SOUTH CAROLINA DEPARTMENT OF EDUCATION

Student Reporting Procedures Guide for PowerSchool Data Entry

Office of Career Readiness

Updated November 2026

South Carolina Department of Education

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Quick Start

For fast access to resources:

- South Carolina Course Code Database
- 2026-27 CTE Course and Programs Guide
- Tiered Certification Framework Guide
- Approved Tiered Certification List
- Work-Based Learning Implementation Guidelines

Overview

The Student Reporting Procedures Guide (SRPG) serves as the official reference for PowerSchool data entry and reporting requirements for the Office of Career Readiness (OCR) within the South Carolina Department of Education (SCDE). This guide is designed to support districts, schools, and career centers in the accurate and consistent collection of Career and Technical Education (CTE) student data to meet state and federal reporting, accountability, and funding requirements.

Data reported to the SCDE are used for multiple purposes, including Perkins V accountability, state and district report cards, career readiness indicators, and legislative reporting. Because funding and accountability outcomes are directly influenced by the accuracy of submitted data, it is critical that all reported information be complete, timely, and accurate. District staff, school personnel, and career center administrators are expected to collaborate locally to review and validate data prior to submission.

The SRPG focuses specifically on student-level CTE data elements, data entry procedures, definitions, timelines, and reporting expectations within PowerSchool.

To improve clarity and usability, the following content has been moved to separate, dedicated guidance documents:

- CTE Courses and Programs are now housed in the CTE Course and Program Guide, which provides detailed information on state-approved CTE programs, course sequences, CIP codes, and course requirements.
- Tiered Certification information is now housed in the Tiered Certification Framework Guide, which outlines certification tiers, career readiness point structures, certification alignment, and accountability requirements.

Users should refer to these companion guides, as applicable, when determining approved programs, courses, or certification eligibility. Collectively, these documents are designed to work together to support accurate student reporting and compliance with CTE policies and accountability standards.

CTE Data Reporting Deadlines

Placement Data Collection

Monday, April 19, 2027

6:00 pm

CTE Data Collection

Fourth Quarterly Data Collection (QDC 4)

Friday, June 11, 2027

6:00 pm

NOTICE

While activity and course codes are provided in this document, the South Carolina Department of Education Course Code Database is the official source of record for approved courses and should be consulted for confirmation.

SRPG Change Log

This change log summarizes the key updates to the Student Reporting Procedures Guide (SRPG) between the 2025-26 and 2026-27 school years, including revised reporting deadlines, new and updated CTE page fields, and changes to certification and Career and Technical Student Organization (CTSO) reporting. District, school, and career center staff should review the changes below, particularly those marked as major, before entering or validating data in PowerSchool.

Table 1: SRPG Change Log

Section	2025-26	2026-27	Impact
Preface / Overview	Broad description of SRPG and included appendices.	New overview emphasizing SRPG as a PowerSchool reporting guide and directing users to separate Course & Program Guide and Tiered Certification resources.	Clarifies scope and separates reference materials from reporting procedures.
Reporting Deadlines	Placement: Apr. 16, 2026; CTE collection during QDC4.	Placement: Apr. 19, 2027 at 6:00 PM; QDC4: June 11, 2027 at 6:00 PM.	Annual date updates and addition of submission times.
Accessing CTE Page	Text instructions only.	Same process plus PowerSchool screenshots.	Usability improvement.
CIP Code Guidance	References Appendix C for program requirements.	References the separate CTE Course and Program Guide.	Reference update only.
Certifications Section	Four primary data elements: Certification Administered, Earned, Admin Year, Admin Location.	Certification section substantially expanded with new fields and tiered certification guidance.	Major reporting change.

Section	2025-26	2026-27	Impact
NEW: Career Cluster Field	Did not exist.	New required field used to filter available certifications. Existing records grandfathered unless edited.	**Major PowerSchool change.**
NEW: Certification Tier Field	Did not exist.	Read-only field automatically populated based on selected certification.	Supports tiered certification framework.
Certification Administered	General description of recording all certification attempts.	Same guidance plus dynamic filtering based on Career Cluster.	Functional behavior changed.
Deprecated Certification Fields	Brief explanation of view-only historical fields.	Renamed section: "View Only Deprecated Certification Fields."	Clarification only.
CTSO Membership	Active data entry field with membership codes.	CTSO Membership 1 and 2 fields removed from CTE page; Ed-Fi mappings removed.	**Major reporting change.** No CTSO reporting on CTE page.
CTE Placement	Essentially unchanged.	Formatting and screenshots added.	No substantive reporting change.
Data Collection Notes	References Appendix C for CIP list.	References new Course & Program Guide.	Reference update only.
Career Readiness Appendix	Existing certification-based readiness language.	Added extensive explanation of Tiered Certification Framework, points, cohorts, and alignment requirements.	Significant accountability/reporting context.

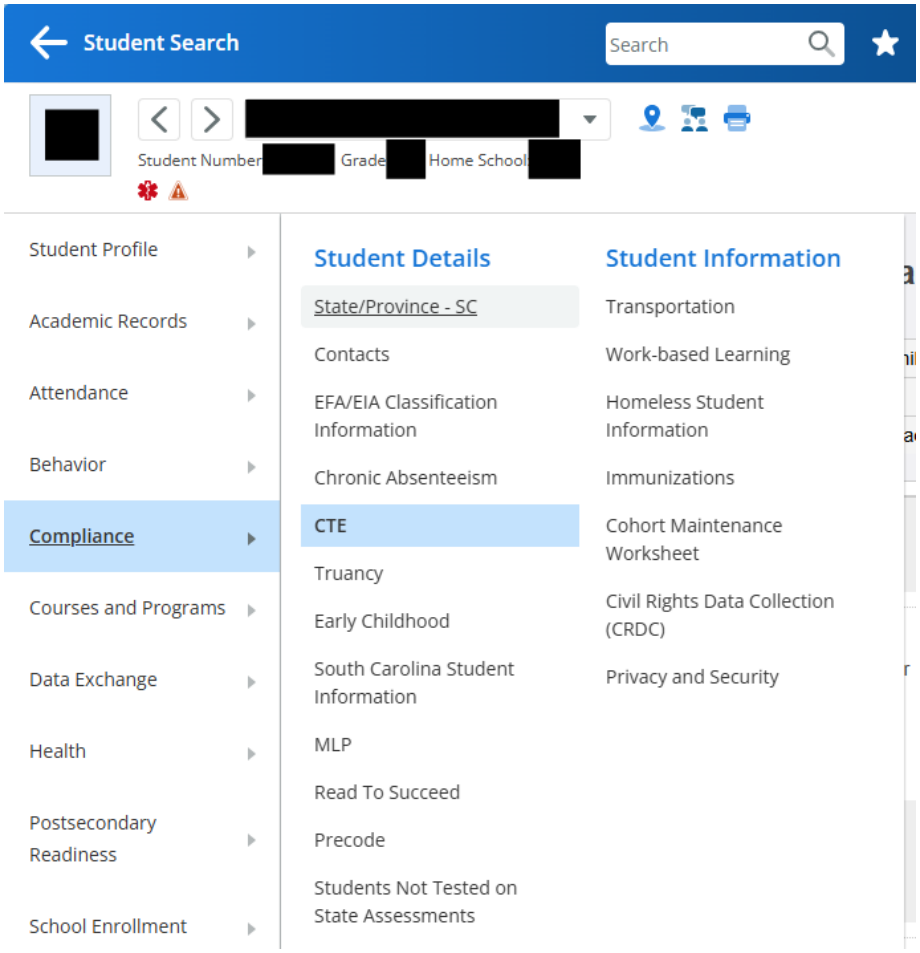
PowerSchool Data Entry

Accessing the PowerSchool CTE Page

The intended audience for CTE data collection includes career center, school, and district staff responsible for entering, correcting, and assuring the accuracy of CTE data.

To access the CTE page:

1. Log into PowerSchool.
2. Once on the PowerSchool home page, **select a student**.
3. Click on the **Compliance** link on the left-hand side of the screen.
4. Click the **CTE** link under Student Details.

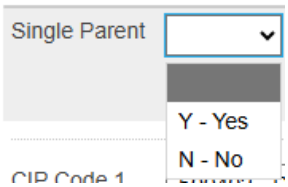


Field Descriptions

Single Parent

The term "single parent" refers to a student: either a pregnant female student who is unmarried or a male or female student who is unmarried or legally separated from a spouse and has a minor child, or children of whom he or she has either full custody or joint custody.

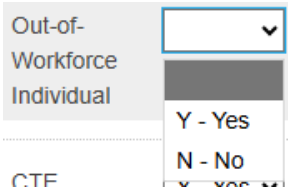
- **Data Entry** (dropdown box)
  - Blank = [default]
  - Y – Yes
  - N – No



Out-of-Workforce Individual

The term "out-of-workforce individual" refers to an individual who: has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; who has been dependent on the income of another family member, but is no longer supported by that income; or, who is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act within two years after the date on which the parent applies for assistance under this title, and who is unemployed or underemployed, and is experiencing difficulty in obtaining or upgrading employment.

- **Data Entry** (dropdown box)
  - Blank = [default]
  - Y – Yes
  - N – No



Exceptions

Enter **I – IEP [non-diploma]** if the student has an Individualized Education Program (IEP) indicating:

1. The student will **not** complete the requirements needed to obtain a South Carolina High School Diploma.

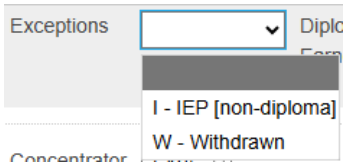
   and/or

2. All of the core standards for a specified CTE course/program will **not** be taught (i.e., mastery of only a portion of the core standards in a program is appropriate for the student).

Use the exception code **I – IEP [non-diploma]** *exclusively* for students whose IEPs indicate one or both of the above conditions. Many students with IEPs **do** receive the instruction necessary to complete the core CTE course standards and the requirements for a South Carolina High School Diploma, and these students **should not be coded as I – IEP [non-diploma]**.

Enter **W - Withdrawn** if the student withdrew from the CTE program or from the school during the school year.

- **Data Entry** (dropdown box)
  - Blank = [default]
  - I – IEP [non-diploma]
  - W - Withdrawn



Diploma Earned (View Only)

The data from this field is used for accountability purposes and indicates the type of diploma the student earned. Data can only be entered via the South Carolina Student Information page in PowerSchool (State/Province – SC page). Once the field has been populated on the South Carolina Student Information page, the code selected is automatically populated for the field on the CTE page in "View Only" mode.

- **Option Set** (dropdown box)
  - Blank = [default]
  - F – State of SC Diploma
  - N – District non-diploma document
  - Z – SC High School Diploma – Adult Ed
  - X – Did not meet requirements to graduate

CTE Programs

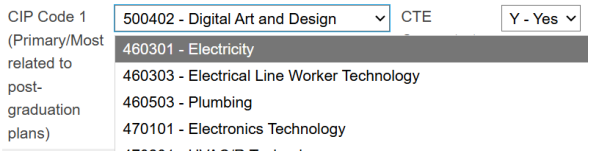
The program section of the CTE page identifies students participating in a state recognized CTE program. A state recognized CTE program must be composed of an approved sequence of career and technical education courses leading to a career goal and must include the minimum number of Carnegie units of credit required for the program.

If a student is a CTE Concentrator or CTE Completer in more than one state recognized CTE program, select the **Classification of Instructional Programs (CIP) code** that is more closely aligned to the student's post-graduation plans in the first program section (i.e., CIP Code 1, CTE Concentrator 1, etc.)

CIP Code

CIP Codes identify specific CTE programs. Every student identified as a CTE Concentrator must be assigned a CIP code approved by the OCR. The corresponding CTE Concentrator field will automatically populate with a "Y" when a CIP code is selected.

- Data Entry (dropdown box)
  - Six-digit CIP code



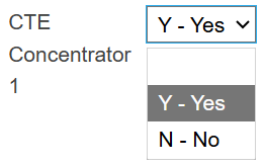
Guidelines for assigning CIP Codes for CTE Concentrators

- **Only** assign a CIP code to designate the **state recognized CTE program** in which a CTE Concentrator (defined below) completed *at least* 2 courses. The local CTE program represented by the CIP code on the CTE page must offer a **sequence of approved courses** that provides the opportunity for students to complete the number of units required for the program. (See **CTE Clusters, Programs, and Courses** in Appendix C and the 2026-27 CTE Course and Program Guide.)
- Innovative CIP codes (i.e., codes ending with "IN") should only be selected if an innovative program has been approved for the school district/multidistrict career center listed with the program in the CIP code dropdown list.
- ***Do not*** use the CIP Code field for any purpose other than to designate a state recognized CTE program that offers students the approved sequence of CTE courses required to complete the number of units for the program.

CTE Concentrator

A **CTE Concentrator** is a secondary student with an assigned CIP code who has completed at least two identified courses in a state recognized CTE program or program of study. This field will automatically populate with a "Y" when a CIP code is selected.

- **Data Entry** (dropdown box)
  - Blank = [default]
  - Y – Yes
  - N – No



Concentrator Year

The **Concentrator Year** field indicates the semester and year in which the student became a concentrator. For school year 2026-27, the entry would be FA26 if the student became a concentrator in the fall of 2026 or SP27 if the student became a concentrator in the spring of 2027.

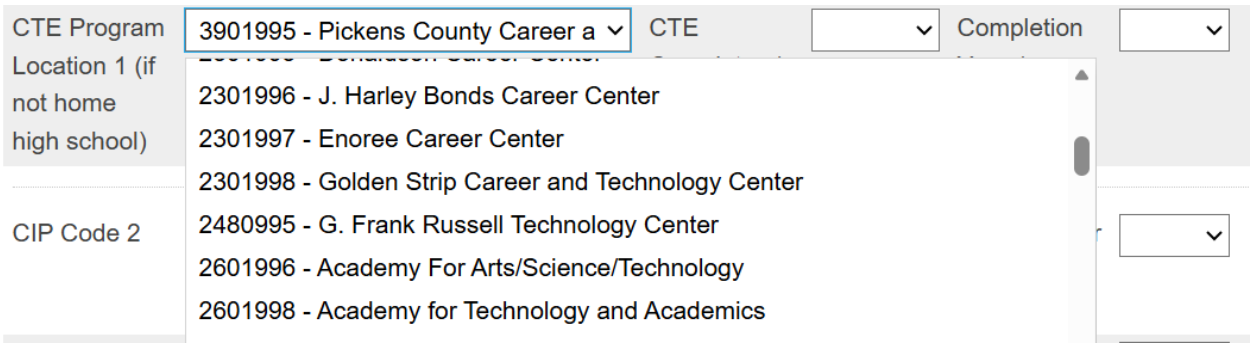
- **Data Entry** (dropdown box)
  - Appropriate semester and year (e.g. FA26 is Fall Semester 2026)

Note: PT22 should only be selected for students who became concentrators prior to the 2021-22 school year.

CTE Program Location

The **CTE Program Location** field specifies the location where the CTE program is offered. An entry should be made in this field ***only*** if the program is offered at a location other than the student's home high school. This entry will identify the career center or other high school offering the program.

- **Data Entry** (dropdown box)
  - Seven-digit school identification number (SIDN, sometimes referred to as the BEDS code)



Note: Leave this field blank if the program is offered at the student's home high school and not at a different location.

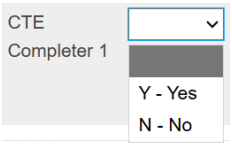
Example: Bethany Adams is a student at ABC High School (school SIDN – 0102003) and attends DEF Career and Technology Center (school SIDN – 0102995) where she is concentrating in the Culinary Arts program.

On the CTE page, the student would be designated as a CTE Concentrator and assigned the CIP Code 520905, the CTE Program Location field would be populated with 0102995 (the SIDN of the career center).

CTE Completer

A **CTE Completer** is a concentrator who has earned <u>all</u> of the required units in a state recognized CTE program identified by the assigned CIP code.

- **Data Entry** (dropdown box)
  - Blank = [default]
  - Y – Yes
  - N – No



Notes: A CTE concentrator pursuing a 3-unit CTE program would be designated a Completer when the 3rd unit is earned.

A CTE concentrator pursuing a CTE program offering 4 units would be designated a Completer when the 4th unit is earned.

A CTE concentrator pursuing a CTE program offering 8 units would be designated a Completer when the 8th unit is earned.

Completion Year

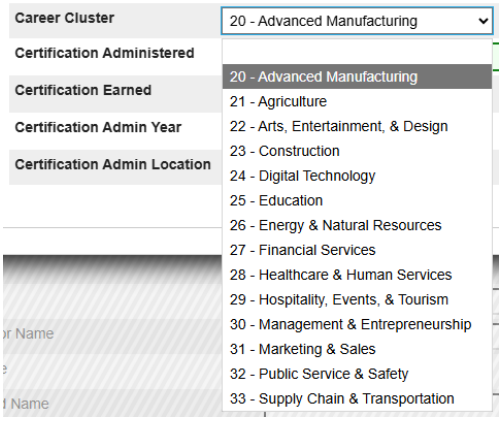
The **Completion Year** field indicates the semester and year in which the student completed the required units in a state recognized CTE program. For school year 2026-27, the entry would be FA26 if the student completed in the fall of 2026 or SP27 if the student completed in the spring of 2027.

- **Data Entry** (dropdown box)
  - Appropriate semester and year (e.g. FA26 is Fall Semester 2026)

Certifications

The certification section of the CTE page allows the entry of as many certifications as needed. Select "New" in the lower right area to enter new certification data and select the applicable *Save* button to store the new information that has been entered. Data in the Career Cluster, Certification Administered, Certification Tier, Certification Earned, Certification Admin Year, and Certification Admin Location fields will be displayed in table view and can be edited or deleted by selecting the appropriate button. Data previously entered in the Certification and Certification Year fields have been stored in "View Only" mode and cannot be edited. The list of certifications can be found in the Approved Tiered Certification spreadsheet.

Career Cluster



The **Career Cluster** field is used to filter the Certification Administered dropdown to display certifications associated with the selected career cluster. Universal certifications are available regardless of the career cluster selected. A Career Cluster must be selected before a Certification Administered can be chosen.

- **Data Entry** (dropdown box)
  - 20 – Advanced Manufacturing
  - 21 – Agriculture
  - 22 – Arts, Entertainment & Design
  - 23 – Construction
  - 24 – Digital Technology
  - 25 – Education
  - 26 – Energy & Natural Resources
  - 27 – Financial Services
  - 28 – Healthcare & Human Services
  - 29 – Hospitality, Events, & Tourism
  - 30 – Management & Entrepreneurship
  - 31 – Marketing & Sales
  - 32 – Public Service & Safety
  - 33 – Supply Chain & Transportation

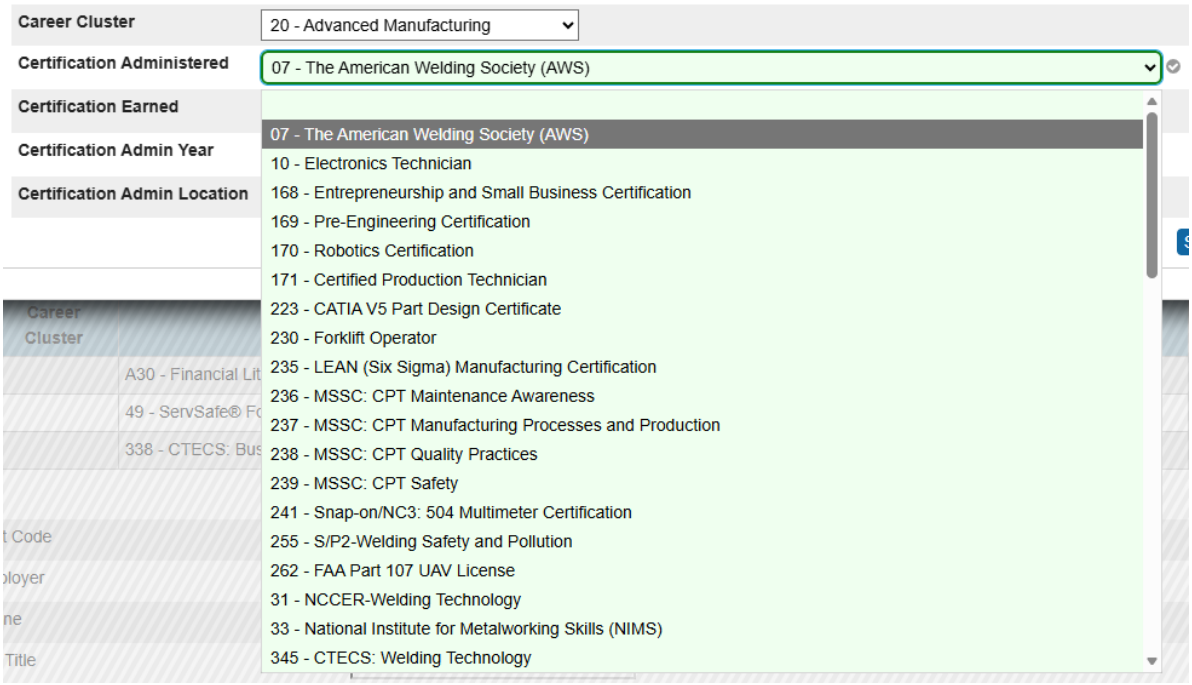
Certifications previously entered in PowerSchool are not required to have a Career Cluster selected. However, if an existing certification record is edited, a Career Cluster must be selected and the Certification Administered field must be re-selected before the record can be saved.

Universal certifications are available for selection in every cluster. If a student does not have a definite Career Cluster or CTE program identified, select the cluster that most closely matches *either* the course in which the student took the Universal certification or the student's IGP. If the student later changes their program or IGP Career Cluster, do not change the cluster entered for the certification, because Universal certifications count across all career clusters regardless of the cluster selected.

Certification Administered

Certification Administered fields identify national and state certifications and credential examinations administered to students *regardless of the outcome* (i.e., Passed or Failed). Multiple attempts of the same exam should be recorded in the Certification Administered fields until the exam is passed. For example, if a student takes the ServSafe® Manager exam twice but does not pass either attempt, then takes the exam a third time and passes the exam, data should be entered for the three attempts.

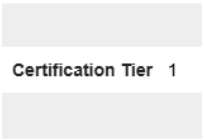
The Certification Administered dropdown now dynamically filters to show only the certifications associated with the selected Career Cluster (along with Universal certifications).



- **Data Entry** (dropdown box)
    - Appropriate certification administered for CTE students

Certification Tier

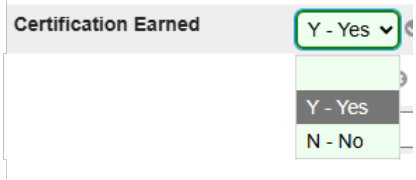
The Certification Tier field is a read-only field that automatically displays the tier corresponding to the selected certification.



Certification Earned

Certification Earned fields (formerly named ***Certification Passed***) indicate the attainment of the respective certification administered.

- **Data Entry** (dropdown box)
  - Blank = [default]
  - Y – Yes
  - N – No



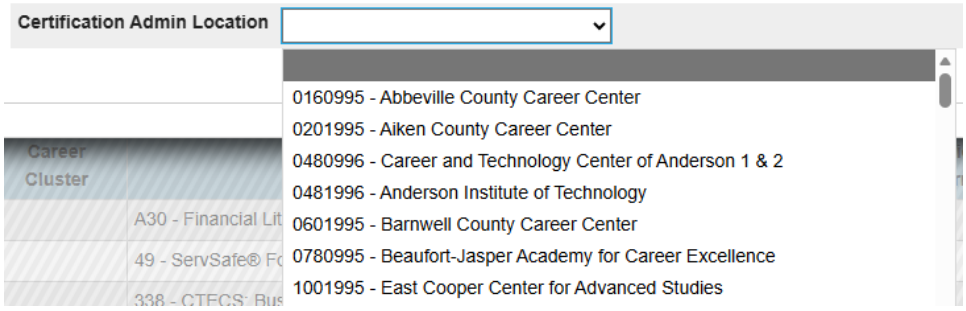
Certification Admin Year

Certification Admin Year fields indicate the semester and year in which the student took examinations and/or received national and state certifications and credentials. For school year 2026-27, the entry would be FA26 if the examination was taken in the fall of 2026 or SP27 for spring 2027.

- **Data Entry** (dropdown box)
  - Appropriate semester and year (e.g. FA26 is Fall Semester 2026)

Certification Admin Location

Certification Admin Location fields indicate the career center or high school responsible for the administration of the certification. Entry should be made in this field only if the certification was administered at a location other than the student's high school.



- **Data Entry** (dropdown box)
  - Seven-digit school identification number (SIDN, sometimes referred to as the BEDS code)

View Only Deprecated Certification Fields

Certification fields include data entered prior to the creation of the current certification fields and have been stored in "View Only" mode.

Certification Year includes the semester and year associated with the certification previously entered in the old Certification field and is displayed in "View Only" mode.

Career and Technical Student Organization Fields

In accordance with South Carolina Department of Education (SCDE) requirements, the CTSO Membership 1 and CTSO Membership 2 fields have been removed from the CTE page. Additionally, the corresponding Ed-Fi mappings under *studentEducationOrganizationAssociation.studentIndicators* have been removed.

Note: Districts must republish the Student Education Organization Association Ed-Fi resource category on the Data Exchange Dashboard for these changes to take effect.

S.C. Code Ann. § 59-53-1960 (2025) - CTE Placement

School districts and career centers are required to collect and report CTE completer placement data, as stated in S.C. Code Ann. § 59-53-1960:

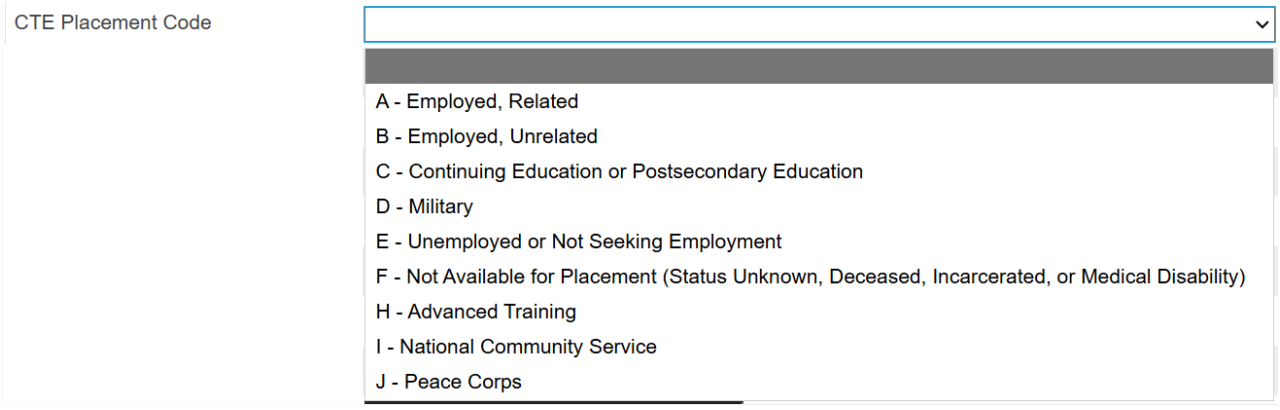
> To continue existing work force preparation programs, other than career and technology agriculture, fifty percent of the graduates available for placement must be placed during the prior three years in the area for which training was provided. Each graduate of a work force preparation career and technology education program must be surveyed by his school district ten months after graduation to determine job placement status. The school districts shall make an annual report to the State Board of Education of the findings of its survey. The State Board of Education shall report the results of the district surveys to the Governor, General Assembly, and the Advisory Council on Career and Technology Education. The State Board of Education may waive the fifty percent requirement upon recommendation of the school district, if the district demonstrates that a program responds to the employment needs of new or expanding businesses or industries. Students must be advised before enrollment in a work force preparation program of possible discontinuation of the program, if placement data indicate possible discontinuation, and of the employment outlook for graduates of the program. A student enrolling in career and technology programs that are not preparatory for employment must be advised clearly of this fact by the school district.

CTE Placement Code

School districts and career centers are required by South Carolina law (S.C. Code Ann. § 59-53-1960) and by State Board of Education Regulation 43-234 to survey their CTE completers **ten months after graduation** to determine their placement status with regard to employment, postsecondary education, or military service. Federal requirements include the addition of placement status related to advance training, participation in a National and Community Service Act service program, and Peace Corps volunteerism. Placement data are used to assess the placement indicator required by Perkins V.

A record of the responses to this survey must be maintained by the districts/career centers for a period of three years. The survey records should contain sufficient information to allow for the verification of all reported placements.

To be available for placement, students must be program completers and must have graduated. **Placement status is not the same as post-graduation plans**.



- Data Entry (dropdown box)
  - Blank – [default]
  - A – Employed, Related
  - B – Employed, Unrelated
  - C – Continuing Education or Postsecondary Education
  - D – Military
  - E – Unemployed or Not Seeking Employment
  - F – Not Available for Placement (Status Unknown, Deceased, Incarcerated, or Medical Disability)
  - H – Advanced Training
  - I – National Community Service
  - J – Peace Corps

Placement Information Necessary for Verification

For students placed in employment (A or B)

Placement Employer
Entry: name of the business where the CTE completer is employed ten months after graduation

Placement Phone
Entry: phone number of the CTE completer's place of employment ten months after graduation

Placement Job Title
Entry: CTE completer's job title at the place of employment ten months after graduation

Placement Supervisor Name
Entry: name of the CTE completer's supervisor at the place of employment ten months after graduation

Placement Start Date
Entry: CTE completer's start date at the place of employment ten months after graduation

For students placed in Higher Education (C)

Placement Higher Ed Name
Entry: name of the postsecondary institution in which the CTE completer is enrolled ten months after graduation

Placement Higher Ed Program
Entry: name of the program at the postsecondary institution in which the CTE completer is enrolled ten months after graduation

For students placed in Military (D)

Placement Military Branch
Entry: name of the military branch in which the CTE completer is serving ten months after graduation

Placement Military Training
Entry: type of military training received from the military branch in which the CTE completer is serving ten months after graduation

As mandated in Section 59-53-1960 of the Code of Laws of South Carolina, to continue existing work force preparation programs, other than career and technology agriculture, 50 percent of the graduates available for placement must be placed during the prior three years in the area for which training was provided. The placement data reported each school year is compiled with the data reported for the previous two years to obtain the average placement rate over the three-year period.

Students must be advised prior to enrollment in a workforce preparation program of the possible discontinuation of the program and of the employment outlook for program graduates. Students enrolling in CTE programs that are not preparatory for employment must be clearly advised of this fact by the school district.

Data from Other PowerSchool Pages

Non-CTE data are used for reporting purposes and are extracted from other pages in PowerSchool. Information regarding the fields can be found in the Student Information System Data Entry Manual.

Individuals with Disabilities

The data for this special population will be extracted from the **Instructional Setting** field located on the South Carolina Student Information page and **EFA** fields located on the EFA Code Entry page.

English Learners

The data for this special population will be extracted from the **English Proficiency Level** field located on the South Carolina Student Information page. The English Proficiency Level field indicates the student's proficiency level in English.

Homeless Individuals

The data for this special population will be extracted from the **Primary Night Time Residence** field located on the Homeless Student Information custom screen. The Primary Night Time Residence field is used to identify students experiencing homelessness.

Youth in Foster Care

The data for this special population will be extracted from the Foster Home field located on the South Carolina Student Information page. The Foster Home field indicates whether a student resided in a foster home for the current school year.

Youth with Parent in Active Military

The data for this special population will be extracted from the **Parent Military Status** field located on the South Carolina Student Information page. The Parent Military Status field indicates student's parent's military status.

Migrant

The data for this special population will be extracted from the **Migrant** field located on the South Carolina Student Information page.

Diploma Earned

The **Diploma Earned** field indicates the type of diploma the student earned and is located on the South Carolina Student Information page.

CTE Course Location (Remote Enrollment)

Students taking CTE courses at a location other than their home high school (e.g., career center, other high school) must be enrolled remotely at that location. In most cases, the following must be done to correctly record enrollment in a remote CTE course section:

- The external school/center must be created as a remote school in the PowerSchool instance of the student's home district. Exceptions may exist, but typically the home district will be responsible for establishing the remote school in their PowerSchool system.
- A student taking a course at a remote location should be enrolled in the newly created remote school.
- After creating a remote school, and enrolling the course section at the alternative location, SCDE CTE staff will see the student's remote CTE course attributed to the external school/center for any applicable data sent to the agency.

Note: Remote enrollment replaces the use of the District Where Taught and School Where Taught fields to determine the location of CTE courses not taught at a student's home high school. The 2025-26 school year marks the full implementation of this new process.

District PowerSchool Administrators should be consulted for additional information regarding this process.

Data Collection and Submission Notes

- Ensure that the appropriate CIP Code(s) has been selected from the drop-down list. A listing of CIP Codes can be found in the CTE Course and Program Guide.
- Ensure that the CTE Completer field(s) and related fields are correctly coded.
- Ensure that the seven-digit school identification number (SIDN) is correctly entered in the CTE Program Location field for programs that are not at the student's home high school.
- Ensure all certifications have been entered and correctly coded.
- Ensure that the correct placement code has been entered in the CTE Placement Code field when doing student placement follow-up 10 months after graduation.
- Ensure that the Diploma Earned field has been coded on the South Carolina Student Information page.

The district's PowerSchool Administrator is responsible for submitting PowerSchool data to the SCDE and plays an important role in the data collection process. The following are basic instructions regarding the collection and reporting of CTE data:

- Verify final grades before submitting data to the SCDE.
- Perform data checks during data submissions to ensure your datasets are complete and accurate.
- Submit your CTE data on or before the deadlines:

Placement Data Collection

Monday, April 19, 2027

6:00 pm

CTE Data Collection

Fourth Quarterly Data Collection (QDC 4)

Friday, June 11, 2027

6:00 pm

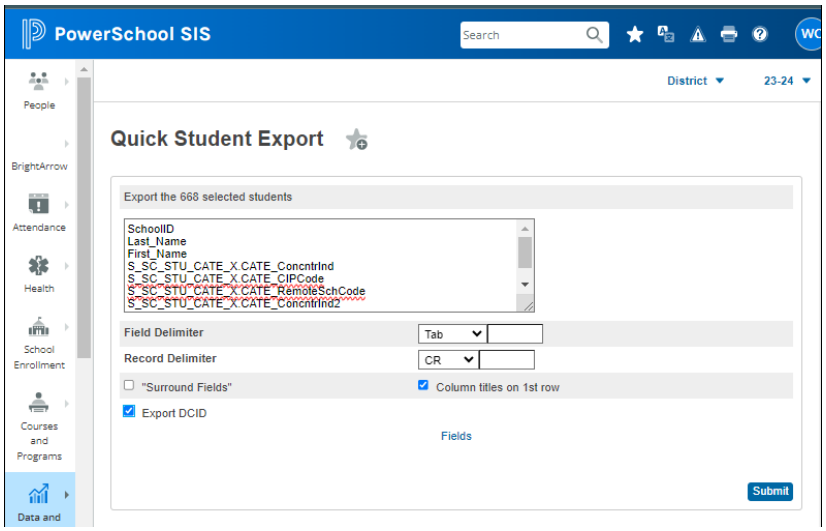
Please note that the ability to submit data to the SCDE will not be available after these dates.

PowerSchool Searches

The following searches have been created with assistance from the Office of Research and Data Analysis, PowerSchool Team to assist you in verifying the accuracy of your data using the Quick Export function: **Start Page > Special Functions > Importing & Exporting > Quick Export.**

You may copy/paste the following data export layouts to verify PS CTE data or you may select individual fields via the "Fields" link to list the data you wish to export. Please remember to use **ONLY** approved course codes and CIP codes.

PowerSchool Export Layouts to Aid in the Validation of CTE Data
Start Page > Data and Reporting > Exports > Quick Student Export



To work with subsets of the Student database, please use an initial filter on the student start page. For example, use the following statement to select students with a "Y" in the Concentrator 2 field: S_SC_STU_CATE_X.CATE_ConcntrInd2=Y.

Example Searches

Concentrator/CIP Code Export

SchoolID
Last_Name
First_Name
S_SC_STU_CATE_X.CATE_ConcntrInd
S_SC_STU_CATE_X.CATE_CIPCode
S_SC_STU_CATE_X.CATE_RemoteSchCode
S_SC_STU_CATE_X.CATE_ConcntrInd2
S_SC_STU_CATE_X.CATE_CIPCode2
S_SC_STU_CATE_X.CATE_RemoteSchCode2

Graduation Export

(Initial filter "Grade_Level =12")
SchoolID
Last_Name
First_Name
Grade_Level
S_SC_STU_X.DiplomaEarnCode

Program Completers Export

(Initial filter "S_SC_STU_CATE_X.CATE_CompleterInd=Y" or "S_SC_STU_CATE_X.CATE_CompleterInd2=Y"))
SchoolID
Last_Name
First_Name
Grade_Level
S_SC_STU_CATE_X.CATE_CIPCode
S_SC_STU_CATE_X.CATE_CompleterInd
S_SC_STU_CATE_X.CATE_YrCompleted
S_SC_STU_CATE_X.CATE_RemoteSchCode
S_SC_STU_CATE_X.CATE_Units
S_SC_STU_CATE_X.CATE_CIPCode2
S_SC_STU_CATE_X.CATE_CompleterInd2
S_SC_STU_CATE_X.CATE_YrCompleted2
S_SC_STU_CATE_X.CATE_RemoteSchCode2
S_SC_STU_CATE_X.CATE_Units2

CTE Placement Export

(Initial filter “S_SC_STU_X.DiplomaEarnCode in F,Z”
“S_SC_STU_CATE_X.CATE_CompleterInd=Y” or
“S_SC_STU_CATE_X.CATE_CompleterInd2=Y”)
SchoolID
Last_Name
First_Name
Grade_Level
S_SC_STU_CATE_X.CATE_CIPCode
S_SC_STU_CATE_X.CATE_CompleterInd
S_SC_STU_CATE_X.CATE_YrCompleted
S_SC_STU_CATE_X.CATE_RemoteSchCode
S_SC_STU_CATE_X.CATE_CIPCode2
S_SC_STU_CATE_X.CATE_CompleterInd2
S_SC_STU_CATE_X.CATE_YrCompleted2
S_SC_STU_CATE_X.CATE_RemoteSchCode2
S_SC_STU_X.DiplomaEarnCode
S_SC_STU_CATE_X.PlaceLevelCode

Special Populations Export

SchoolID
Last_Name
First_Name
S_SC_STU_CATE_X.CATE_CIPCode
S_SC_STU_CATE_X.CATE_SingleParentInd
S_SC_STU_CATE_X.CATE_DisplHomeMakerInd
S_SC_STU_X.InstrSetting
S_SC_STU_X.Engl_Prof
S_SC_STU_X.Night_Residence
S_SC_STU_X.Foster_Home
S_SC_STU_X.ParentsMilitaryStatus
S_SC_STU_X.Migrant

Certification Export

As of school year 2019-20 students no longer have a limit on certifications earned. Please be advised that with the possibility for limitless certification entries these data are no longer available for PowerSchool searches using the “Quick Export” tool described on page 16 of this document. Please use the “Data Export Manager” tool for searches when working with these fields. A quick tutorial of how to use that tool is provided below:

- Go to the PowerSchool SIS homepage and find the ***Data and Reporting*** section on the left side of the page and click the arrow to expand the options.
- Select the ***Exports*** option and click ***Data Export Manager***.
- From the ***Category*** drop down menu select ***Database Extensions***.
- From the ***Export From*** drop down menu select ***"S_SC_STU_CATE_C."*** Please be sure to select this table and not "S_SC_STU_CATE_X" if you are trying to view CTE Certifications for school year 2019-20 and beyond. The "X" denoted table is no longer the correct source for certification data.
- Select which fields you would like to include. When finished click "Next" on the bottom right. Please note that only fields listed under this table name (i.e., S_SC_STU_CATE_C) contain data specific to the Certifications table, including Certification Administered, Passed, Admin Year, Admin Location.
- Proceed to the next section to select any filters needed in the export. A filter can be placed on things such as students or columns. If you wish to filter by column, note that you can only filter by columns previously selected in the prior menu. Click "Next" when complete.
- Finally, select a format for export. You can change the file name to support CSV or XLSX if the default format of TXT is not preferred. Be sure to set your delimiters correctly depending on the type of file format you select.
- When complete you can click "Export" and the data set will be downloaded on your PC in the format you selected.

If you are seeking certification data for any school year prior to school year 2019-20, please utilize the Quick Export function as previously described in this guide. You should select the following pathways and fields as follows**:**

SchoolID
Last_Name
First_Name
S_SC_STU_CATE_X.Cert_Admin1
S_SC_STU_CATE_X.Cert_Passed1
S_SC_STU_CATE_X.Cert_Year1

Appendix A: Perkins Accountability Indicators

Key Terms

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each state to establish accountability indicators. The following are explanations of the terms used in South Carolina's state plan to define the populations measured and descriptions of the accountability indicators.

Participant

A participant is a secondary student enrolled in a state-approved CTE course.

Concentrator

A concentrator is a secondary student with an assigned CIP code who has completed at least two identified courses in a state recognized CTE program or program of study. A state recognized career and technical education program must be composed of an approved sequence of career and technical education courses leading to a career goal and must include a minimum of 3 or 4 Carnegie units of credit.

Completer

A completer is a concentrator who has earned all of the required units in a state recognized CTE program.

Measurement Definitions

1S1 Four Year Graduation Rate

CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of the Elementary and Secondary Education Act of 1965.

- **Formula**

  Numerator = total number of CTE concentrators who, in the reporting year, were included as graduated, as measured by the four-year adjusted cohort graduation rate

  Denominator = total number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate

2S1 Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

- **Formula**

  Numerator = total number of 12th-grade concentrators in the reporting year who scored proficient on the reading/language arts assessment

  Denominator = total number of 12th-grade concentrators in the reporting year who were included in the State's computation for high school academic attainment in reading/language arts

2S2 Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

- **Formula**

  Numerator = total number of 12th-grade concentrators in the reporting year who scored proficient on the mathematics assessment

  Denominator = total number of 12th-grade concentrators in the reporting year who were included in the State's computation for high school academic attainment in mathematics

2S3 Academic Proficiency in Science

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

- **Formula**

  Numerator = total number of 12th-grade concentrators in the reporting year who scored proficient on the science assessment

  Denominator = total number of 12th-grade concentrators in the reporting year who were included in the State's computation for high school academic attainment in science

3S1 Post Program Placement

Concentrators who completed a CTE program and are in postsecondary education, advanced training, military service, or a National and Community Service Act service program, are Peace Corps volunteers, or are employed 10 months after graduation.

- **Formula**

  Numerator = total number of concentrators who completed a CTE program and who are in postsecondary education, advanced training, military service, or a National and Community Service Act service program, are Peace Corps volunteers, or are employed 10 months after graduation

  Denominator = total number of concentrators who completed a CTE program and are available for placement ten months after graduation

4S1 Non-traditional Program Concentration

CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

- **Formula**

  Numerator = total number of concentrators of the underrepresented gender enrolled in CTE programs identified as leading to nontraditional training and employment

  Denominator = total number of concentrators enrolled in CTE programs identified as leading to nontraditional training and employment

5S1 Program Quality – Attained Recognized Postsecondary Credential

CTE concentrators graduating from high school having attained a recognized postsecondary credential.

- **Formula**

  Numerator = total number of concentrators graduating from high school having attained an industry certification/credential

  Denominator = total number of concentrators graduating from high school

Appendix B: Report Card Accountability Measures – Career Readiness

The percent of students in a high school's graduation cohort who are identified as either college or career ready according to one or more of the approved methods of demonstrating readiness are displayed in two ways. First, report the percent of all students in the current four-year graduation cohort for the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards), regardless of graduation status, who (a) are identified as *either* College Ready *or* Career Ready, (b) are identified as *both* College Ready *and* Career Ready, (c) are identified as College Ready, and (d) are identified as Career Ready. For all four metrics, the percent of students in the 9GR cohort shall be accompanied by the number of students demonstrating readiness displayed as the numerator of a fraction with the total number of students in the 9GR cohort displayed in the denominator, as well as comparison metrics showing the percent of students demonstrating readiness for the district and state. As required by ESSA section 1111(c)(4)(B), College & Career Readiness (CCR) shall be disaggregated and displayed separately for the following subgroups of students (defined in section 1111(b)(2)): students from major racial and ethnic groups, economically disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and MLs. Consistent with other indicators, CCR metrics shall not be reported when derived from fewer than 20 students.

The CCR metric reports results based on 4-year graduation cohort base files for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the **INDICATOR: Graduation Rate** section of the Education Oversight Committee's Accountability Manual.

A student is deemed "career-ready" if the student meets one of the following criteria:

- Is a CTE completer and earns a national industry credential or a state industry credential as determined by the EOC following the advice and guidance of technical advisory committees composed of educators and members of the business community. (see guidelines and additional posted at https://ed.sc.gov/instruction/career-and-technicaleducation/programs-and-courses/cate-programs/).

Note: On March 17, 2025, the Education Oversight Committee approved a change to begin using a system of Tiered Certifications and Credentials for CTE Completers. This change will go into effect for students who began High School during the 2024-2025 school year (i.e. 9GR25), who are expected to take their earliest CTE courses during the 2025-2026 school year, and who will be reported in the College & Career Readiness indicator on 2028 Report Cards. Current information on the Certifications and Credentials, the tiers determined for these credentials, and the requirements for earning a Career Ready designation as a CTE Completer with three points of aligned certifications may be found on this SCDE webpage.

Approved Tiered Certification List

- Earns a Level 3 Credential or above on The WIN SC Career Ready Test (SCRT).
- Earns a scale score of 31 or higher on the ASVAB.

Note: A student can be deemed career-ready with proper documentation of a qualifying ASVAB score obtained at any time in the past. Although reprinted ASVAB score reports may only be requested up to two years from the date of testing (see (https://www.asvabprogram.com/faq), scores do not expire for the purpose of demonstrating career readiness.

- Successfully completes a state-approved work-based learning exit evaluation from an employer. The work-based learning program must:
    - Include a training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
    - Include a WBL placement aligned to the student's IGP career goal;
    - Include an industry evaluation that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate; and
    - The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.
- Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential (see https://thesccredential.org for more details) according to their Individualized Education Plan (IEP).

Source: 2026-27 Accountability Manual for School and District Report Cards (see the South Carolina Education Oversight Committee website for the most current version)

Required Documentation of Evidence for the Career Ready WBL

The district, school and/ or career center must maintain all documentation to verify the reported WBL career ready qualifier. The district, school and/or career center should maintain documentation for at least two years after the student graduates from high school for auditing purposes.

WBL career ready qualifier documentation of evidence includes the following:

1. Student's Individual Graduation Plan (IGP) at the time of the WBL placement.
2. Student's completed SC Work-Based Learning Career Ready Training Agreement/ Evaluation Plan providing proof of successful completion of the WBL placement in its entirety, qualifying evaluation score (3, 4, or 5 on a scale of 1-5) and feedback comments from the worksite supervisor, and alignment to their career goal at the time of placement.
3. Student's transcript – transcript serves as evidence the student obtained at least one unit of credit in a course that directly related to the WBL career ready placement prior to the placement.

WBL Data Reporting in PowerSchool

To ensure compliance to the letter of the law, all districts and school/career centers are required to report all qualifying WBL experiences for accountability in the Student Information Management System (PowerSchool) on the WBL Page. In accordance with the South Carolina EEDA of 2005, data must be collected and reported for ALL students participating in a WBL experience. All students include K-12. A concise process to ensure that ALL WBL experiences and WBL career readiness qualifiers are captured and are reported accurately should be in place at each school.

For WBL overview, state approved definitions, reporting procedures, and implementation strategies, refer to the SC Work-Based Learning Implementation Guide.

Appendix C: CTE Clusters, Programs, and Courses

Advance CTE has modernized the National Career Clusters Framework. There are now 14 Career Clusters representing more than 72 Subclusters to help students navigate their way to greater success in college and careers. With this modernization, cluster names were changed to provide learners with more personalized paths to living wage jobs and acquiring skills for a variety of careers. The Framework allows CTE educators to align, design and deliver programs that better reflect the interdisciplinary nature of the clusters and work, including stronger career exploration and advising models, and enhance the connection between classroom and field experiences such as work-based learning. Industries will be able to hire learners with a lifelong learning world view whose interests, skills, and work-based experiences align with industry sector organization and their hiring needs. Finally, this Framework also strives to connect new career readiness language that will bridge education and industry. Consequently, State CTE leaders will be better equipped to design programs and experiences that are more responsive to industry needs and can provide resources/guidance to local leaders that reflect the needs of the modern workplace.

The new modernized clusters will empower students to continue to discover their interests and their passions and choose educational pathways that can lead to post-secondary success. The following 14 clusters represent all career possibilities:

- Advanced Manufacturing
- Agriculture
- Arts, Entertainment & Design
- Construction
- Digital Technology
- Education
- Energy & Natural Resources
- Financial Services
- Healthcare & Human Services
- Hospitality, Events & Tourism
- Management & Entrepreneurship
- Marketing & Sales
- Public Service & Safety
- Supply Chain & Transportation

This new and revised information can be found on the Advance CTE Web page. Please refer to the ACTE National Career Clusters® Framework for additional detailed information.

CTE Code Descriptions

Course Code

The course code is the first four digits of the course ID.

Valid CTE courses and codes can be found in the South Carolina Course Code Database. Codes for the state-approved courses are used for the Perkins accountability indicators and report card measures and indicators. Courses with Local Board Approved (LBA) in the title are not valid CTE course codes for state and federal accountability and funding purposes.

Example: The course code for Accounting 1 is 5001.

Course ID

The course ID is the eight characters used to identify each instructional activity.

The first four characters are the digits that make up the course code found in SC – Satchel, the SCDE's Course Code Database. The fifth and sixth characters are digits that are district defined. The seventh position can contain either the alpha character that represents the academic tag for credit-bearing courses, or the numeric 0, the digit that represents the non-credit bearing special education activity instructional approach. Finally, the eighth position can contain either the alpha character that represents the unit tag for credit-bearing courses or the numeric 0, the digit that represents a specific instruction area. Use only uppercase characters for academic and unit tags.

Example: The course ID for a College-Prep Accounting 1 course could be *500100CW*.

CTE Program

A state recognized CTE program must be composed of an approved sequence of career and technical education courses leading to a career goal. Students must earn all the required units of credit to be considered a CTE program completer.

CIP Code

The six-digit CIP codes designate the specific CTE programs and are used for federal reporting and assessing the federal Perkins indicators. Every student identified as a CTE concentrator must be assigned to a CIP coded program approved by the OCR. CIP codes are not the same as course codes.

New Innovative Courses

Innovative courses are unique courses representing emerging areas of study that are not included in the CTE state approved course offerings.

The Innovative Course Application must be completed and submitted for OCR approval by **January 31st** for implementation in the following academic year. OCR approval is required before a CTE course code is assigned outside of the South Carolina Course Code Database. Once the innovative application has been approved by OCR staff, notification will be sent to the school district with the assigned course code.

For detailed information, see the New CTE Innovative Course Application Guidelines and Instructions.

Innovative Course Renewal

In order to continue use of an innovative course, the Innovative Course Application must be completed and submitted for OCR approval annually by January 31st of each year. Courses must be renewed annually for three years, at which time the Office of Career Readiness will conduct a review to determine if the course should continue as innovative, sunset, or be added as a state approved CTE course. If the innovative course is approved to continue as innovative, data must still be collected annually and an Innovative Course Application must be completed and submitted for OCR approval every three years by the January 31st deadline.

For detailed information, see the Renewal CTE Innovative Course Application Guidelines and Instructions.

New Innovative Programs

Innovative programs are unique programs containing existing or innovative CTE courses representing emerging areas of study not included in the CTE state approved program offerings.

OCR approval is required before an innovative CIP code is assigned. The Innovative Program Application must be completed and submitted for OCR approval by **January 31st** of each year. Once the innovative application has been approved by OCR staff, notification will be sent to the school district with the assigned innovative CIP code and any corresponding course codes. Innovative programs are automatically renewed with their corresponding innovative courses.

For detailed information, see the New CTE Innovative Program Application Guidelines and Instructions.

Concentrator Courses

All programs require the completion of at least two concentrator courses identified in a state recognized CIP coded program. If the courses are not sequential, it does not matter in which order they are taken. **Concentrator courses are identified with **.**

CTE Internship, Work-Based Credit Courses

The CTE Internship, Work-Based Credit course is a structured, work-based credit bearing experience taken by a student enrolled in a state recognized Career and Technical Education (CTE) Classification of Instructional Programs (CIP)-coded program. Each work-based learning (credit-bearing) course has an assigned CTE course code, and guidelines must be followed to award one Carnegie unit of credit upon successful completion of the course. Students not enrolled in a state recognized Career and Technical Education CIP-coded program may not be enrolled in a CTE Internship, Work-Based Credit course – they must be enrolled in an LBA Internship course.

CTE Internship, Work-Based Credit courses may count as the fourth or fifth unit in a CTE program after prerequisites are met.

For detailed information, see the Work-Based Learning Implementation Guidelines.

South Carolina Legislative Requirement for One-Half Unit Personal Finance Course

The South Carolina Legislature established a one-half (0.5) credit Personal Finance requirement for high school graduation. This requirement is codified in the following state laws and regulations:

S.C. Code Ann. § 59-29-165 (2025) - Instruction in personal finance.

> All students attending a high school in this State that is sustained or in any manner supported by public funds must receive instruction in the area of personal finance. The State Department of Education will assist the school districts in identifying suitable materials for instruction.

S.C. Code Ann. Regs. 43-234(L) (2023)

> A student must earn **one-half credit in financial literacy** beginning with the freshman class of 2023–24.

The following .5 credit course was created to meet the .5 unit in personal finance graduation requirement:

Table 2: One-Half (0.5) Credit Personal Finance Course

Course Code	Course Title	Carnegie Units
5141	Personal Finance	0.5

Note: Because this is a ½ credit course, this course cannot be counted as part of a CTE completer program.

Additional Courses That Satisfy the Personal Finance Graduation Requirement

After the 2025-26 school year, the only additional courses approved to satisfy the Personal Finance graduation requirement are:

Table 3: Additional Approved Personal Finance Courses

Course Code	Course Title	Carnegie Units
5131	Advanced Personal Finance	1
5812	Financial Fitness	1

If a district wishes to use a post-secondary course aligned to one of the approved courses, consult the Course Code Database. If alignment is not already approved, submit a CTE Dual Credit Course Equivalency Application.

CTE Course and Program Guide

A complete list of CTE programs and requirements can be found in the new **CTE Course and Program Guide**.

Note: While previously included as part of the Student Reporting Procedures Guide, the list of CTE programs and courses has been moved to the new CTE Course and Program Guide. Please refer to this document for details regarding CTE program requirements and course offerings.

Appendix D: Middle School CTE Courses

Table 4: No High School Credit (Sixth Grade)

Course Code	Course Title
1780	PLTW – (Gateway to Technology) Design and Modeling
1781	PLTW – (Gateway to Technology) Automation and Robotics
1782	PLTW – (Gateway to Technology) App Creators
1783	PLTW – (Gateway to Technology) Energy and the Environment
1784	PLTW – (Gateway to Technology) Flight and Space
1785	PLTW – (Gateway to Technology) Computer Science for Innovators and Makers
1786	PLTW – (Gateway to Technology) Science of Technology
1787	PLTW – (Gateway to Technology) Magic of Electrons
1788	PLTW – (Gateway to Technology) Green Architecture
1789	PLTW – (Gateway to Technology) Medical Detectives
1830	Introduction to Career Clusters
1840	Industrial Technology Education
1853	Digital Literacy
1856	Introduction to Agriculture
1858	Exploratory Family and Consumer Sciences

Table 5: No High School Credit (Seventh and Eighth Grades)

Course Code	Course Title
2702	Computer Applications
2703	Multimedia Basics
2704	Google Basics
2705	Financial Literacy *(Phasing Out June 30, 2025)*
2706	Keyboarding
2780	PLTW – (Gateway to Technology) Design and Modeling
2781	PLTW – (Gateway to Technology) Automation and Robotics
2782	PLTW – (Gateway to Technology) App Creators
2783	PLTW – (Gateway to Technology) Energy and the Environment
2784	PLTW – (Gateway to Technology) Flight and Space
2785	PLTW – (Gateway to Technology) Computer Science for Innovators and Makers
2786	PLTW – (Gateway to Technology) Science of Technology
2787	PLTW – (Gateway to Technology) Magic of Electrons
2788	PLTW – (Gateway to Technology) Green Architecture
2789	PLTW – (Gateway to Technology) Medical Detectives
2791	Fundamentals of Healthcare

Course Code	Course Title
2830	Introduction to Career Clusters
2839	Introduction to Health Professions
2840	Industrial Technology Education
2845	Fundamentals of Science and Technology
2846	Applications of Science and Technology
2853	Digital Literacy
2856	Introduction to Agriculture
2857	Introduction to Family and Consumer Service Sciences 1
2858	Introduction to Family and Consumer Service Sciences 2

CTE Courses Taught in Middle School

S.C. Code Ann. Regs. 43-232 Defined Program 6–8 states:

> B. High School Credit
> When approved by the principal and the parents, a student promoted to the seventh or eighth grade may take units of ninth grade or higher work for high school credit. The high school courses offered must be limited to courses that are currently in the 9–12 section of the Activity Coding System for the Student Information System with the exception of physical education and health education courses. It is expected that students taking courses for high school credit have been taught and mastered the middle school level standards prior to taking the courses for high school credit. The number of high school credits permitted at the middle school or junior high school level must be determined by the local school district.

Therefore, CTE courses may be offered for high school credit at the middle school level if students have met all course prerequisites and the middle school instructor meets the educator credential requirements associated with the high school CTE course.

Table 6: Middle School Courses Awarding Carnegie Units

Course Code	Middle School Course Title
5028	Fundamentals of Computing Part 1
5029	Fundamentals of Computing Part 2
5062	Discovering Computer Science Part 1
5063	Discovering Computer Science Part 2

The above middle school–specific courses may be taught for high school credit in grades 7 and 8. Students must earn one credit in computer science to satisfy South Carolina High School Graduation Requirements. Therefore, middle school students must complete both Part 1 and Part 2 courses to meet this graduation requirement.

Students who complete only one half-credit course in middle school will not meet the one credit computer science graduation requirement and must complete a one credit computer science course at the high school level. The half-credit earned in middle school may be used as an elective credit.

Appendix E: Nontraditional CTE Programs

Table 7: Nontraditional CTE Programs for Females

CIP Code	Program Title
010205	Agricultural Mechanics and Technology
151301	Architectural/Mechanical Design
150801	Aerospace Engineering Technology
470603	Automotive Collision Repair Technology
470604	Automotive and Hybrid/BEV Technology
120402	Barber/Master Hair Care
140301	Biosystems Engineering Technology
460000	Building Construction Technology
480703	Cabinetmaking
460201	Carpentry
149999	Clean Energy
111003	Computer and Information Systems Security/Information Assurance
143501	Core Engineering
470101	Electronics Technology
470605	Diesel Engine Technology
460301	Electricity
430203	Emergency and Fire Management Services
030101	Environmental and Natural Resources Management
520203	Global Logistics & Supply Chain Management
470201	HVAC/R Technology
010601	Horticulture
110104	Informatics
151202	Information Support and Services
150613	Integrated Production Technology
430107	Law Enforcement Services
480503	Machine Technology
460101	Masonry
150404	Mechatronics Integrated Technologies
100299	Media Technology
480501	Metal Fabrication
110901	Networking Systems
011101	Plant and Animal Systems
460503	Plumbing
110201	Programming and Software Development
140101	Pre-Engineering (Project Lead the Way)
470606	Power Equipment Technology
480508	Welding Technology

Table 8: Nontraditional Programs for Males

CIP Code	Program Title
520401	Administrative Services
520803	Banking Services
120401	Cosmetology
131210	Early Childhood Education
120409	Esthetics
190501	Food Science
120410	Nail Technology
513999	Practical Nursing

Appendix F: Certifications

Tiered Certification Framework

In June 2025, the South Carolina Education Oversight Committee (EOC) unanimously approved the state's Tiered Certification System, a structured framework designed to align student certification attainment with workforce priorities, employer demand, and long-term career advancement opportunities. The system classifies industry-recognized certifications into three tiers:

- Tier 1 – Introductory: Entry-level certification earned early in a CTE program sequence.
- Tier 2 – Intermediate: Certifications requiring additional coursework, skills, or specialized knowledge.
- Tier 3 – Career Ready: High-rigor certifications that demonstrate career readiness and are recognized by employers for hiring or advancement.

Each tier reflects the certification's relevance to high-demand, high-wage occupations and its impact on future employability.

Table 9: Detailed Tier Descriptors

Tier 1	Tier 2	Tier 3
Introductory	Intermediate	Career Ready
• **1 point** • **Foundational Skills**: Validates basic competencies for further education or training. • **Regionally Recognized**: Accepted by local industries but not statewide hiring requirement. • **Early Career Pathway**: Earned in the first stages of a CTE program, leading to higher-level certifications.	• **2 points** • **Industry-Aligned**: Valued by employers but not always required for hiring. • **Supports Career Pathways**: Provides an employment advantage and job readiness. • **Enhances Workforce Participation**: Increases employability, but additional training may be needed for advancement.	• **3 points** • **High-Demand Careers**: Required for employment in priority, high-wage occupations. • **Clear Economic Benefits**: Leads to significant wage gains, promotions, or job retention. • **Career Advancement**: Recognized entry point into further education, training, and certifications.

Tiered Certification Career Readiness Requirements

Beginning with the **2025–26 academic year**, students who entered 9th grade in the 2024–25 and 2025–26 school years (referred to as the 9GR25 and 9GR26 cohorts) will be evaluated under the new three-tiered system. To be designated Career Ready for state accountability purposes, these students must earn a **minimum of three points** by completing one of the following options:

- One **Tier 3** certification aligned to their career cluster
- A combination of two **Tier 2** certifications or a combination of a **Tier 2** and a **Tier 1** certification that are aligned to their career cluster
- A **Universal Certification** (e.g., OSHA 10) paired with a **Tier 2** Certification aligned to their cluster

Students *cannot* combine multiple Tier 1 certifications *or* multiple Universal certifications to meet the three-point requirement.

To be considered Career Ready, a student's earned certifications must align with their designated program of study and career cluster. Certifications earned outside of the student's career cluster or program of study will not count toward Career Ready status.

For detailed information on the Tiered Certification Framework, please see the Tiered Certification Framework Guide.

Note: Students who entered 9th grade during the 2023-24 school year or earlier (the 9GR24 cohort and earlier) will continue to be evaluated under the previous single-tier system (CR Yes/No). These students must earn a certification from the state-approved list that carries a Career Ready designation for 9GR23 and 9GR24 to meet accountability requirements. See the Approved Tiered Certification List for details.

List of Approved Tiered Certifications

Note: While previously included in the Student Reporting Procedures Guide, the list of approved certifications has been moved to the Tiered Certification Framework Guide and the List of Approved Tiered Certifications. Please refer to those documents for details regarding student certifications.

Appendix G: Office of Career Readiness Contact Information

Contact information for the CTE staff at the Office of Career Readiness can be found on the South Carolina Department of Education website.

Questions regarding PowerSchool reporting can be directed to Dr. Herb Bocchino at hsbocchino@ed.sc.gov or the Office of Career Readiness at CareerReadiness@ed.sc.gov.