

Final Report

Year 11
2013–2014



Centers for the Re-Education and Advancement of Teachers in Special Education and Related Services Professionals

Personnel Preparation Program Funded by the South Carolina Department of Education
Office of Special Education Services and Office of Educator Evaluation & Effectiveness

Molly M. Spearman, *Superintendent of Education*
Julie G. Fowler, PhD, *Deputy Superintendent, College & Career Readiness*
Angela H. Bain, PhD, *Deputy Superintendent, Educator Effectiveness*
John R. Payne, *Director, Office of Special Education Services*
Briana C. Timmerman, PhD, *Director, Office of Educator Evaluation & Effectiveness*
Tresa C. Diggs, EdD, *Team Leader, OSES Programs & Initiatives*

CREATE LEADERSHIP

Joe P. Sutton, PhD
Program Director
SCDE OSES

Aimée J. Wieler
Program Coordinator
SCDE OSES

Kenn A. Apel, PhD
SLP Center Director
USC Columbia

Shirley C. Bausmith, PhD
SpEd Center Director
Francis Marion Univ.

Ansley H. Boggs, EdD
SpEd Center Director
Converse College

Susan D. Flynn, PhD
SpEd Center Director
Coastal Carolina Univ.

Cecelia H. Jeffries, PhD
SLP Center Director
SC State University

George L. Johnson, PhD
SpEd Center Director
SC State University

Kathleen J. Marshall, PhD
SpEd Center Director
USC Columbia

Linda K. McCuen, EdD
SpEd Center Director
Anderson University

Dava M. O'Connor, PhD
SpEd Center Director
Lander University

Holly A. Pae, EdD
SpEd Center Director
USC Upstate

Michael E. Skinner, PhD
SpEd Center Director
College of Charleston

Pamela M. Stecker, PhD
SpEd Center Director
Clemson University

Judy L. Stuart, PhD
SpEd Center Director
Furman University

Jennifer Y. Wagner, PhD
SpEd Center Director
Southern Wesleyan Univ.

Tracy N. West, PhD
SpEd Center Director
Columbia College

MARCH 1, 2015

www.sccreate.org

SUGGESTED CITATION

Sutton, J. P., Wieler, A. J., Apel, K. A., Bausmith, S. C., Boggs, A. H., Flynn, S. D., Jeffries, C. H., Johnson, G. L., Marshall, K. J., McCuen, L. K., O'Connor, D. M., Pae, H. A., Skinner, M. E., Stecker, P. M., Stuart, J. L., Wagner, J. Y., & West, T. N. (2015). *CREATE: Centers for the Re-Education and Advancement of Teachers in Special Education and Related Services Professionals of South Carolina, final report for Year 11, 2013–2014* (Technical report No. 14-01). Columbia, SC: South Carolina Department of Education, Office of Special Education Services and Office of Educator Evaluation and Effectiveness.

Report Available At:
<http://www.sccreate.org/reports.htm>

EXECUTIVE SUMMARY

CREATE–YEAR 11

CREATE (Centers for the Re-education and Advancement of Teachers in Special Education and Related Services Professionals) is a personnel preparation initiative funded by the South Carolina Department of Education’s (SCDE) Office of Special Education Services and Office of Educator Evaluation and Effectiveness. The chief mission of CREATE is to reduce the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified workforce in South Carolina public/charter schools. CREATE underwrites tuition/textbook costs to qualified participants to pursue add-on, alternative, or initial licensure in special education. For Year 11 (2013-2014), the program delivered licensure course work through CREATE centers located at 13 South Carolina colleges and universities including Anderson University, Clemson University, Coastal Carolina University, College of Charleston, Columbia College, Converse College, Francis Marion University, Furman University, Lander University, SC State University, Southern Wesleyan University, University of South Carolina Columbia, and University of South Carolina Upstate. This Executive Summary highlights principal findings from the Year 11 report. Specific topics addressed include (a) participants; (b) appropriateness of courses; (c) adequacy of course content; (d) progress of participants; (e) perceptions of participants; (f) enrollment in courses; (g) program completers; (h) recruitment, selection, and advising; (i) employment of completers; and (j) conclusion.

Participants. A total of 214 individuals qualified for the program, and 185 (93%) enrolled in one/more licensure courses. Enrollees were employed full-time at 53 of the State’s 82 (65%) school districts and one State-operated program. The cohort was overwhelmingly female (84%), and the majority were first-year or new participants (52%) to the program as opposed to returning participants (48%). Approximately one-fourth (23%) were African-American, American-Indian, Asian-American, or Hispanic. The majority were pursuing Learning Disabilities (41%) or Multi-categorical Special Education (25%). About two-thirds (64%) were pursuing add-on/alternative licensure.

Appropriateness of Courses. In order to serve the broadest geographic range of qualifying participants, particularly, those in remote areas of the State, the consortium colleges offered on-campus and/or online/hybrid courses. Course content, as outlined in course syllabi, was evaluated in light of Council for Exceptional Children standards, and determined to be appropriate. For Year 11, the 13 CREATE centers collectively offered 36 different licensure courses a total of 151 times, 80 (53%) of which were made available online/hybrid.

Adequacy of Course Content. A cluster mean rating of 3.42 (1=Strongly Disagree to 4=Strongly Agree) on course evaluations indicated that participants agreed that courses taken through the program, when compared with previous special education and related services courses taken outside CREATE-sponsored courses, (a) provided more knowledge/skills about instruction in special education, (b) made more relevant applications to the real-world of the classroom, (c) broadened their perspective more in how to teach students with disabilities, and (d) significantly contributed to their overall preparation.

Progress of Participants. Programmatic progress was calculated by dividing the number of courses that the participants completed by the number of courses prescribed in their respective licensure programs. The average progress of participants seeking alternative licensure in the PACE program (n=12) was 51% (range of one to three courses). The average progress of participants pursuing add-on licensure (n=107) was 52% (range of one to nine courses). The average progress of participants enrolled in initial licensure programs (bachelor’s or MAT) and the master’s in SLP program (n=66) was 46%; however, the range of needed course work was 1 to 28 courses. The weighted aggregated progress of the 185 participants was 50%. Academic progress was superb. Eighty-nine percent of grades for alternative/add-on candidates were A or B. Similarly, 92% of grades for degree program candidates were A or B.

Perceptions of Participants. Individual item mean ratings ranged from 3.40 to 3.64 (on a scale of 1=Strongly Disagree to 4=Strongly Agree). The item cluster means ranged from 3.51 to 3.60. All five of the cluster mean ratings were trending toward Strongly Agree: Teaching Skills of Instructor, 3.51; Interaction Skills of Instructor, 3.60; Course Requirements, 3.52; Evaluation of Learning, 3.51; and Course Syllabus, 3.58. The overall mean rating of 3.54 also trending toward Strongly Agree. With no individual item or item cluster mean ratings falling below the Agree rating, the CREATE leadership judged teacher perceptions of courses offered by colleges in the CREATE consortium as overwhelmingly positive.

Enrollment in Courses. Participants were awarded 528 three-credit course scholarships, reflecting 93% of the 585 course scholarships available for the year. The number of course scholarships awarded per participant ranged from 1 to 11. Across the CREATE centers, the number of course scholarships awarded per semester was Fall 2013 (n=113.89); Spring 2014 (n=173.34); and Summer 2014 (n=241).

Program Completers. A total of 52 participants (including participants from prior years, not counted in previous reports) completed all course work for their respective licensure programs for Year 11. The completers were predominantly female (79%), and 22% were African-American or American-Indian. Thirty-seven percent (37%) finished course work in Learning Disabilities licensure, followed by Multi-categorical Special Education (23%), Mental Disabilities (15%), Emotional Disabilities (13%), Speech-Language Pathology (8%), and Severe Disabilities (4%). The majority of the participants (63%) were enrolled in add-on/alternative licensure programs.

Recruitment, Selection, and Advising. Recruitment and selection of participants for the program was accomplished by a (a) dedicated website; (b) state-wide email at the beginning of the grant year from the SCDE Office of Special Education Services to district special education directors, directors of personnel, and school principals; and (c) regular phone and email campaigns orchestrated by the program director and center directors. Advising qualified participants on which licensure courses would meet their needs was accomplished via phone and email. All 185 enrolled participants for Year 11 were verified to be non-licensed in their area of special education licensure or related services certification need and were employed full-time in a SC public school district, charter school, or state operated program.

Employment of Completers. The program produced 52 program completers. CREATE leadership verified the 2014–2015 employment of a subgroup of 36 (out of 52) program completers whose SC teaching license numbers were available: 36 (100%) remain employed in a State public school district; and 34 (94%) were employed in the same district with which they were affiliated when they were participating in CREATE; and 2 (5%) transferred their employment to a different South Carolina school district. Staff viewed these data as a strong indicator that SCDE and local school districts were working cooperatively with the institutions of higher education in effectively growing the State’s special education teacher and related services workforce.

Conclusion: The CREATE leadership evaluated Year 11 of CREATE as *highly successful*. Noteworthy data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 185
- ▶ School districts represented: 53
- ▶ Course scholarships available: 585
- ▶ Course scholarships awarded: 528
- ▶ Participant program completers: 52

The 11-year cumulative total of 788 program completers provides compelling evidence that CREATE is effectively advancing its mission of reducing the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified workforce in South Carolina public and charter schools.

TABLE OF CONTENTS

CREATE–YEAR 11

<u>Section</u>	<u>Page</u>
ORIGIN OF THE PROGRAM.....	7
YEAR 11 OPERATION.....	8
ENROLLED PARTICIPANTS.....	9
EVALUATION OF THE PROGRAM.....	10
APPROPRIATENESS OF COURSES.....	11
ADEQUACY OF COURSE CONTENT.....	12
PROGRESS OF PARTICIPANTS.....	12
PARTICIPANT PERCEPTIONS.....	13
ENROLLMENT IN COURSES.....	13
PROGRAM COMPLETERS.....	14
RECRUITMENT, SELECTION, AND ADVISING.....	14
EMPLOYMENT OF COMPLETERS.....	15
CONCLUSION.....	16
REFERENCES.....	17
PROGRAM LEADERSHIP.....	20
TABLES & FIGURES.....	21

TABLES AND FIGURES

CREATE–YEAR 11

<u>Table/Figure</u>	<u>Page</u>
KEY STATISTICS FOR CREATE, 2003–2013.....	7
DOCUMENTATION REQUIRED FOR CREATE PARTICIPANTS.....	10
TABLE 1–SCHOOL DISTRICT AFFILIATION OF ENROLLED PARTICIPANTS.....	21
FIGURE 1–GENDER OF ENROLLED PARTICIPANTS.....	22
FIGURE 2–NEW/RETURNING STATUS OF ENROLLED PARTICIPANTS.....	22
FIGURE 3–LICENSURE AREA PURSUED BY ENROLLED PARTICIPANTS.....	22
FIGURE 4–ETHNICITY/RACE OF ENROLLED PARTICIPANTS.....	23
FIGURE 5–EMPLOYMENT STATUS OF ENROLLED PARTICIPANTS.....	23
FIGURE 6–LICENSURE PROGRAM OF ENROLLED PARTICIPANTS.....	23
TABLE 2–LICENSURE COURSES AND COURSE FORMATS, FALL 2013.....	24
TABLE 3–LICENSURE COURSES AND COURSE FORMATS, SPRING 2014.....	25
TABLE 4–LICENSURE COURSES AND COURSE FORMATS, SUMMER 2014.....	26
TABLE 5–MEAN RATINGS OF COURSE EVALUATION ITEMS REFLECTING ADEQUACY.....	26
TABLE 6–FINAL GRADES FOR PARTICIPANTS, ADD-ON/ALTERNATIVE PROGRAM COURSES.....	27
TABLE 7–FINAL GRADES FOR PARTICIPANTS, INITIAL PROGRAM COURSES.....	27
TABLE 8–PROGRESS OF PARTICIPANTS ENROLLED IN PACE-ED PROGRAMS.....	27
TABLE 9–PROGRESS OF PARTICIPANTS ENROLLED IN ADD-ON LICENSURE PROGRAMS.....	28
TABLE 10–PROGRESS OF PARTICIPANTS ENROLLED IN BACHELOR’S, MAT, OR MSLP PROGRAMS.....	29
TABLE 11–MEAN ITEM AND CLUSTER RATINGS FROM COURSE EVALUATIONS.....	30
TABLE 12–COURSE SCHOLARSHIPS AVAILABLE AND AWARDED PER CREATE CENTER.....	31
FIGURE 7–COURSE SCHOLARSHIPS AWARDED PER SEMESTER.....	31
TABLE 13–COURSE SCHOLARSHIPS AWARDED PER DISTRICT.....	32
TABLE 14–SCHOOL DISTRICT AFFILIATION OF PROGRAM COMPLETERS.....	33
FIGURE 8–GENDER OF PROGRAM COMPLETERS.....	34
FIGURE 9–ETHNICITY/RACE OF PROGRAM COMPLETERS.....	34
FIGURE 10–LICENSURE AREA OF PROGRAM COMPLETERS.....	34
FIGURE 11–EMPLOYMENT STATUS OF PROGRAM COMPLETERS.....	35
FIGURE 12–LICENSURE PROGRAM OF COMPLETERS.....	35
FIGURE 13–CREATE-SPONSORED COURSES EARNED BY COMPLETERS.....	36

FINAL REPORT

CREATE–YEAR 11

ORIGIN OF THE PROGRAM

Historically, South Carolina school districts have struggled in staffing special education classrooms with fully-licensed, highly qualified teachers. By 2002–2003, the number of special educators not appropriately licensed to teach special education had catapulted to more than 400. Looming at the time was the federal mandate of *No Child Left Behind* (NCLB) that all states were to employ properly credentialed and highly qualified teachers by July 1, 2006.

In an effort to curtail the burgeoning population of non-licensed special educators, the South Carolina Department of Education (SCDE) Office of Special Education Services (OSES) adopted a *grow your own* (GYO) goal in 2003. Subsequently, they funded Year 1 of CREATE (Centers for the Re-education and Advancement of Teachers in Special Education) for the 2003–2004 year. Continuation funds from both OSES and the SCDE Office of Educator Evaluation and Effectiveness (OEEE) were provided from 2004–2013 (Years 2 through 10), and, currently, in 2013–2014 (Year 11). From the outset, the chief mission of CREATE has been to reduce the number of non-licensed special education teachers, while simultaneously growing a highly qualified teacher workforce in the State’s public and charter schools.

By underwriting tuition and textbook costs, qualified participants have been able to complete needed course work for add-on, alternative, or initial licensure in special education through CREATE. Data from previous *Final Reports* (see <http://www.sccreate.org/reports.htm>) provide unequivocal evidence that CREATE has increased the number of qualified special educators in South Carolina public schools, thereby better serving its more than 90,000 students with disabilities. A synopsis of key statistics for the last ten years of the program follows:

Key Statistics for CREATE, Years 1-10, 2003–2013

Program Year	No. Colleges in Consortium	SC Districts Represented	Participants			
			No. Enrolled in Courses	No. Courses Completed	Licensure Progress	No. Program Completers
Year 1, 2003-2004	3	33	100	121	37%	4
Year 2, 2004-2005	4	59	246	411	63%	74
Year 3, 2005-2006	6	63	197	288	79%	145
Year 4, 2006-2007	11	53	152	279	57%	47
Year 5, 2007-2008	11	65	198	484	59%	142
Year 6, 2008-2009	11	55	187	367	60%	78
Year 7, 2009-2010	11	56	161	304	56%	59
Year 8, 2010-2011	11	46	133	257	56%	54
Year 9, 2011-2012	12	50	127	294	45%	67
Year 10, 2012-2013	13	58	174	432	48%	66

Note. Some of the figures for program completers reported in this table vary from those presented in previous *Final Reports* based on a 2015 audit.

With an impressive cumulative, ten-year total of 736 program completers, CREATE has been recognized nationally by the broader professional education community (e.g., Njuguna, 2011, DuRant, Poda, & Sutton, 2007; Poda & Sutton, 2007; Sutton, Bausmith, O'Connor, & Pae, 2009, 2010; Sutton, Bausmith, O'Connor, Pae, & Skinner, 2012, 2014; Sutton & DuRant, 2007, 2008a, 2008b; Sutton & Pae, 2012). In addition, the National Association of State Directors of Special Education's (NASDSE) Personnel Improvement Center (Mueller, 2011; 2012; Sutton & McGovern, 2013) has identified CREATE as one of only a few model, state-level GYO initiatives in special education teacher preparation in the country. More recently, CREATE received the *ACRES Exemplary Special Education Program Award* from the American Council on Rural Special Education (ACRES, 2015). Among the peer-reviewed, published articles on CREATE research (i.e., Sutton, Bausmith, Pae, Bishop, & Boshamer, 2013; Sutton, Pae, Bausmith, O'Connor, & DuRant, 2010), the most recent published study on CREATE's teacher-capacity building effects (Sutton, Bausmith, O'Connor, Pae, & Payne, 2014) was selected by the *Rural Special Education Quarterly* (RSEQ) editorial board to receive the *RSEQ Outstanding Article Award* for research.

CREATE's success as a personnel preparation initiative in significantly reducing the number of non-licensed special education teachers, notwithstanding, the potential for regression is ever present. Severe shortages of special educators persist in most states (American Association for Employment in Education, 2007; Higher Education Consortium in Special Education, n.d.). Moreover, by 2020, employment in special education teaching is expected to increase by 17% (U.S. Bureau of Labor Statistics, 2012) due to growth of students with disabilities and teacher demand. To address the anticipated shortage, many states, like South Carolina, have implemented GYO programs (Butler, 2008; Mueller, 2012) that include alternative routes to licensure (ARC) approaches (Dukes, Darling, & Doan, 2014; Rosenberg & Walther-Thomas, 2014; USBLS, 2008). Therefore, CREATE's continued operation is imperative and reflects SCDE's proactive effort to grow its own special education teacher workforce, thereby minimizing the risk of another staffing crisis in South Carolina special education classrooms.

YEAR 11 OPERATION

For 2013-2014 (Year 11), the operation of CREATE remained largely unchanged from previous years. Eligible participants included all full-time SC public and charter school employees in both instructional and non-instructional positions whose desire was to become a highly qualified Special Education Teacher or a nationally-certified related services professional, including Board Certified Behavior Analysts (BCBA) and Speech-Language Pathologists (SLP). Targeted groups for growing the State's pool of special educators included currently employed special education teachers who did not hold full licensure in special education, specifically, (a) those holding a restricted alternative certificate [RAC] in various disability teaching fields, and (b) those enrolled in the State's *Program of Alternative Certification for Educators* (PACE) program in Emotional Disabilities [PACE-ED]. For purposes of growing the State's pool of highly qualified special education teachers and related services professionals, CREATE targeted a number of other groups, including special education (SPED) teachers who were being groomed by school district officials to fill vacant/other special education teacher positions of projected need in which the special education teacher was not properly licensed, including general education teachers who expressed interest in making a career change into special education; teacher assistants wanting to upgrade to full licensure, long-term substitute teachers, and various other public and charter school staff in non-instructional work capacities (e.g., administrative and clerical assistants). Qualified participants pursued special education licensure through one of two approaches: (a) *add-on/alternative* licensure; or (b) *initial* licensure via a bachelor's or a master of arts in teaching [MAT] degree program in special education.

CREATE centers for the preparation of special educators operated at the following 13 SC colleges and universities, all with NCATE/State-approved programs in special education teacher preparation (Note: Center directors' names are provided in parenthesis): Anderson University (Dr. Linda McCuen);

Clemson University (Dr. Pamela Stecker); Coastal Carolina University (Dr. Susan Flynn); College of Charleston (Dr. Michael Skinner); Columbia College (Dr. Tracy West); Converse College (Dr. Ansley Boggs); Francis Marion University (Dr. Shirley Bausmith); Furman University (Dr. Judy Stuart); Lander University (Dr. Dava O'Connor); SC State University (Dr. George Johnson); Southern Wesleyan University (Dr. Jennifer Wagner); USC Columbia (Dr. Kathleen Marshall); and USC Upstate (Dr. Holly Pae).

Consortium colleges and universities offered add-on and alternative licensure course work for the following traditional special education teaching fields: Early Childhood Special Education (ECSE); Emotional Disabilities (ED); Hearing Impairments (HI); Learning Disabilities (LD); Multi-categorical Special Education (MC); Mental/Intellectual Disabilities (MD); Severe Disabilities (SEV); and Visual Impairments (VI). Bachelor's degree programs leading to initial licensure were offered at the following sites: Coastal Carolina University, Columbia College; Lander University; and South Carolina State University. MAT degree programs leading to initial licensure were available at College of Charleston, Converse College, Francis Marion University, and USC Columbia.

Advanced preparation of related services professionals, specifically, those wanting to obtain national certification as BCBA's or SLPs, was also a focus of CREATE. A number of larger school districts in the State expressed a need for behavior analysts whose role is to consult with and assist special education teachers. As for SLPs, SCDE regulation 43-68 requires all individuals providing speech-language services in SC public schools to have a minimum of a master's degree in speech-language pathology by January 1, 2015. Therefore, CREATE's first priority was assisting bachelor's-level speech language therapists licensed by SCDE and currently employed full-time in SC public or charter schools and other candidates to obtain their master's degrees in SLP.

Course work for the BCBA credential is obtained through an initial master's degree program in Severe Disabilities or through a program of add-on course work (for those holding a graduate degree approved by the national Behavior Analyst Certification Board). CREATE assisted individuals pursuing the BCBA through its USC Columbia Center (Dr. Kathleen Marshall, Center Director). CREATE Centers for SLP preparation were stationed at two graduate schools in the State, both with State-approved SLP programs (Note: Center directors' names provided in parentheses): South Carolina State University (Dr. Cecelia Jeffries); and USC Columbia (Dr. Kenn Apel). SCSU offers an on-campus master of arts degree in SLP (MASLP), and USCC offers a fully online master's degree in communication disorders (MCD) program.

In addition to completing an online application which fostered tracking and monitoring data for the program (see <https://ssl30.chi.us.securedata.net/edtesting.com/apply.htm>), CREATE applicants were required to gather and submit other documentation in order to qualify for course scholarship funds (see table on p. 10). Once qualified, participants were awarded course scholarships on a first-come basis, which provided financial assistance to pay for 100% tuition and textbook costs (up to \$100 per three-credit course). Courses were delivered as regular/on-campus or online formats and addressed initial licensure, add-on/alternative licensure, or advanced certification needs of participants. Courses were scheduled and delivered at colleges and universities in the CREATE consortium during the Fall 2013, Spring 2014, and Summer 2014 semesters.

ENROLLED PARTICIPANTS

The CREATE Office processed 501 applications during Year 11, from which 214 (43%) applicants were determined to qualify for scholarship funds. Of the qualified applicants, 185 (86%) enrolled in one or more licensure program courses during the program year. Representing 53 of 82 (65%) school districts and one State-operated program (SC School for the Deaf and Blind; see Table 1, p. 21), enrollees were predominantly female (84%; see Figure 1, p. 22) and were mostly first-year/new participants (52%) to the program as opposed to returning (48%) participants (see Figure 2, p. 22). The majority of participants

Documentation Required for CREATE Participants to Qualify for Scholarship Funds

Documentation ► ▼ Employment Status	Employment Agreement ^a	Add-on Licensure Course Worksheet ^b	HR Director Letter ^c	Degree Program	
				Acceptance Letter ^d	Course Worksheet ^e
RAC ^f Special Education Teacher		✓			
PACE-ED ^g Special Educ. Teacher		✓			
Other Special Education Teacher ^h	✓	✓	✓		
General Education Teacher	✓	✓			
Long-term Substitute Teacher	✓	✓			
Non-licensed Teacher Assistant	✓			✓	✓
Other Non-instructional Staff	✓			✓	✓

^aParticipant commits to 3 years of return service to State for acceptance of scholarship funds.

^bIssued by the SCDE Licensure Office; outlines needed coursework for add-on licensure.

^cIssued by a CREATE consortium college for admission into a bachelor's or MAT degree that results in initial licensure.

^dIssued by a CREATE consortium college; outlines needed coursework for initial licensure.

^eLetter verifies participant is required to complete another area of special education licensure to retain employment in district.

^fRestricted alternative certificate (RAC) in a special education teaching area.

^g*Program of Alternative Certification for Educators-Emotional Disabilities* (PACE-ED).

^hHolds a valid SC teaching licensure, but required by district to obtain another area of special education licensure.

were seeking either Learning Disabilities (41%) or Multi-categorical Special Education (25%) licensure (see Figure 3, p. 22). Considerably fewer participants were pursuing Early Childhood Special Education (8%), Emotional Disabilities (7%), SLP (6%), Mental Disabilities (4%), Visual Impairments (4%), Severe Disabilities (3%), and BCBA (2%).

Representation by ethnicity/race included Caucasians (77%), African-Americans (19%), Hispanics (3%), and American-Indians (1%; see Figure 4, p. 23). Participants were employed in a variety of full-time positions in SC public/charter schools including special education teachers (33%), teacher assistants (25%), general education teachers (20%), other non-instructional staff (9%), PACE-ED teachers (6%), RAC teachers (5%), SLP (2%; see Figure 5, p. 23). Most of the participants were enrolled in add-on/alternative licensure programs in special education (64%), with smaller percentages enrolled in initial licensure programs via the master of arts in teaching (MAT) degree (20%) or a bachelor's degree in arts/science (10%). Those pursuing national certification through a master's degree in speech-language pathology degree program (6%) rounded-off the balance of the participants for Year 11 (see Figure 6, p. 23).

EVALUATION OF THE PROGRAM

The evaluation design described in the initial proposal for CREATE (Year 1, 2003–2004) required preparation of a final report after completion of each year of operation. As with previous years, the final report for Year 11 addressed the following questions (data for each evaluation question are presented in subsequent sections of this report):

1. How appropriate were the selection of courses in relation to licensure course needs of the qualifying participants?
2. Was the content of the coursework adequate in providing instruction for needed skills and competencies of participants?
3. Did participants progress at an appropriate rate toward completion of licensure?
4. What are the participants' perceptions of the program?
5. Was anticipated enrollment maintained throughout the program period?

6. What percentage of the qualifying participants completed their respective licensure programs?
7. How effective was the recruitment, selection, and advising process? and
8. Have the participants been employed in positions appropriate to their new licensure areas?

APPROPRIATENESS OF COURSES

Access to Program Courses. CREATE participants resided in all geographic regions of the State. Therefore, appropriateness of courses was evaluated by determining the extent to which the program provided participants with *access* to courses, whether they resided within driving proximity of a nearby CREATE college center or whether they lived in rural, more remote areas of the State. We believe the program maximized the opportunity for virtually all participants to avail themselves of needed coursework by offering two course formats: (a) on-campus courses; and (b) online/hybrid courses. By commuting to a college's main campus or extension site, participants were able to join other regional part-/full-time teachers-in-preparation in *campus courses* offered as part of the college's regular, late afternoon/evening semester schedule. Participants were also able to join a State-wide cadre of teachers in completing needed licensure coursework via the Internet by enrolling in selected online or hybrid courses, which, again, were offered as part of the college's regular course schedule. Several of the CREATE centers also offered contract courses, which were designed to address specific licensure course needs common to many participants. Contract courses required a minimum enrollment of 18 participants and were offered online. In an effort to increase access for applicants who resided in the most remote areas of the State, who needed an MAT program to obtain initial licensure to teach, and who were not within a 45-minute drive to a campus MAT program at one of the consortium colleges, Francis Marion University developed a fully distance/online MAT-LD program. CREATE's first Cohort of 17 participants began coursework on FMU's distance MAT-LD program in the Spring 2014 semester.

Range of Course Options. In addition to having *access* to needed coursework, appropriateness of courses was evaluated by determining the extent to which the program sponsored the *range* of preparation coursework needed by participants. For the approximately one-third (36%) of the CREATE participants who were pursuing licensure through a degree program (i.e., bachelor's, MAT, MSLP), the range of needed coursework was ensured through program-sequenced courses made available at the respective colleges in which the participant was enrolled. But for the remaining two-thirds (64%) of CREATE participants who were obtaining licensure through alternative licensure programs, the range of needed coursework was dependent upon the variety of courses offered collectively by the 13 CREATE college centers. That is, participants pursuing alternative licensure through add-on or PACE-ED programs are not limited to available coursework at only one college. Rather, they could avail themselves of the range of courses offered at multiple colleges in the CREATE consortium. For example, a general education teacher pursuing add-on licensure in LD and whose SCDE-issued worksheet specified she needed five courses could potentially take these courses at up to five different SC colleges. Add-on and PACE-ED course contributions offered at each of the CREATE college center and corresponding course formats for each of the three semesters (i.e., fall, spring, and summer) for Year 11 are provided in Tables 2, 3, and 4 (see pp. 24-26). The 13 colleges offered 36 different licensure courses a total of 151 times, 80 (53%) of which were made available in online/hybrid format.

Content of Courses. We also ascertained course appropriateness by evaluating course *content*, as outlined in course syllabi, and determined the extent to which it corresponded with the professional standards of preparation for special educators espoused by the Council for Exceptional Children, as adopted by the South Carolina Department of Education. CREATE center directors and the program director reviewed course syllabi and concluded that content was satisfactorily appropriate. Overall, the leadership for CREATE judged the access, range, and content of available licensure courses as appropriate to meet the licensure program needs of participants.

ADEQUACY OF COURSE CONTENT

Program leaders assessed the adequacy of course content in meeting competency needs of participants through an online 30-item course evaluation, administered near the end of each semester. When prompted with the statement, “In comparison with other special education courses I have taken, this course...” participants used a four-point Likert-type scale to rate the following four (4) items on the course evaluation survey that specifically addressed course content:

- ▶ Provided more knowledge/skills about instruction in special education.
- ▶ Made more relevant applications to the “real-world” of the classroom.
- ▶ Broadened my perspective more in how to teach learners with disabilities.
- ▶ Significantly contributed to my overall preparation in special education.

Table 5 (see p. 26) provides the mean ratings of these four items that were gathered from 255 of 576 (44%) course evaluation surveys solicited during Year 11. Results for participants pursuing add-on and alternative licensure are reported based on the six (6) major types of coursework required: Assessment (As); Behavior Management (BM); Characteristics (Char); Introduction to Exceptional Learners (EL); Procedures/Methods (Meth); and Practicum (Prac). We reported results for participants pursuing *initial* licensure by collapsing all required coursework per degree program type: bachelor’s, MAT, and MSLP. We interpreted the individual and overall mean ratings as follows: 3.51–4.00=trending Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending Strongly Disagree.

With a mean rating of 3.69 (trending Strongly Agree), add-on/alternative participants viewed Introduction to Exceptional Learners most favorably with regard to adequacy of course content, although only four participants rated this course. Practicum (3.63) and Methods (3.57) courses also received ratings that were trending toward Strongly Agree. Participants agreed that Assessment (3.454), Behavior Management (3.28), and Characteristics (3.36) courses provided satisfactory content. Participants pursuing initial licensure in special education through bachelor’s programs gave an adequacy rating for their coursework that was trending strongly agree (3.58), while MAT candidates (3.35) and MSLP candidates (3.42) agreed that their course content was adequate. An overall item cluster mean rating of 3.42 (agree) allowed program leaders to conclude that CREATE participants believed that coursework was preparing them satisfactorily.

PROGRESS OF PARTICIPANTS

CREATE awarded scholarship funds for the 185 qualified participants to take 576 courses (i.e., one-, two-, three-credits, and directed teaching/internship) in Year 11. We evaluated the extent to which participants progressed at an appropriate rate toward completion of alternative/add-on or initial licensure by analyzing the following:

- ▶ Percentage of participants who earned traditionally satisfactory grades (e.g., A, B, or C) in their respective program coursework for the three semesters (See Tables 6 and 7, p. 27); these data represent academic progress of participants.
- ▶ Percentage of courses that participants completed out of courses prescribed in their respective licensure programs (See Tables 8, 9, and 10, pp. 27-28); these data reflect program progress of participants.

Table 6 (see p. 27) reveals approximately 68% of coursework by participants seeking add-on/alternative licensure resulted in A grades, and about one-fifth (21%) were B grades, totaling 89% and indicating a high level of skill mastery. Minimally acceptable competency was demonstrated by 6% of coursework resulting in C grades. Approximately 4% of coursework reflected D/F or I/W (i.e., incomplete or withdraw) grades. Overall, these data indicate generally high academic progress of participants pursuing add-on/alternative licensure.

Grades in coursework for participants seeking initial licensure through bachelor's and MAT degree programs, and advanced certification through the MSLP degree program were equally impressive (see Table 7, p. 27). Approximately 82% of their grades were A grades, and about 10% were B grades, totaling 92%, which was comparable to the combined A and B grades (89%) earned by add-on/alternative participants. Candidates for initial and advanced certification collectively earned about 4% grades in the D/F and I/W categories, which equaled that of their add-on/alternative counterparts. CREATE leadership evaluated these data as extremely positive for candidates pursuing initial and advanced licensure.

Another measure of participants' individual progress toward completion of licensure is the mathematical comparison of *completed* courses versus *needed* courses, as prescribed in their respective programs of coursework and study. For example, a participant seeking add-on licensure in LD, and who completed two out of four needed courses, would demonstrate 50% progress (i.e., $2 / 4 = 50\%$). Therefore, we separated the 185 participants into three groups: PACE-ED, add-on licensure, and bachelor's/MAT/SLP. We then computed progress for each group.

The average course progress of participants seeking alternative licensure in the PACE program (n=12) was 51% (see Table 8, p. 27). PACE participants, however, are required to take fewer courses (i.e., three graduate courses) for their licensure programs. The average progress of participants pursuing add-on licensure (n=107) was 52% (see Table 9, p. 28). The number of courses required for add-on licensure range from 1 to 11. The average progress of participants (n=66) enrolled in initial special education licensure programs (i.e. bachelor's and MAT) and the MSLP national certification programs was 46% (see Table 10, p. 29). The range of required courses for those enrolled in initial licensure programs ranged from 1 to 28 courses; therefore, it was expected that their progress would be considerably less. The weighted aggregated progress of the 185 participants was 50%. Overall, these data suggest that participants are demonstrating satisfactory progress toward completing licensure.

PARTICIPANT PERCEPTIONS

CREATE staff assessed the perceptions of participants of their licensure preparation coursework by gathering their views and opinions through an online course evaluation survey. The course evaluation was voluntary, anonymous, and administered at the end of each semester. The survey included 30 items which participants rated using the following four-point Likert scale: 1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree. Survey items were subsumed under the following categories/clusters: Teaching Skills of Professor (9 items); Interaction Skills of Professor (5 items); Course Requirements (4 items); Evaluation of Learning (5 items); Course Syllabus (3 items); Course Content/Impact of Course (4 items). Note: Results of the four items for the category, Course Content/Impact of Course, was presented and discussed earlier in this report; see p. 10, Adequacy of Course Content.

A summary of mean ratings for 26 out of 30 total items on the course evaluations gathered from 255 submitted out of the 576 solicited (44% response rate) is provided in Table 11 (see p. 30). We interpreted mean ratings as follows: 3.51–4.00= trending Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending Strongly Disagree. Individual item mean ratings ranged from 3.40 to 3.64. The item cluster means ranged from 3.51 to 3.60. All five of the cluster mean ratings were trending toward Strongly Agree: Teaching Skills of Instructor, 3.51; Interaction Skills of Instructor, 3.60; Course Requirements, 3.52; Evaluation of Learning, 3.51; and Course Syllabus, 3.58. The overall mean rating of 3.54 also was trending toward Strongly Agree. With no individual item or item cluster mean ratings falling below the trending toward Strongly Agree rating, the CREATE leadership judged teacher perceptions of courses offered by colleges in the CREATE consortium as overwhelmingly exceptional.

ENROLLMENT IN COURSES

Of the 585 three-credit course scholarships available through the 13 CREATE college centers for Year 11, CREATE awarded 528 (90.3%) to qualified participants. Table 12 (see p. 41) enumerates the course scholarships awarded out of available course scholarships for each CREATE center. Percentage of

actual courses awarded out of courses available for individual centers ranged from 0% (SC State University-SpEd Center) to 100% (Converse College; SC State University-SLP; and Southern Wesleyan University). Figure 7 (see p. 31) depicts the number of course scholarships awarded for each of the three semesters across all CREATE centers, as follows: Fall 2013 (n=113.89); Spring 2014 (n=173.34); and Summer 2014 (n=241).

Table 13 (see p. 27) provides the distribution of 528 three-credit course scholarships awarded to SC school districts (n=53) and one State-operated program (SC School for the Deaf and Blind). The three school districts that received the greatest number of course scholarships were Horry 01 (n=63.34), York 04 (n=29), and Florence 01 (n=28.66). Explanations for why these districts received more course awards varied. One reason was that these districts had greater numbers of enrolled participants. For example, Horry and York counties each had five participants in the distance MAT-LD Cohort who were enrolled at Francis Marion University, with each participant receiving multiple course scholarships. Another reason was that participants from these three districts simply expressed greater interest. Nonetheless, CREATE consistently operated under a first-come policy for awarding course scholarships. In addition, given that the total allocation of course scholarships was not depleted by the end of the grant year, we had the ability to award more course scholarships to participants in other school districts, had more interest been expressed (Note: A course scholarship equates to three-credits of coursework. The 528 three-credit course awards equated to 567 individual program courses of one-, two-, three-credits completed by participants and reported in Tables 8, 9, and 10.).

PROGRAM COMPLETERS

CREATE staff identified 52 participants who completed all coursework for their respective licensure programs (Note: Total includes 11 participants enrolled in prior years of the program who completed program requirements, some with their own personal funds, and who were not counted in previous final reports.). The completer cohort represents 32 of 82 districts (39%), and ranged from one to six completers. Greenville 01 (n=6) and Horry 01 (n=5) Districts produced the greatest number of completers, followed by Aiken 01 (n=3). The remaining districts ranged from 1 or 2 completers each (see Table 14, p. 33). The completers were overwhelmingly female (79%; see Figure 8, p. 8), and largely Caucasian (77%), with 21% African-Americans and 1% American-Indian (see Figure 9, p. 34). Figure 10 (see p. 34) reveals 37% of the completers finished coursework in Learning Disabilities licensure, followed by Multi-categorical Special Education (23%), Mental Disabilities (15%), Emotional Disabilities (13%), SLP (8%), and Severe Disabilities (4%).

Half of the completers were non-RAC special education teachers (29%; see Figure 11, p. 35) and teacher assistants (21%), followed by general education teachers (17%), PACE-ED teachers (13%), and other non-instructional staff (10%). The balance of the completers was RAC teachers (8%) and SLPs (2%). Completers finishing alternative licensure (63%) through add-on and PACE-ED programs comprised the majority of the completer cohort. Those completing initial licensure in special education did so through bachelor's (8%) and MAT (21%) degree programs. Eight percent of the completers finished an SLP program. Figure 13 (see p. 36) shows that about one-third (36%) of the completers received scholarship funds for nine/more courses, 26% received funds for five to seven courses, and 38% took four or fewer courses with scholarship funds.

RECRUITMENT, SELECTION, AND ADVISING

Recruitment. Recruiting participants for CREATE was the joint responsibility of the SCDE Office of Special Education Services, the program director, and CREATE center directors. A continuously updated website provided a highly effective forum for year-round recruitment efforts. SCDE officially initiated recruitment at the beginning of the grant year by distributing an email about CREATE to all district directors of special education, directors of human resources/personnel, and school principals in the State. Subsequently, more targeted semesterly recruitment efforts included direct email campaigns and

announcements to school district officials, and to qualified individuals who were either previously enrolled or new to the program. Having expended more than 90% of the program's available course scholarship funds for the year, CREATE leadership evaluated the effectiveness of recruitment efforts as highly successful.

Selection. Consistently applying guidelines of *candidate viability* and *fairness* allowed appropriate selection of participants for the program and for awarding course scholarship funds. With regard to *candidate viability*, program staff selected and enrolled only participants who (a) were employed full-time in SC public schools, charter schools, or State-operated programs, (b) did not signal that they wanted to use CREATE funds as a vehicle for renewal of a teaching license, which is not allowable per CREATE's policies and conditions (see <http://www.sccreate.org/policies.14-15.pdf>), and (c) were willing to sign the program's Employment Agreement (see <http://www.sccreate.org/employ.agreement.SpEd.pdf>) which commits the participant to return at least three years of teaching service to the State upon acceptance of scholarship funds. We were able to verify that all 185 participants in Year 11 of CREATE were employed full-time in their respective school districts and were non-licensed in the special education, BCBA, or SLP area of pursuit indicated on their respective applications, and signed Employment Agreements were collected for all pertinent applications (excluding PACE-ED and RAC candidates). As for *fairness*, the CREATE office staff continued to enforce implementation of the program on a first-come policy with regard to awarding course scholarships. We believe this guideline has traditionally been successful in ensuring equitable and broad participation among qualified participants across the State. A review of Table 1 (see p. 21) reveals that we enrolled one or more participants from 53 of 82 (65%) school districts and one State-operated program (SC School for the Deaf and Blind). More importantly, sufficient grant funds awarded to the CREATE college centers precluded having to reject any course scholarship requests from qualifying participants who responded appropriately and within college registration deadline timeframes. Therefore, we evaluated the effectiveness of our selection process as highly successful.

Advising. Advising teacher applicants was the responsibility of the program director and the 15 CREATE center directors. Advising was accomplished through email, phone, and face-to-face meetings, and focused primarily on recommending appropriate coursework to applicants as prescribed by their respective licensure programs. We achieved a 95% concordance between courses in which participants enrolled and successfully completed with satisfactory grades, and needed courses as specified on participants' program checksheets. This allowed us to evaluate CREATE's advising process as highly successful.

EMPLOYMENT OF COMPLETERS

CREATE program completers are obligated by signed agreement with SCDE to obtain employment in a South Carolina public/charter school that aligns with their newly-obtained licensure area. A prerequisite requirement in obtaining employment is finishing the licensure process subsequent to completion of program coursework. Issuance of a SC teaching license (for those pursuing special education licensure) from SCDE hinges on one remaining action, which is taking/passing the appropriate Praxis II[®] exam(s) required by the State Board of Education. This final action is the sole initiative and responsibility of the completer and is outside the purview of CREATE staff. CREATE funds are not available to underwrite Praxis II[®] exam costs.

In evaluating the employment of participants after completion of their licensure programs, CREATE staff first determined whether program completers were still employed as educators in South Carolina. With access to the Licensure Portal granted by SCDE Licensure Office officials, we verified the 2014-2015 employment (i.e., the school year immediately following the Year 11, 2013-2014 grant year) for 36 of the 52 program completers whose six-digit licensure numbers were available and whose school district could be verified in the Portal (Note: License numbers for participants who completed initial licensure from degree programs were pending at the writing of this report.). Of this subgroup of 36 completers, 100% remain employed in a South Carolina school district. Of these 36, 94% (n=34) were employed in

the same district with which they were affiliated when they were participating in CREATE. The remaining 2 of 36 (5%) completers transferred their employment to a different South Carolina school district. We viewed these data as a strong indicator that SCDE and LEAs, working cooperatively with the IHEs, are effectively growing their own special education teacher and related services workforce.

CONCLUSION

Program leaders evaluated Year 11 of CREATE as *highly successful*. Noteworthy data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 185
- ▶ School districts represented: 53
- ▶ Course scholarships available: 585
- ▶ Course scholarships awarded: 528
- ▶ Participant program completers: 52

The 11-year cumulative total of 788 program completers provides compelling evidence that CREATE is effectively advancing its mission of reducing the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified and effective workforce in South Carolina public and charter schools.

REFERENCES

- American Association for Employment in Education, Inc. (2007). *Educator supply and demand in the United States: 2006 executive summary, AAEE*. Retrieved from <http://www.aace.org/cwt/external/wcpages/files/2006execsummary.pdf>
- American Council on Rural Special Education. (2015). *About ACRES*. Morgantown, WV: West Virginia University. Retrieved from <http://acres-sped.org/about-acres>
- Butler, K. (2008). *Desperately seeking special ed teachers*. Retrieved from <http://www.districtadministration.com/article/desperately-seeking-special-ed-teachers>
- Dukes, C., Darling, S. M., & Doan, K. (2014). Selection pressures on special education teacher preparation: Issues shaping our future. *Teacher Education and Special Education*, 37(1), 9-20.
- DuRant, S. D., Poda, J., & Sutton, J. P. (2007, June). *Project CREATE: Growing a highly qualified special education teacher force in South Carolina*. Presentation at the Center for Improving Teacher Quality National Invitational Forum: State and Higher Education Policy, Practices, and Strategies to Improve the Teaching of Students with Disabilities, Arlington, VA.
- Higher Education Consortium for Special Education. (n.d.). *Shortage of special education expertise among teachers and higher education faculty*. Retrieved from http://hecse.net/policy_documents/FactSheetSPED%20Shortages.pdf
- Müller, E. (2011, February). Recruiting and retaining qualified special education personnel: Approaches from eight state education agencies. *Personnel Improvement Center inForum*, 1-16. Retrieved from <http://projectforum.org/docs/RecruitingandRetainingSpEdPersonnel-ApproachesfromEightSEAs.pdf>
- Müller, E. (2012, Spring). Using grow your own programs to promote recruitment and retention of qualified special education personnel: Three state approaches. *Personnel Improvement Center Case Studies*, 1-12. Retrieved from <http://personnelcenter.org/documents/Grow%20Your%20Own-Three%20State%20Approaches%20PDF-%20final%20w%20Eve%20edits.pdf>
- Njuguna, W. (2011, March 16). SC's grow-your-own tackles special education shortages. *Education Daily*, 44(50), 2.
- Poda, J., & Sutton, J. P. (2007, November). *CREATE-ing highly qualified special education teachers in South Carolina*. Presentation at the National Comprehensive Center for Teacher Quality Conference, Washington, DC. Retrieved from <http://www.sccreate.org/Research/NCCTQ.Poda-Sutton.handout.pdf>
- Rosenberg, M. S., & Walther-Thomas, C. (2014). Innovation, policy, and capacity in special education teacher education: Competing demands in challenging times. *Teacher Education and Special Education*, 37(1), 77-82.
- Sutton, J. P., Bausmith, S. C., O'Connor, D. M. & Pae, H. A. (2009, April). *Competency differences among special educators prepared through alternative and traditional licensure programs*. Presentation at the 87th Council for Exceptional Children Annual Convention and Expo, Seattle, WA. Retrieved from <http://www.sccreate.org/Research/CEC.2009.workshop.handout.S9.pdf>

- Sutton, J. P., Bausmith, S. C., O'Connor, D. M., & Pae, H. A. (2010, April). *Praxis II: Knowledge barometer for special educators in alternative licensure programs?* Presentation at the 88th Council for Exceptional Children Annual Convention and Expo, Nashville, TN. Retrieved from <http://www.sccreate.org/Research/CEC.2010.workshop.posters.pdf>
- Sutton, J. P., Bausmith, S. C., Pae, H. A., Bishop, M. A., & Boshamer, C. A. (2013). A decade of growing our own in South Carolina: Efficacy studies on Project CREATE. *Teacher Education Journal of South Carolina*, pp. 14-28. Retrieved from <http://www.scateonline.org/pdfs/Journal.Final.2013.pdf>
- Sutton, J. P., Pae, H. A., Bausmith, S. C., O'Connor, D. M., & DuRant, S. D. (2010). Project CREATE: State-wide partnership for producing highly qualified special education teachers. *Teacher Education Journal of South Carolina*, 122-129. Retrieved from <http://www.sccreate.org/Research/article.TEJSC.2010.pdf>
- Sutton, J. P., Bausmith, S. C., O'Connor, D. M., Pae, H. A. & Payne, J. R. (2014). Building special education teacher capacity in rural schools: Impact of a grow your own program. *Rural Special Education Quarterly*, 33(4), 14-23.
- Sutton, J. P., Bausmith, S. C., O'Connor, D. M., Pae, H. A., & Skinner, M. E. (2012, April). *Impact of traditional and alternative teacher preparation on behavior of students with emotional-behavior disorders*. Presentation at the 90th Council for Exceptional Children Convention and Expo, Denver, CO. Retrieved from <http://www.sccreate.org/Research/CEC.2012.workshop.handout.pdf>
- Sutton, J. P., Bausmith, S. C., O'Connor, D. M., Pae, H. A., & Skinner, M. E. (2014, April). *Project CREATE: Evidence of a decade of success in growing your own in South Carolina*. Presentation at the 92nd Council for Exceptional Children Convention and Expo, Philadelphia, PA. Retrieved from <http://www.sccreate.org/Research/CEC.Philadelphia.handout2.14.pdf>
- Sutton, J. P., & DuRant, S. D. (2007, April). *Special education teachers on temporary licenses: Curbing the count through Project CREATE*. Presentation at the 85th Council for Exceptional Children Annual Convention and Expo, Louisville, KY.
- Sutton, J. P., & DuRant, S. D. (2008a, April). *Predictors of success in a South Carolina alternative special education licensure program*. Presentation at the 86th Council for Exceptional Children Annual Convention and Expo, Boston, MA. Retrieved from <http://www.sccreate.org/Research/CEC.2008.workshop.handout2.Sp8.pdf>
- Sutton, J. P., & DuRant, S. D. (2008b, October). *Project CREATE: Building teacher capacity in special education*. Presentation at the National Association of Directors of Special Education Annual Convention, Kiawah Island Resort, SC.
- Sutton, J. P., & McGovern, T. B. (May, 2013). *Project CREATE: From LEA para to certified special education teacher: A SDE/LEA/IHE partnership*. Panel presentation at the National Association of State Directors of Special Education First Annual National Summit on Personnel Needs, Dallas, TX. Retrieved from <http://www.sccreate.org/Research/NASDSE.NatlSummit.ho.Sm13.pdf>
- Sutton, J. P., & Pae, H. A. (2012, July). *Project CREATE: State-wide partnership for producing highly qualified special education teachers*. Presentation at the U.S. Office of Special Education Programs Project Directors' Conference, Washington, DC. Retrieved from <http://www.sccreate.org/Research/OSEP.Conf.posters.Sm12.pdf>

U. S. Department of Labor, Bureau of Labor Statistics. (2008). *Occupational outlook handbook, 2008-09 edition, teachers-special education*. Retrieved from <http://www.bls.gov/oco/ocos070.htm>

U. S. Bureau of Labor Statistics. (2012). *Special education teachers: Summary*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>

PROGRAM LEADERSHIP

Report prepared by:	Joe P. Sutton, PhD <i>Program Director</i> SC Department of Education	Aimée J. Wieler <i>Program Coordinator</i> SC Department of Education
Report reviewed by:	<p>Kenn A. Apel, PhD <i>SLP Center Director</i> USC Columbia</p> <p>Ansley H. Boggs, EdD <i>SpEd Center Director</i> Converse College</p> <p>Cecelia H. Jeffries, PhD <i>SLP Center Director</i> SC State University</p> <p>Kathleen J. Marshall, PhD <i>SpEd Center Director</i> USC Columbia</p> <p>Dava M. O'Connor, PhD <i>SpEd Center Director</i> Lander University</p> <p>Michael E. Skinner, PhD <i>SpEd Center Director</i> College of Charleston</p> <p>Judy L. Stuart, PhD <i>SpEd Center Director</i> Furman University</p> <p>Tracy N. West, PhD <i>SpEd Center Director</i> Columbia College</p>	<p>Shirley C. Bausmith, PhD <i>SpEd Center Director</i> Francis Marion University</p> <p>Susan D. Flynn, PhD <i>SpEd Center Director</i> Coastal Carolina University</p> <p>George L. Johnson, PhD <i>SpEd Center Director</i> SC State University</p> <p>Linda K. McCuen, EdD <i>SpEd Center Director</i> Anderson University</p> <p>Holly A. Pae, EdD <i>SpEd Center Director</i> USC Upstate</p> <p>Pamela M. Stecker, PhD <i>SpEd Center Director</i> Clemson University</p> <p>Jennifer Y. Wagner, PhD <i>SpEd Center Director</i> Southern Wesleyan University</p>
Report submitted:	March 1, 2015	

TABLES AND FIGURES
CREATE–YEAR 11

 Table 1. *School District Affiliation of Enrolled Participants (n=185), CREATE, 2013–2014*

District	No.	District	No.
Abbeville 60	1	Hampton 02	
Aiken 01	4	Horry 01	18
Allendale 01		Jasper 01	
Anderson 01	2	Kershaw 01	4
Anderson 02	2	Lancaster 01	4
Anderson 03		Laurens 55	3
Anderson 04		Laurens 56	3
Anderson 05	4	Lee 01	
Bamberg 01		Lexington 01	6
Bamberg 02		Lexington 02	
Barnwell 19		Lexington 03	
Barnwell 29	1	Lexington 04	2
Barnwell 45	1	Lexington 05	4
Beaufort 01		Marion 10	1
Berkeley 01	5	Marlboro 01	
Calhoun 01		McCormick 01	2
Charleston 01	5	Newberry 01	3
Cherokee 01	2	Oconee 01	4
Chester 01	2	Orangeburg 03	
Chesterfield 01		Orangeburg 04	1
Clarendon 01		Orangeburg 05	3
Clarendon 02	2	Pickens 01	2
Clarendon 03		Richland 01	5
Colleton 01	3	Richland 02	7
Darlington 01	2	Saluda 01	
Dillon 03	1	Spartanburg 01	3
Dillon 04		Spartanburg 02	
Dorchester 02	1	Spartanburg 03	
Dorchester 04		Spartanburg 04	
Edgefield 01	2	Spartanburg 05	2
Fairfield 01	1	Spartanburg 06	1
Florence 01	8	Spartanburg 07	3
Florence 02		Sumter 01	3
Florence 03	3	Union 01	
Florence 04		Williamsburg 01	
Florence 05	1	York 01	2
Georgetown 01	4	York 02	5
Greenville 01	5	York 03	1
Greenwood 50	11	York 04	6
Greenwood 51	3	Charter Schools	3
Greenwood 52	1	SCSDB*	7
Hampton 01		Total	185

*SCSDB=South Carolina School for the Deaf and Blind.

Figure 1. *Gender of Enrolled Participants (n=185), CREATE, 2013–2014*

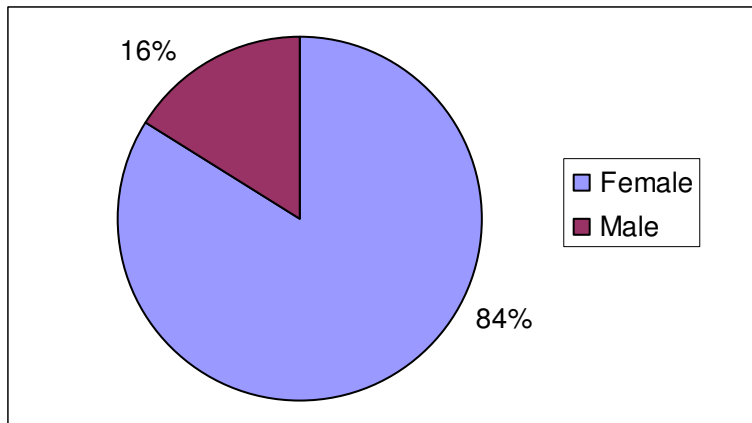


Figure 2. *New or Returning Status of Enrolled Participants (n=185), CREATE, 2013–2014*

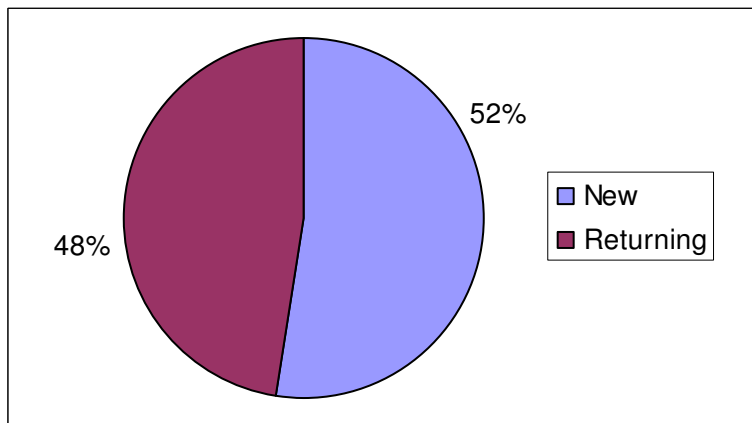
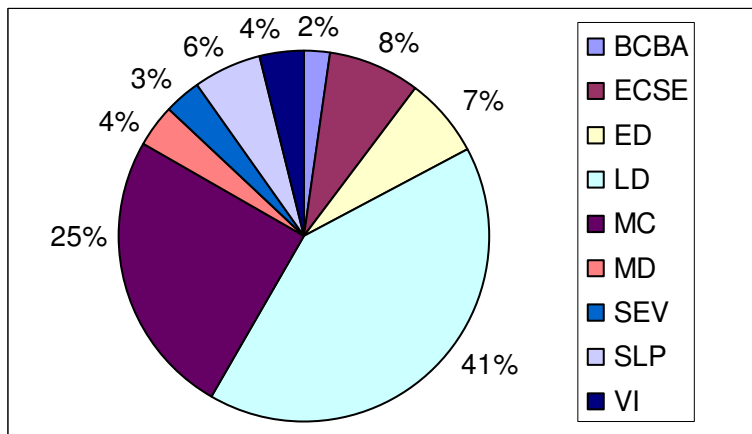


Figure 3. *Licensure Area Pursued by Enrolled Participants (n=185), CREATE, 2013–2014*



BCBA=Board Certified Behavior Analyst; ECSE=Early Childhood Special Education; ED=Emotional Disabilities; LD=Learning Disabilities; MC=Multi-categorical; MD=Mental Disabilities; SEV=Severe Disabilities; SLP=Speech-Language Pathology; VI=Visual Impairments.

Figure 4. *Ethnicity/Race of Enrolled Participants (n=185), CREATE, 2013–2014*

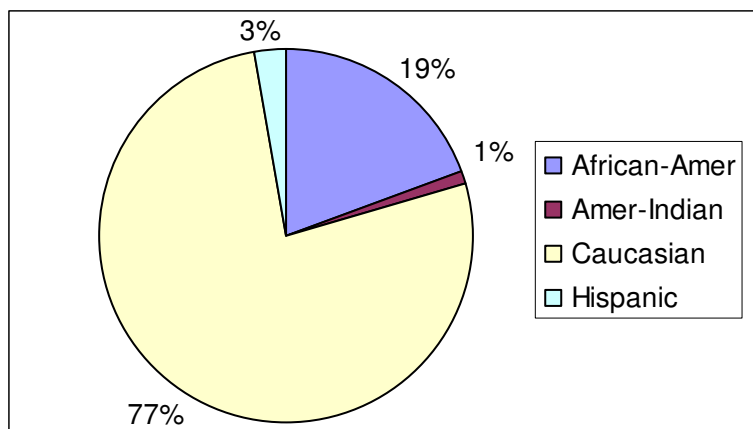
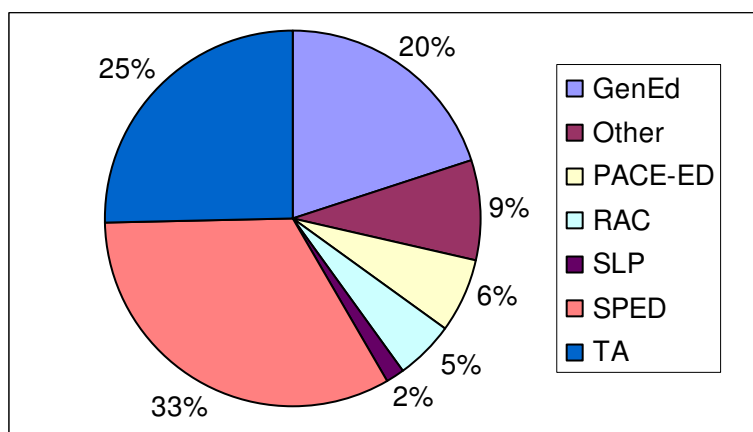
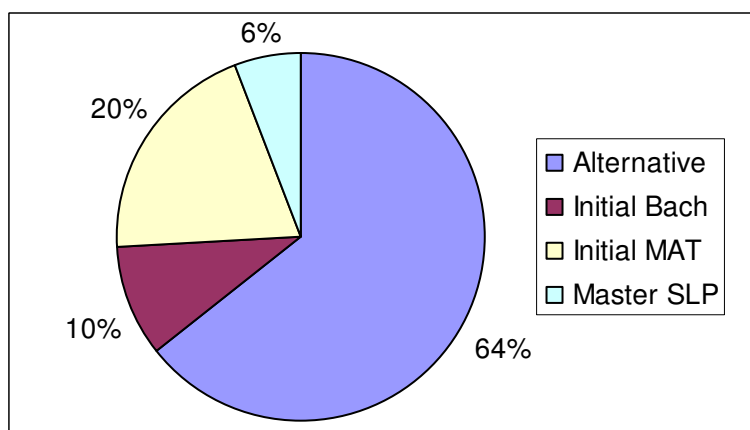


Figure 5. *Employment Status of Enrolled Participants (n=185), CREATE, 2013–2014*



GenEd=General education teachers; Other=Other non-instructional staff; SLP=Speech-Language Pathologist; PACE-ED=Program of Alternative Licensure for Educators–Emotional Disabilities; RAC=Restricted Alternative Certificate; SPED=Special education teachers who are not RAC or PACE-ED status; SUB=Long-term Substitute Teacher; TA=Teacher assistants.

Figure 6. *Licensure Program of Enrolled Participants (n=185), CREATE, 2013–2014*



Alternative=Includes add-on and PACE-ED programs in special education; Initial Bach=Bachelor’s program in special education; Initial MAT=Master of Arts in Teaching program in special education; Master SLP=Master’s program in speech-language pathology.

Table 2. *Licensure Courses and Formats Sponsored by CREATE, Fall 2013 Semester*

COLLEGE ►	AU	CU	CCU	CnvC	CofC	ColaC	FMU	FU	LU	SCSU	SWU	USCC	USCU
▼ COURSE													
Introduction: Exceptional Learners			C	C	C			C	O		O	O	
Introduction: Early Childhood Spec Ed											O	C	
Characteristics: Emotional Disabilities				C								O	
Characteristics: Learning Disabilities				C		C					O	O	
Characteristics: Mental Disabilities	O					C							
Methods: Emotional Disabilities					C							C	
Methods: Learning Disabilities					C		B						
Methods: Mental Disabilities				C	C						C		
Methods: Severe Disabilities												C	
Behavior Management			O				B					O	
Teaching Reading in Gen/Spec Ed			C	C	C	C	B					C	
Assessment for Exceptional Learners				O		C	C					C	
Assessment for Early Child Spec Ed												O	
Braille—Reading and Writing													O
Teaching Reading for Visual Impair.													O
Functional Low Vision Assessment													O
Visual Impairments & Multiple Disab.													O
Partnerships in ECSE: Parents/Profess.											O		
Practicum: Emotional Disabilities				C	C	C			O			C	
Practicum: Learning Disabilities			C	C	C	C			O			C	C
Practicum: Mental Disabilities					C	C			O			C	
Practicum: Severe Disabilities												C	

AU=Anderson University; CCU=Coastal Carolina University; CU=Clemson University; CofC=College of Charleston; ColaC=Columbia College; CnvC=Converse College; FMU=Francis Marion University; FU=Furman University; LU=Lander University; SCSU=South Carolina State University; SWU=Southern Wesleyan University; USCC=USC Columbia; USCU=USC Upstate; O=Online course; C=Campus course; and B=Both online and campus course options.

Table 3. *Licensure Courses and Formats Sponsored by CREATE, Spring 2014 Semester*

COLLEGE ►	AU	CU	CCU	CnVC	CoFC	ColaC	FMU	FU	LU	SCSU	SWU	USCC	USCU
▼ COURSE													
Introduction: Exceptional Learners			C	C	C	H	H		O			O	
Introduction: Early Childhood Spec Ed						H					O	C	
Characteristics: Emotional Disabilities	O				H			C	O				
Characteristics: Learning Disabilities					C			C					
Characteristics: Mental Disabilities					C				O				
Methods: Early Childhood Spec Ed							O					C	
Methods: Emotional Disabilities				C									
Methods: Learning Disabilities				C		H					O	C	
Methods: Mental Disabilities						H							
Behavior Management	O				C							C	
Applied Behavior Analysis												C	
Teaching Reading in Gen/Spec Ed				C									
Assessment for Exceptional Learners					C		B		O		O		
Assessment for Early Child. Spec Ed				O									
Partnerships in Early Child. Spec Ed												O	
Single Case Research Design												C	
Advanced Braille													H
Teaching Reading for Visual Impair.													H
Educ. Procedures for Visual Impair.													H
Partnerships in ECSE: Parents/Profess.											O		
Practicum: Early Childhood Spec Ed									O			C	
Practicum: Emotional Disabilities				H					O				
Practicum: Learning Disabilities				H					O			C	
Practicum: Mental Disabilities									O				
Practicum: Severe Disabilities												C	
Practicum: Visual Impairments													H

Note: See legend in Table 2.

Table 4. *Licensure Courses and Formats Sponsored by CREATE, Summer 2014 Semester*

COLLEGE ►	AU	CU	CCU	CnVC	CoFC	ColAC	FMU	FU	LU	SCSU	SWU	USCC	USCU
▼ COURSE													
Introduction: Exceptional Learners					O				O			O	O
Characteristics: Emotional Disabilities			O										
Characteristics: Learning Disabilities		O	O	O			B		O		O		
Characteristics: Mental Disabilities									O				
Characteristics: Severe Disabilities			O										
Methods: Emotional Disabilities			O						O				
Methods: Learning Disabilities			O	C			B						O
Methods: Mental Disabilities							O						
Methods: Severe Disabilities			O										
Behavior Management						O	O	C	O			O	
Functional Behavior Assessment												C	
Teaching Reading in Gen/Spec Ed							B	C					
Assessment for Exceptional Learners			O				O		O		O		
Nature & Needs: Visual Impairments													C
Anatomy & Physiology of the Eye													H
Procedures for Teaching ECSE											O		
Social/Emotional Development: ECSE											O	O	

Note: See legend in Table 2.

Table 5. *Mean Ratings of Items Reflecting Adequacy of Course Content from Participant Course Evaluations (n=255), CREATE, 2013–2014*

Licensure Program ►		Add-on/Alternative SpEd						Initial SpEd		SLP	All
Evaluation Item ▼	Course ►	As n=18	BM n=18	Char n=33	EL n=4	Meth n=61	Prac n=8	Bach n=28	MAT n=64	MSLP n=21	Total N=255
Provided more knowledge/skills about instruction (intervention)		3.50	3.28	3.36	3.75	3.54	3.63	3.57	3.33	3.38	3.44
Made more relevant applications to the real world of the classroom		3.44	3.33	3.33	3.50	3.59	3.63	3.61	3.33	3.43	3.45
Broadened my perspective more in how to teach (treat) learners		3.44	3.28	3.36	3.75	3.61	3.63	3.61	3.39	3.48	3.48
Significantly contributed to my overall preparation		3.39	3.22	3.36	3.75	3.52	3.63	3.54	3.34	3.38	3.42
Item Cluster Mean		3.44	3.28	3.36	3.69	3.57	3.63	3.58	3.35	3.42	3.45

Note. Data based on a 4-point Likert scale and reflected 255 course evaluations submitted voluntarily out of 576 solicited course evaluations (44% response rate). Total means were weighted per type of course. As=Assessment for Exceptional Learners; BM=Behavior Management; Char=Characteristics of Early Childhood Special Education/Emotional/Hearing/Learning/Mental/Severe/Visual Disabilities; EL=Introduction to Exceptional Learners; Meth=Methods for Early Childhood Special Education/Emotional/Hearing/Learning/Mental/Severe/Visual Disabilities and Teaching Reading; Prac=Practicum; Bach=Bachelor's degree program; MAT=Master of Arts in Teaching degree program.; MSLP=Master's degree in speech-language pathology.

Table 6. *Final Grades for Participants (n=119) Enrolled in Courses (n=252) Leading to Add-on or Alternative Licensure, CREATE, 2013–2014*

Licensure Courses*	Final Grades					
	A	B	C	D/F	I/W	Total
Assessment	18	8	6		1	33
Behavior Management	15	4	1		1	21
Characteristics	39	15	3		1	58
Introduction Exceptional Learners	6	2				8
Methods/Procedures	79	26	6	3	3	117
Practicum	13				2	15
Total	170	55	16	3	8	252
Percent	67.9	21.4	6.3	1.2	3.2	100

Note. I/W=Incomplete or withdrawn; Percentages are rounded. * See legend in Table 5.

Table 7. *Final Grades for Participants (n=66) Enrolled in Degree Program Courses (n=324) Leading to Initial or Advanced Licensure, CREATE, 2013–2014*

Program Courses	Final Grades					
	A	B	C	D/F	I/W	Total
Bachelor's Degree Program–BA/BS*	45	15	5	1	4	70
Master's Degree Program–MAT*	139	11	6	2	6	164
Master's Degree Program—MSLP^	83	7				90
All Courses	267	33	11	3	10	324
Percent	82.4	10.2	3.4	0.9	3.1	100

Note. I/W=Incomplete or withdrawn. Percentages are rounded. * Initial State licensure in Special Education.

^ Advanced national certification in Speech-Language Pathology.

Table 8. *Progress of Participants (n=12) Enrolled in PACE-ED Licensure Programs in Special Education, CREATE, 2013–2014*

No. Courses in Program ▼	No. Courses Completed*					
	1 Course		2 Courses		3 Courses	
	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	1				
2 Courses	50%	2	100%	1		
3 Courses	33%	1	66%	3	100%	3
Total		4		4		3

* Positive progress reported for 11 of 12 participants. The remaining participant made 0% progress toward his/her respective program due to Withdrawal from one course attempted.

Table 9. *Progress of Participants (n=107) Enrolled in Add-on Licensure Programs in Special Education, CREATE, 2013–2014*

No. Courses in Program ▼	No. Courses Completed*											
	1 Course		2 Courses		3 Courses		4 Courses		5 Courses		6 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	5										
2 Courses	50%	8	100%	4								
3 Courses	33%	7	67%	11	100%	3						
4 Courses	25%	4	50%	5	75%	5	100%	3				
5 Courses	20%	6	40%	4	60%	8	80%	4				
6 Courses	17%	2	33%	3	50%	3	67%	1			100%	1
7 Courses	14%	3	29%	1			57%	1	71%	1		
8 Courses	13%	2									75%	1
9 Courses							44%	1			67%	1
10 courses	10%	1	20%	2								
11 courses					27%	1						
Total		38		30		20		10		1		3

* Positive progress reported for 102 of 107 participants. Five participants made 0% progress toward their respective programs (three due to Withdrawal from courses attempted; two from Incomplete grades). Four participants who made progress earned a combined total of two F grades and two Incomplete grades.

Table 10. *Progress of Participants (n=66) Enrolled Initial Licensure Programs in Special Education (Bachelor's or Master of Arts in Teaching Degrees) and Master's Degrees in Speech-Language Pathology, CREATE, 2013–2014*

No. Courses in Program ▼	No. Courses Completed*																				
	1 Course		2 Courses		3 Courses		4 Courses		5 Courses		6 Courses		8 Courses		9 Courses		10 Courses		11 Courses		
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	
1 Course	100%	3																			
2 Courses			100%	6																	
3 Courses	33%	1			100%	1															
4 Courses							100%	1													
5 Courses									100%	3											
6 Courses																					
7 Courses																					
9 Courses																					
10 Courses																					
11 Courses									45%	1					82%	1	91%	1			
12 Courses											50%	1									
13 Courses							31%	2					62%	1							
14 Courses																				79%	2
15 Courses					20%	1			33%	1					60%	1					
16 Courses	6%	2					25%	1	31%	1	38%	1									
17 Courses	6%	2	12%	1	18%	1			29%	1	35%	15	47%	1							
18 Courses	6%	1																			
19 Courses																					
20 Courses					15%	1											50%	1			
21 Courses	5%	1			14%	1							38%	1							
22 Courses													36%	3							
23 Courses													35%	1							
28 Courses													29%	1							
Total		10		7		5		4		7		17		8		2		2			2

* Positive progress reported for 64 of 66 participants. Two participants made 0% progress toward their respective programs, due to Withdrawal from a combined total of 5 courses attempted. One participant who made progress earned one F grade and one Withdrawal.

Table 11. Mean Item and Cluster Ratings from Course Evaluations (n=255), CREATE, 2013–2014

Course Evaluation Items	Mean*	Rating
<i>Teaching Skills of Instructor</i>	3.51	SA
Communicated subject matter clearly	3.53	SA
Caused me to think critically	3.59	SA
Showed enthusiasm and made classes interesting and engaging	3.45	A
Used examples, illustrations, and/or demonstrations to explain ideas	3.55	SA
Embellished/expanded on textbook material, rather than just repeated it	3.55	SA
Used allocated class time for critical, more important material	3.44	A
Presented information in an organized, logical, and sequential manner	3.53	SA
Integrated media, guest speakers, and/or other resources with lecture	3.40	A
Inspired, motivated, and stimulated a desire to want to learn more	3.50	A
<i>Interaction Skills of Instructor</i>	3.60	SA
Showed genuine interest in students' success	3.60	SA
Was available during office hours (or by phone/e-mail) for consultation	3.59	SA
Showed respect towards the opinions of students	3.64	SA
Encouraged student participation in class	3.60	SA
Responded to student questions in a clear, supportive manner	3.58	SA
<i>Course Requirements</i>	3.52	SA
Readings (textbook, etc.) that improved my understanding of the subject	3.50	A
Assignments that were well developed and related to course content	3.56	SA
Assignments that were creative, hands-on (e.g., case studies, research)	3.54	SA
Assignments that were paced and timed appropriately for the semester	3.48	A
<i>Evaluation of Learning</i>	3.51	SA
Provided meaningful, constructive feedback on tests and other work	3.50	A
Graded tests/projects according to criteria published in the syllabus	3.58	SA
Prepared me for tests (e.g., gave overviews of test content/format)	3.49	A
Assessed knowledge and conceptual understanding on tests/projects	3.52	SA
Returned graded tests and projects on, or by, the promised date	3.48	A
<i>Course Syllabus</i>	3.58	SA
Stated goals/objectives and included a schedule of course content	3.60	SA
Gave instructions for successful completion of course assignments	3.58	SA
Provided clear criteria for grading projects and assignments	3.56	SA
<i>Overall Mean</i>	3.54	SA

* Data reflect 255 course evaluations submitted voluntarily out of 567 solicited course evaluations (44% response rate). Mean ratings are based on a 4-point Likert rating. SA=Strongly Agree; A=Agree.

Table 12. *Course Scholarships Available (n=585) and Awarded (n=528) per CREATE Center, CREATE, 2013–2014*

CREATE Center	Type	Available	Awarded	Percent
Anderson University	O	5	4	80.00
Clemson University	O	18	15	83.33
Coastal Carolina University	C,O	24	22	91.67
College of Charleston	C,O	9	8	88.89
Columbia College	C,H	24	15.33	63.88
Converse College	C,H,O	28.4	28.4	100.00
Francis Marion University	C,O	162.67	153.67	94.47
Furman University	C	5	1	20.00
Lander University	C,O	105	98.5	96.67
SC State University	C	3	0	0.00
SC State University (SLP)	C	1	1	100.00
Southern Wesleyan University	O	12	12	100.00
USC Columbia	C,O	95	83	87.37
USC Columbia (SLP)	O	60	59.33	98.88
USC Upstate	C,O	33	27	81.82
Total		585.07	528.23	90.29

C=Campus course; H=Hybrid course; O=online course. Note. A course scholarship equates to three-credits. The 528 course scholarships awarded resulted in a total of 576 individual program courses (one-, two-, or three-credits) completed by participants and reported in Tables 8, 9, and 10.

Figure 7. *Course Scholarships (n=528) Awarded per Semester, CREATE, 2013-2014*

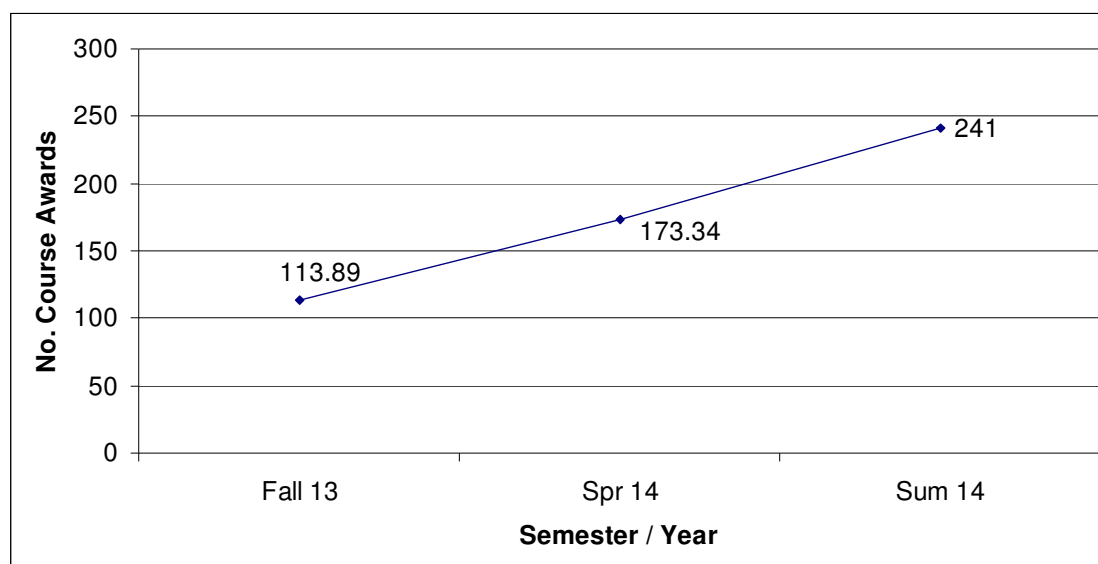


Table 13. *Course Scholarships (n=528) Awarded per School District, CREATE, 2013-2014*

District	No.	District	No.
Abbeville 60	4	Hampton 02	
Aiken 01	8	Horry 01	63.34
Allendale 01		Jasper 01	
Anderson 01	7	Kershaw 01	11
Anderson 02	8.33	Lancaster 01	12
Anderson 03		Laurens 55	7
Anderson 04		Laurens 56	8
Anderson 05	7	Lee 01	
Bamberg 01		Lexington 01	22.33
Bamberg 02		Lexington 02	
Barnwell 19		Lexington 03	
Barnwell 29	6	Lexington 04	5
Barnwell 45	3	Lexington 05	15.33
Beaufort 01		Marion 01	3
Berkeley 01	14	Marlboro 01	
Calhoun 01		McCormick 01	4.33
Charleston 01	12	Newberry 01	4
Cherokee 01	6	Oconee 01	15.67
Chester 01	4	Orangeburg 03	
Chesterfield 01		Orangeburg 04	6.33
Clarendon 01		Orangeburg 05	7
Clarendon 02	3	Pickens 01	10
Clarendon 03		Richland 01	15
Colleton 01	4	Richland 02	14
Darlington 01	4	Saluda 01	
Dillon 03	3	Spartanburg 01	7
Dillon 04		Spartanburg 02	
Dorchester 02	6.34	Spartanburg 03	
Dorchester 04		Spartanburg 04	
Edgefield 01	5	Spartanburg 05	5
Fairfield 01	6	Spartanburg 06	0.4
Florence 01	28.66	Spartanburg 07	9
Florence 02		Sumter 01	9
Florence 03	4	Union 01	
Florence 04		Williamsburg 01	
Florence 05	1	York 01	3
Georgetown 01	7	York 02	14
Greenville 01	18.33	York 03	2
Greenwood 50	25.34	York 04	29
Greenwood 51	11.5	Charter Schools	7
Greenwood 52	1	SCSDB*	12
Hampton 01		Total	528.23

*SCSDB=South Carolina School for the Deaf and Blind.

Note. Course scholarships equate to three-credits.

Table 14. *School District Affiliation of Program Completers (n=52), CREATE, 2013-2014*

District	No.	District	No.
Abbeville 60		Hampton 02	
Aiken 01	3	Horry 01	5
Allendale 01		Jasper 01	
Anderson 01		Kershaw 01	2
Anderson 02		Lancaster 01	
Anderson 03		Laurens 55	
Anderson 04		Laurens 56	2
Anderson 05	1	Lee 01	
Bamberg 01		Lexington 01	1
Bamberg 02		Lexington 02	
Barnwell 19		Lexington 03	
Barnwell 29		Lexington 04	1
Barnwell 45		Lexington 05	1
Beaufort 01		Marion 01	
Berkeley 01	1	Marlboro 01	
Calhoun 01		McCormick 01	1
Charleston 01	2	Newberry 01	1
Cherokee 01		Oconee 01	1
Chester 01		Orangeburg 03	
Chesterfield 01		Orangeburg 04	
Clarendon 01		Orangeburg 05	
Clarendon 02	2	Pickens 01	
Clarendon 03		Richland 01	2
Colleton 01		Richland 02	2
Darlington 01		Saluda 01	
Dillon 03		Spartanburg 01	1
Dillon 04		Spartanburg 02	1
Dorchester 02		Spartanburg 03	
Dorchester 04		Spartanburg 04	
Edgefield 01	1	Spartanburg 05	1
Fairfield 01	1	Spartanburg 06	1
Florence 01	1	Spartanburg 07	1
Florence 02		Sumter 01	2
Florence 03		Union 01	
Florence 04		Williamsburg 01	
Florence 05		York 01	1
Georgetown 01	1	York 02	2
Greenville 01	6	York 03	
Greenwood 50	2	York 04	1
Greenwood 51		Charter Schools	
Greenwood 52	1	Palmetto USD	
Hampton 01		SCSDB	
		Total	52

Note. Includes 11 completers from prior years who were not counted in previous CREATE *Final Reports*.

Figure 8. Gender of Program Completers (n=52), CREATE, 2013–2014

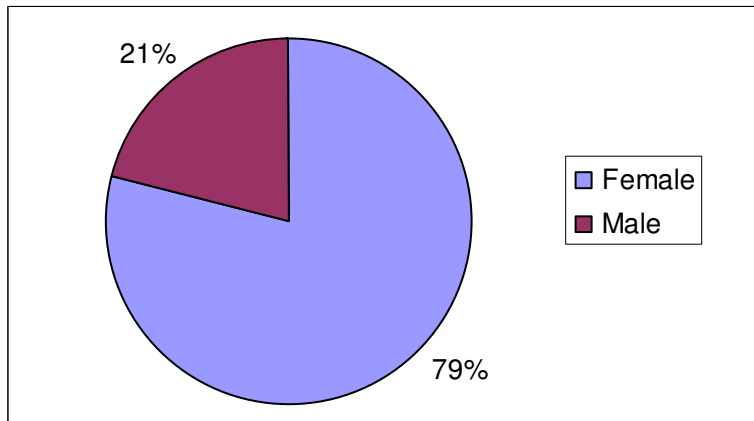


Figure 9. Ethnicity/Race of Program Completers (n=52), CREATE, 2013–2014

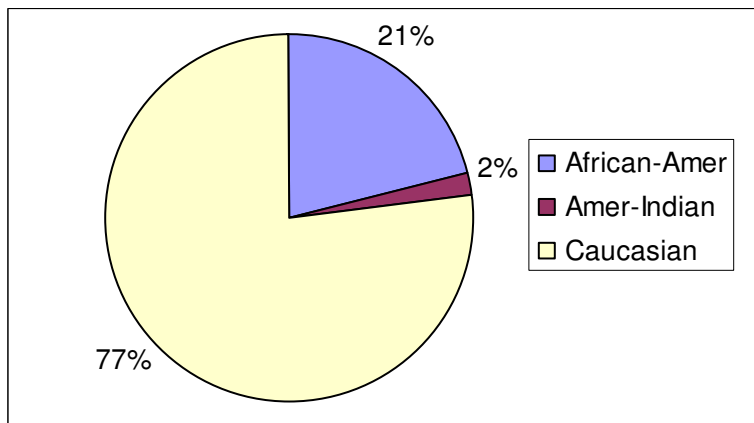
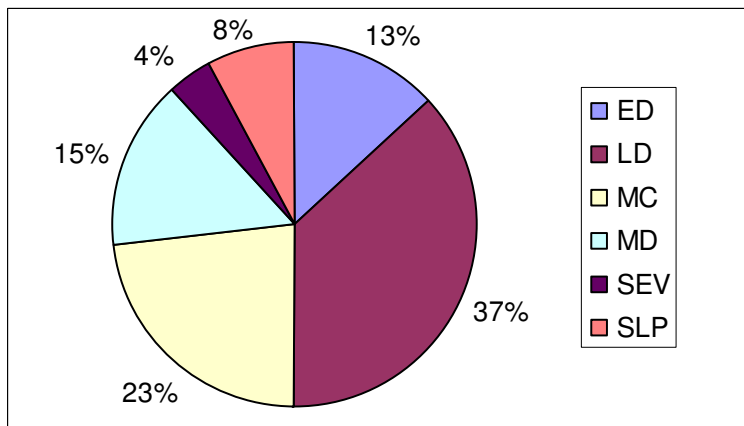
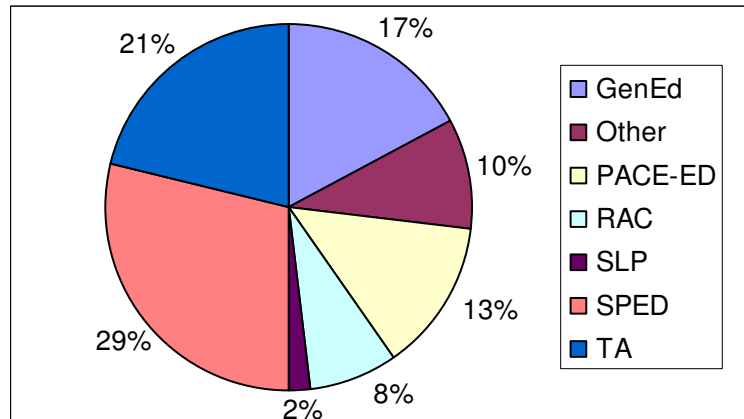


Figure 10. Licensure Area of Program Completers (n=52), CREATE, 2013–2014



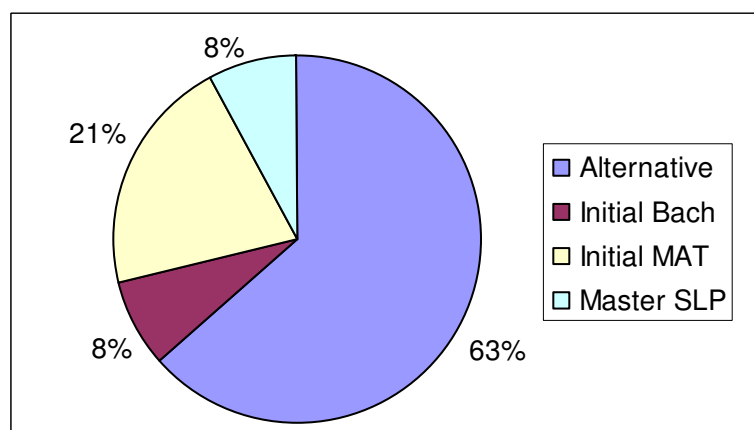
ED=Emotional Disabilities; LD=Learning Disabilities; MC=Multi-categorical Special Education; MD=Mental Disabilities; SEV=Severe Disabilities; SLP=Speech-Language Pathology

Figure 11. *Employment Status of Program Completers (n=52), CREATE, 2013–2014*



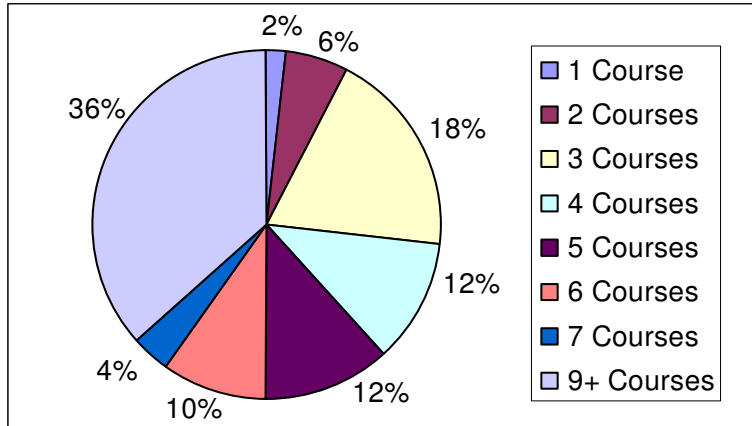
GenEd=General education teachers; Other=Other non-instructional staff; PACE-ED=Program of Alternative Licensure for Educators–Emotional Disabilities; RAC=Restricted Alternative Certificate in special education; SLP=Speech-language pathologists; SPED=Special education teachers who are not RAC or PACE-ED status; TA=Teacher assistants.

Figure 12. *Licensure Program of Completers (n=52), CREATE, 2013–2014*



Alternative=Includes add-on or PACE-ED programs in special education; Initial Bach=Bachelor's program in special education; Initial MAT=Master of Arts in Teaching program in special education; Master SLP=Master's program in speech-language pathology.

Figure 13. *Scholarship-funded Licensure Program Courses Awarded to Completers (n=52), CREATE, 2013-2014*



*The CREATE Program Director certifies that a total of 37 pages
comprise the CREATE Final Report for Year 11.*

A handwritten signature in black ink, reading "Joe P. Sutton". The signature is written in a cursive style with a large initial "J" and "S".