Support for the establishment and maintenance of a teaching mentorship program, including salary supplements for teaching mentors not to exceed \$2,500 per year.

(4) Other technical support and recruiting incentives as developed by CERRA in conjunction with the Department of Education and the Education Oversight Committee consistent with the objectives of this section.

(D) In addition to eligibility and application requirements, CERRA shall develop a process for recovering an amount equal to the incentives given to individual participants who fail to comply with the obligations associated with a relevant incentive in which they participate including, but not limited to, failure to complete a prescribed course of study, failure to obtain a relevant

certification or licensure upon completion of a course of study, or failure to provide instructional services in an eligible district for a prescribed period of time.

(E) CERRA shall report by July thirty-first of the current fiscal year to the Governor, President of the Senate, and Speaker of the House on the incentives developed pursuant to item (C) of this section and make recommendations for attracting and retaining high quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number and demographics of individuals potentially eligible for each.

(F) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal years and used for the same purpose. **The Education Oversight Committee is required to complete an evaluation of the impact of the funds and incentives related to the Rural Teacher Recruiting Incentive. A completed evaluation is due to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee and the Governor’s Office no later than December 15 of the current fiscal year.**

Foundational Literacy Skill Training

*Staff recommendation: We recommend **amending** the following proviso. This proviso directs the Department of Education to provide training in foundational literacy skills to public school educators in kindergarten through grade three. The amendment expands the training to educators in state-funded four-year-old programs and allows the Department to carry forward funds as needed to provide the training.*

1A.73.(SDE-EIA: Foundational Literacy Skill Training) Beginning with the ~~current~~ **2023-24** fiscal year, the Department of Education shall provide training in foundational literacy skills to public school educators working with students in kindergarten through grade three, pending the availability of funding and space. The Department of Education shall deliver professional development that has demonstrated success in establishing deep knowledge of evidence-based foundational literacy skills grounded in the science of reading and promoting student reading achievement. **Beginning in the 2024-25 fiscal year with funds available, the Department of Education will extend the training to public school educators and class aides working with children in the South Carolina Early Reading Development and Education program (CERDEP). The Department of Education will collaborate with the Office of First Steps to School Readiness to also include CERDEP teachers in private providers participating in CERDEP.**

Each school district shall participate in the implementation of this foundational literacy skills training. The department and school districts shall create an implementation plan to include

educator cohorts to begin in the fall and spring of the 2023-24 school year, with a goal of state-wide implementation for every educator working with students in kindergarten through grade three certified in early childhood, elementary, and special education. Elementary administrators should also be included in the foundational literacy skills training.

Selected educators shall participate in foundational literacy skills training provided and paid for by the Department of Education. Successful completion of this training shall satisfy the requirements of the literacy teacher endorsement. Educators who successfully complete the training, as determined by the department, shall receive a monetary stipend.

The Department of Education shall identify reliable and valid universal reading screeners as potential replacements for the readiness assessment required under Section 59-155-150. The identified screeners may be selected and used by school districts to screen and monitor kindergarten through second grade student progress in foundational literacy skills, and to identify or predict those who may be at risk for poor reading outcomes. Each identified universal reading screener must:

- (1) provide screening and diagnostic capabilities for monitoring student progress in reading;
- (2) measure, at a minimum, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- (3) identify students with a reading deficiency, including identifying students with characteristics of dyslexia.

In its annual Reading Proficiency Plan, each district shall:

- (1) document how the reading and writing curriculum, instruction, and assessment for all PK-5 students are aligned with the science of reading, structured literacy, and foundational skills. PK-5 textbooks or instructional materials that employ the three-cueing system model of reading, visual memory as the primary basis for teaching word recognition, or the three-cueing system model of reading based on meaning, structure and syntax, and visual, which is also known as “MSV”, shall not be used in reading instruction;
- (2) document the number of first and second grade students who are projected to score “Does Not Meet” on the statewide summative reading assessment;
- (3) document how scientifically-based supplemental interventions are provided to struggling readers who fail to demonstrate grade-level proficiency as demonstrated by a score of “Meets or Exceeds Expectations”; and
- (4) explain how the district will provide teacher training in the science of reading, structured literacy, and foundational literacy skills.

As used in this provision:

- (1) “Foundational literacy skills” means phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. This definition of foundational literacy skills specifically excludes the “Three-cueing system”, which is any model of teaching students to

read based on meaning, structure and syntax, and visual cues, which may also be known as “MSV”.

(2) “Science of Reading” means the body of research that identifies evidence-based approaches of explicitly and systematically teaching students to read, including foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy.

(3) “Structured Literacy” means an evidence-based approach to teaching oral and written language aligned to the science of reading founded on the science of how children learn to read and characterized by explicit, systematic, cumulative, and diagnostic instruction in phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.

The Department of Education is authorized to carryforward and expend any balance of funds appropriated in the prior fiscal year for the training for the same purposes in the current fiscal year.

Ad Hoc Committee on EIA Funded Teacher Recruitment and Retention

Staff recommendation: We recommend adding the following proviso. Teacher recruitment and retention is the most pressing issue facing public schools across South Carolina, as well as the nation. Research is evident that a highly qualified teacher has a large impact on student achievement.⁶ Currently, the South Carolina General Assembly is funding a number of teacher recruitment and retention programs through Education Improvement Act (EIA) funds with the intent to attract and retain highly qualified teachers for the students of South Carolina.

This proviso recommends an ad hoc committee be formed to review current programs and structures. The EOC EIA subcommittee recommends that any request received for additional funding or new funding should be postponed until the comprehensive plan from the ad hoc committee have been approved by the General Assembly.

An ad hoc committee will be formed in summer 2024 to review current EIA structures/programs in place in South Carolina whose focus is teacher recruitment and retention. The responsibility of the ad hoc committee will be the EOC. Each program will be reviewed, with a specific eye toward duplication of efforts and return on State investments. This ad hoc committee will make recommendations to the General Assembly in January 2025 as to the most efficient and effective way to manage and monitor teacher recruitment and retention structures/programs across South Carolina to increase teachers entering the teaching profession and to retain teachers, specifically in the first five (5) years of teaching.

⁶ <https://compcenternetwork.org/sites/default/files/archive/research-brief-teacher-recruitment-induction-retention.pdf>

- *Vision Adopted by SC Dept. of Education, July 2023:* Every child college, career, or military ready. By 2030, at least 75% of students at or above grade level (adopted by State Board of Education, 11/8/2023)
- *SCDE Vision prior to July 2023:* All students graduate prepared for success in college, careers, and citizenship. By 2022, districts will have available a system of personalized and digital learning that supports students in a safe learning environment to meet the Profile of the South Carolina Graduate.
- *Goal in approved SC ESSA Plan:* By 2035, 70% of students in grades 3-8 will be on grade level.
- *Profile of the SC Graduate, adopted by EOC and other groups in 2016.* In May 2016, the Profile was codified:

Educational achievement goals for high school graduates and students

SECTION 1. Article 1, Chapter 1, Title 59 of the 1976 Code is amended by adding:

"Section 59-1-50. (A) The General Assembly declares that the principles outlined in the Profile of the South Carolina Graduate, published by the South Carolina Association of School Administrators and approved by the South Carolina Chamber of Commerce, the South Carolina Council on Competitiveness, the Education Oversight Committee, the State Board of Education and Transform SC schools and districts, are the standards by which our state's high school graduates should be measured and are this state's achievement goals for all high school students. The State shall make a reasonable and concerted effort to ensure that graduates have world class knowledge based on rigorous standards in language arts and math for college and career readiness. Students should have the opportunity to learn one of a number of foreign languages, and have offerings in science, technology, engineering, mathematics, arts, and social sciences that afford them the knowledge needed to be successful.

(B) Students also must be offered the ability to obtain world class skills such as:

- (1) creativity and innovation;
- (2) critical thinking and problem solving;
- (3) collaboration and teamwork;
- (4) communication, information, media, and technology; and
- (5) knowing how to learn.

(C) Students finally also must be offered reasonable exposure, examples, and information on the state's vision of life and career characteristics such as:

- (1) integrity;
- (2) self-direction;
- (3) global perspective;
- (4) perseverance;
- (5) work ethic; and
- (6) interpersonal skills."