



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

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Sutton, J. P., Wieler, A. J., Apel, K. A., Ashworth, K. M., Bausmith, S. C., Boggs, A. H., Flynn, S. D., Jeffries, C. H., Johnson, G. L., Mackiewicz, S. M., Marshall, K. J., McCuen, L. K., O'Connor, D. M., Pae, H. A., 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 12, 2014–2015* (Technical report No. 15-01). Columbia, SC: South Carolina Department of Education, Office of Special Education Services.

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

EXECUTIVE SUMMARY

CREATE–YEAR 12

Initially funded in 2003 by the South Carolina Department of Education (SCDE) Office of Special Education Services, the Centers for the Re-Education and Advancement of Teachers (CREATE) in Special Education and Related Services Professionals is an ongoing personnel preparation initiative. CREATE’s chief mission 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 and textbook costs for qualified participants who are pursuing add-on, alternative, or initial licensure in special education, and national certification for behavior analysts and speech-language pathologists. For Year 12 (2014-2015), the program provided scholarship funds for licensure courses delivered through 15 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 12 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 223 individuals qualified for the program, of which 179 (80%) enrolled in one/more licensure courses. Participants were employed full-time in instructional or non-instructional/staff positions at 60 of the 82 (73%) school districts and one state-operated program. The cohort was overwhelmingly female (88%), and the majority were returning participants (54%) to the program as opposed to new/first-year participants (46%). Approximately one-fourth (24%) were African-American, American-Indian or Hispanic/Latino. The majority were pursuing Learning Disabilities (40%) or Multi-categorical Special Education (21%). About two-thirds (66%) were pursuing add-on/alternative licensure.

Appropriateness of Courses. In order to serve the state-wide, geographic range of qualifying participants, in particular, those in remote areas of the State, the consortium colleges offered on-campus and online courses. Course content outlined in course syllabi was evaluated for alignment with the Council for Exceptional Children Standards, and determined to be appropriate. The 15 CREATE centers collectively offered 37 licensure courses a total of 137 times, 82 (60%) of which were available online.

Adequacy of Course Content. A cluster mean rating of 3.38 (on a Likert-type scale of 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 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=13) was 67% (range of one to three courses). The average progress of participants pursuing add-on licensure (n=104) was 56% (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=62) was 58% (range of 1 to 28 courses). The weighted aggregated progress of the 179 participants was 58%. Academic progress was

outstanding. Eighty-six percent of grades for alternative/add-on candidates were A or B; 94% of grades for degree program candidates were A or B.

Perceptions of Participants. Individual item mean ratings ranged from 3.39 to 3.58 (on a Likert-type scale of 1=Strongly Disagree to 4=Strongly Agree). The item cluster means ranged from 3.46 to 3.56. One of the five cluster mean ratings (Interaction Skills of Instructor) was trending toward Strongly Agree, 3.56. The overall mean rating of 3.50 also reflected a borderline rating that was trending toward Strongly Agree. With no individual item or item cluster mean ratings falling below the trending toward a Strongly Disagree rating, the CREATE leadership judged participant perceptions of courses as exceptional.

Enrollment in Courses. Participants were awarded 517 three-credit course scholarships, reflecting 84% of the 619 course scholarships available for the year. The number of course scholarships awarded per participant ranged from 1 to 11. Across the CREATE centers, the aggregate number of course scholarships awarded per semester across the 15 CREATE centers was Fall 2014 (n=155.17), Spring 2015 (n=171.67), and Summer 2015 (n=190.33).

Program Completers. A total of 71 participants (including participants from prior years, not counted in previous reports) completed all coursework for their respective licensure programs for Year 12. The completers were predominantly female (82%), and 16% were African-American or Hispanic. Thirty-eight percent (38%) finished coursework in Learning Disabilities licensure, followed by Multi-categorical Special Education (17%), Intellectual/Mental Disabilities (15%), and Early Childhood Special Education and Emotional Disabilities, each with 13%. The balance of 19% comprised Board Certified Behavior Analysts, Intellectual/Mental Disabilities, Severe Disabilities, Speech-Language Pathologists, and Visual Impairments completers. Most participants (86%) 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 and directors of personnel; 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 179 enrolled participants for Year 12 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. CREATE leadership verified the 2015–2016 SC school district employment of the 71 completers, subsequent to the completion of their licensure programs, as follows: same SC district (84%); different SC district (15%); not employed in a SC district (1%). The focus of completers' employment position, subsequent to completion of their licensure programs, was as follows: new area (93%); previous area (6%), undetermined (1%). These data suggest that CREATE is highly effective in assisting school districts in special education teacher and related services capacity-building.

Conclusion: Program leaders evaluated Year 12 of CREATE as *highly successful*. Noteworthy data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 179
- ▶ School districts represented: 60
- ▶ Course scholarships available: 619
- ▶ Course scholarships awarded: 517
- ▶ Participant program completers: 71

The 12-year cumulative total of 859 program completers provides unequivocal 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.

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FINAL REPORT

CREATE–YEAR 12

ORIGIN OF THE PROGRAM

South Carolina school districts have struggled through the years in adequately staffing special education classrooms with full-licensed, highly qualified teachers. By the 2002–2003 school year, the number of special education teachers not appropriately licensed had catapulted to more than 400 state-wide. Looming at the time was the federal mandate of *No Child Left Behind* (NCLB) which requires 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 (OSSES) 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 OSSES were provided from 2004–2014 (Years 2 through 11), and, currently, in 2014–2015 (Year 12). 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 coursework 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 licensed special educators in South Carolina public and charters schools, thereby equipped to serve its more than 90,000 students with disabilities. A synopsis of key statistics for the last 11 years of the program follows:

Key Statistics for CREATE, Years 1-11, 2003–2014

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
Year 11, 2013-2014	13	53	185	576	50%	52

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 a cumulative, 11-year total of 788 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) identified CREATE as one of a few model, state-level GYO initiatives in special education teacher preparation in the country. More recently, CREATE received the *Exemplary Special Education Program for In-service/Pre-Service Preparation* Award from the American Council on Rural Special Education (ACRES, 2015). Among the peer-reviewed, published articles reporting CREATE research (i.e., Sutton, Bausmith, Pae, Bishop, & Boshamer, 2013; Sutton, Pae, Bausmith, O'Connor, & DuRant, 2010), the most recent published study on teacher-capacity building effects of CREATE (Sutton, Bausmith, O'Connor, Pae, & Payne, 2014) was selected for the *Outstanding Article Award* for research in 2014 by the *Rural Special Education Quarterly* (RSEQ) editorial board.

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 the population 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 and related services workforce, thereby minimizing the risk of another staffing crisis in South Carolina special education programs.

YEAR 12 OPERATION

For 2014-2015 (Year 12), the policy and procedural operation of the CREATE program continued as designed and implemented in previous years. Eligible participants included all full-time employees in SC public and charter schools, as well as SCDE-operated programs, 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, specifically, a Board Certified Behavior Analyst (BCBA) and a Speech-Language Pathologist (SLP). Targeted groups for expanding 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]. CREATE also 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 (a) general education teachers who expressed interest in making a career change into special education; (b) teacher assistants wanting to upgrade to full licensure; and (c) 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 program approaches: (a) add-on or 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 special educators are located 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. Kristen Ashworth); 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 coursework for the following traditional special education teaching fields recognized by SCDE: 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, BCBA and SLP national certification, 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 and charter schools to have a minimum of a master's degree in speech-language pathology effective 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.

Coursework for the BCBA credential is obtained through an initial master's degree program in Severe Disabilities or through a program of add-on coursework (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, and USCC offers a fully online master's degree in communication disorders program (Note: For purposes of this report, master's degree in SLP [MSLP] will be used for both programs.).

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 tuition (100%) and textbook costs (up to \$150 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 2014, Spring 2015, and Summer 2015 semesters.

ENROLLED PARTICIPANTS

The CREATE Office processed 548 applications during Year 12, from which 223 (40.7%) applicants were determined to qualify for scholarship funds. Of the qualified applicants, 179 (80.3%) enrolled in one or more licensure program courses during the program year. Representing 60 of 82 (73.2%) school districts and one state-operated program (SC School for the Deaf and Blind; see Table 1, p. 21), enrollees were predominantly female (88%; see Figure 1, p. 22) and were mostly returning participants (54%) to the program as opposed to new/first-year (46%) participants (see Figure 2, p. 22). The majority of the

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 license, but required by district to obtain another area of special education licensure.

participants were seeking either Learning Disabilities (40%) or Multi-categorical Special Education (21%) licensure (see Figure 3, p. 22). Considerably fewer participants were pursuing Early Childhood Special Education (9%), Emotional Disabilities (8%), Visual Impairments (7%), SLP (6%), Intellectual/Mental Disabilities (4%), Severe Disabilities (4%), and Hearing Impairments and BCBA, each at 3%.

Representation by ethnicity/race included Caucasians (77%), African-Americans (20%), Hispanics/Latinos (2%), 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 (34%), teacher assistants (25%), general education teachers (15%), other non-instructional staff (11%), PACE-ED teachers (7%), RAC teachers (4%), SLP (2%; see Figure 5, p. 23). Most of the participants were enrolled in add-on/alternative licensure programs in special education (66%), with smaller percentages enrolled in initial licensure programs via the MAT degree (25%) or a bachelor's degree in arts/science (5%). Those pursuing national certification through a master's degree in MSLP degree program (4%) rounded-off the balance of the participants for Year 12 (see Figure 6, p. 23).

EVALUATION OF THE PROGRAM

The evaluation design outlined 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 12 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 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 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 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 offered a fully distance/online MAT-LD program.

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 (34.6%) 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 (65.4%) 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 centers and corresponding course formats for each of the three semesters (i.e., fall, spring, and summer) for Year 12 are provided in Tables 2, 3, and 4 (see pp. 24-26). The 13 colleges offered 37 licensure courses a total of 137 times, 82 (59.9%) of which were 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 SCDE. CREATE center directors and the program director reviewed course syllabi and concurred 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

We assessed the adequacy of course content in meeting competency needs of participants through an online 30-item course evaluation, administered at 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; and
- ▶ 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 228 of 596 (38.3%) course evaluation surveys solicited during Year 12. 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 3.64 (trending Strongly Agree), participants in add-on/alternative programs viewed the Practicum course most favorably with regard to adequacy of course content. Mean ratings for Assessment (3.40), Behavior Management (3.36), Characteristics (3.45), Introduction to Exceptional Learners (3.50), and Methods (3.41) all reflect agreement among participants that course content was satisfactory in comparison to other special education courses they have taken. Participants pursuing initial licensure in special education through bachelor’s programs gave an adequacy rating for their coursework that was trending strongly agree (3.57), while MAT candidates (3.31) and MSLP candidates (3.13) agreed that their course content was adequate. An overall item cluster mean rating of 3.38 (agree) allowed program leaders to conclude that CREATE participants believed that coursework was preparing them satisfactorily.

PROGRESS OF PARTICIPANTS

The 179 participants who received CREATE scholarship funds in Year 12 enrolled in 576 courses (i.e., one-, two-, three-credits, and directed teaching/internships). The extent to which participants progressed at an appropriate rate toward completion of alternative/add-on or initial licensure was assessed by calculating the following:

- ▶ Academic Progress—Percentage of participants who earned traditionally satisfactory grades (e.g., A, B, or C) in their respective program coursework for the three fall, spring, and summer semesters (see Tables 6 and 7, p. 27); and
- ▶ Program Progress—Percentage of courses that participants completed out of courses prescribed in their respective licensure programs (see Tables 8, 9, and 10, pp. 27-28).

Approximately 59% of the final grades of participants seeking add-on/alternative licensure were A grades (see Table 6, p. 27), and about one-fourth (27%) were B grades, totaling 86% which indicates a high level of skill mastery. Minimally acceptable competency was demonstrated by 7% of coursework resulting in C grades. Approximately 7% of coursework reflected D/F/WF 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 for participants seeking initial licensure through bachelor’s and MAT degree programs, and advanced certification through the MSLP degree program were even more impressive (see Table 7, p. 27).

Approximately 78% of their grades were A grades, and about 16% were B grades, totaling 94%, which was comparable to the combined A and B grades (86%) earned by add-on/alternative participants. Candidates for initial and advanced certification collectively earned fewer than 2% grades in the D/F and I/W categories, which was only about one-third of the same grades earned by 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 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=13) was 66.7% (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=104) was 56% (see Table 9, p. 28). The number of courses required for add-on licensure ranged from 1 to 11. The average progress of participants (n=62) enrolled in initial special education licensure programs (i.e. bachelor's and MAT) and the MSLP national certification programs was 58.1% (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 179 participants was 57.5%. 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 228 submitted out of the 596 solicited (38.3% 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 3.39 to 3.58. The item cluster means ranged from 3.46 to 3.56. One of the five of the cluster mean ratings was trending toward Strongly Agree: Interaction Skills of Instructor, 3.56. Two cluster mean ratings reflected a borderline rating of trending toward Strongly Agree: Course Requirements, 3.50; and Evaluation of Learning, 3.50. The remaining two cluster mean ratings reflected an Agree rating: Teaching Skills of Instructor, 3.46; and Course Syllabus, 3.49. The overall mean rating of 3.50 also reflected a borderline rating that 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 participant perceptions of courses as exceptional.

ENROLLMENT IN COURSES

Of the 619 three-credit course scholarships available through the 13 CREATE centers for Year 12, CREATE awarded 517 (83.5%) 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 course scholarships awarded out of courses scholarships available for individual centers ranged from 0% (Furman University; SC State University-SpEd; and SC State University-SLP) to 100% (Anderson University; Coastal Carolina University; and Converse College). 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 2014 (n=155.17); Spring 2015 (n=171.67); and Summer 2015 (n=190.33).

Table 13 (see p. 27) provides the distribution of the 517 three-credit course scholarships awarded to SC school districts (n=60) 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 Greenwood 50 (n=53.8), Horry 01 (n=46), and York 04 (n=36). Explanations for why these districts received more course awards varied. One reason was that these districts had greater numbers of enrolled participants. Another reason was that more 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 517 three-credit course awards equated to 596 individual program courses of one-, two-, three-credits completed by participants and are reported in Tables 8, 9, and 10.).

PROGRAM COMPLETERS

CREATE staff identified 71 participants who completed all coursework for their respective licensure programs (Note: Total includes 13 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 40 of 82 districts (48.8%) and one state-operated program (SCSDB), and ranged from one to four completers. Charleston 01 (n=5), and Horry 01, Lexington 01 and Oconee 01 (each, n=4). Districts produced the greatest number of completers. The remaining districts ranged from 1 or 2 completers each (see Table 14, p. 33). The completers were overwhelmingly female (82%; see Figure 8, p. 8), and largely Caucasian (84%), with 15% African-Americans and 1% Hispanics/Latinos (see Figure 9, p. 34). Figure 10 (see p. 34) reveals 38% of the completers finished coursework in Learning Disabilities licensure, followed by Multi-categorical Special Education (17%), Emotional Disabilities (13%), SLP (7%), Mental Disabilities (15%), Early Childhood Special Education (13%), Emotional Disabilities (13%), SLP (8%), and BCBA, Intellectual/Mental Disabilities, Severe Disabilities, and Visual Impairments, each at 3%.

Most completers were special education teachers (44%; see Figure 11, p. 35) who were required by their respective districts to obtain another area of special education licensure, and general education teachers (20%), followed by PACE-ED teachers (13%), RAC teachers (10%), teacher assistants (7%), and other non-instructional staff and SLP at 3% each. Completers finishing alternative licensure (86%) through add-on and PACE-ED programs comprised the greater majority of the completer cohort. Those completing initial licensure in special education did so through bachelor's (3%) and MAT (4%) degree programs. Seven percent of the completers finished an SLP program. Figure 13 (see p. 36) shows that about one-fifth (22%) of the completers received scholarship funds for nine/more courses, followed by 18% who received funds for three courses, and 15% who completed five courses with scholarship funds. The balance of 45% of the completers received funds for one, two, four, six, seven, and eight courses.

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 and directors of human resources/personnel in the State. Subsequently, more targeted recruitment efforts included direct email campaigns and announcements each semester to school district officials, and to qualified individuals who were either previously enrolled or new to the program. Having utilized almost 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 verified that all 179 qualified participants who enrolled in Year 12 coursework (a) were employed full-time in their respective school districts, (b) were non-licensed in the special education, BCBA, or SLP area of pursuit for which they were requesting funds on their respective applications, and (c) submitted signed Employment Agreements as required by the CREATE program. 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 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 60 of 82 (73.2%) school districts and one state-operated program (SCSDB). More importantly, sufficient grant funds awarded to the CREATE 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 96.1% concordance between (a) courses in which participants enrolled and subsequently completed with satisfactory grades (n=573), and (b) needed courses as specified on participants' program checksheets (n=596). Unsatisfactory grades would include failing grades, WF, and incomplete grades. This result allowed us to evaluate CREATE's advising process as highly successful.

EMPLOYMENT OF COMPLETERS

CREATE program completers (n=71) 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, regardless of their position title (i.e., teacher, teacher assistant, etc.). With access to the online Licensure Portal granted by SCDE Office of Educator Services officials, coupled with a phone survey conducted by the CREATE program coordinator, we verified the 2015-2016 employment (i.e., the school year immediately following the Year 12, 2014-2015 grant year) of the 71 program completers. Fifty-nine

(84%) remain employed in the same SC school district with which they were affiliated when they were completing licensure coursework with CREATE funds, and 11 (15%) transferred their employment to a different South Carolina school district (see Figure 14; p. 36). Only one of the 71 (1%) completers was determined not to be employed in a SC school district. Most compelling, the focus of completers' employment positions, subsequent to completion of their licensure programs (see Figure 15, p. 36), was as follows: new licensure area (93%); previous licensure area (6%); and undetermined (1%). These data suggest that CREATE is highly effective in assisting school districts in capacity-building in special education teacher and related services.

CONCLUSION

Program leaders evaluated Year 12 of CREATE as *highly successful*. Noteworthy data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 179
- ▶ School districts represented: 60
- ▶ Course scholarships available: 619
- ▶ Course scholarships awarded: 517
- ▶ Participant program completers: 71

The 12-year cumulative total of 859 program completers provides unequivocal 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.

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Report submitted:	March 4, 2016	

TABLES AND FIGURES
CREATE–YEAR 12

 Table 1. *School District Affiliation of Enrolled Participants (n=179), CREATE, 2014–2015*

District	No.	District	No.
Abbeville 60	1	Hampton 02	
Aiken 01	5	Horry 01	13
Allendale 01		Jasper 01	
Anderson 01	1	Kershaw 01	4
Anderson 02	2	Lancaster 01	4
Anderson 03	1	Laurens 55	1
Anderson 04		Laurens 56	1
Anderson 05	1	Lee 01	
Bamberg 01	1	Lexington 01	10
Bamberg 02		Lexington 02	2
Barnwell 19		Lexington 03	1
Barnwell 29	1	Lexington 04	
Barnwell 45	1	Lexington 05	3
Beaufort 01	1	Marion 10	2
Berkeley 01	3	Marlboro 01	
Calhoun 01		McCormick 01	1
Charleston 01	7	Newberry 01	3
Cherokee 01	2	Oconee 01	3
Chester 01	3	Orangeburg 03	
Chesterfield 01	1	Orangeburg 04	2
Clarendon 01		Orangeburg 05	1
Clarendon 02		Pickens 01	3
Clarendon 03	1	Richland 01	4
Colleton 01	5	Richland 02	3
Darlington 01	5	Saluda 01	1
Dillon 03		Spartanburg 01	2
Dillon 04	2	Spartanburg 02	
Dorchester 02	3	Spartanburg 03	1
Dorchester 04		Spartanburg 04	
Edgefield 01		Spartanburg 05	1
Fairfield 01		Spartanburg 06	
Florence 01	4	Spartanburg 07	7
Florence 02	1	Sumter 01	3
Florence 03	2	Union 01	1
Florence 04		Williamsburg 01	1
Florence 05	1	York 01	1
Georgetown 01	2	York 02	4
Greenville 01	2	York 03	3
Greenwood 50	14	York 04	6
Greenwood 51	1	Charter Schools	1
Greenwood 52		SCSDB*	11
Hampton 01	1	Total	179

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

Figure 1. Gender of Enrolled Participants (n=179), CREATE, 2014–2015

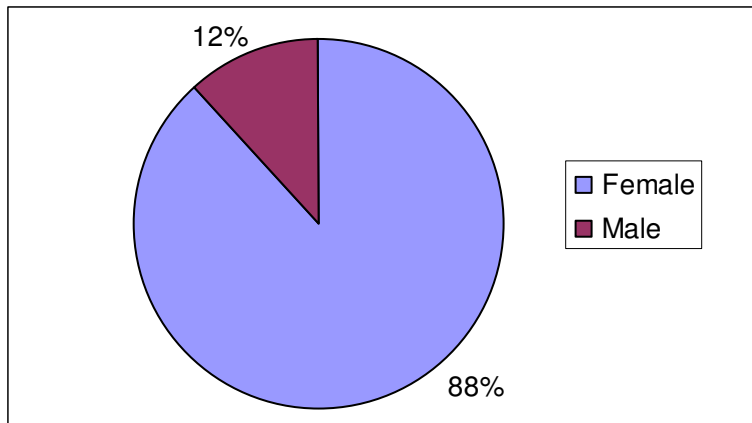


Figure 2. New or Returning Status of Enrolled Participants (n=179), CREATE, 2014–2015

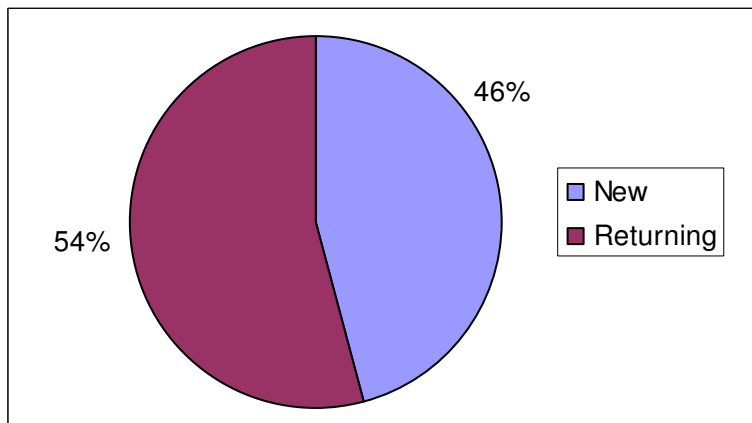
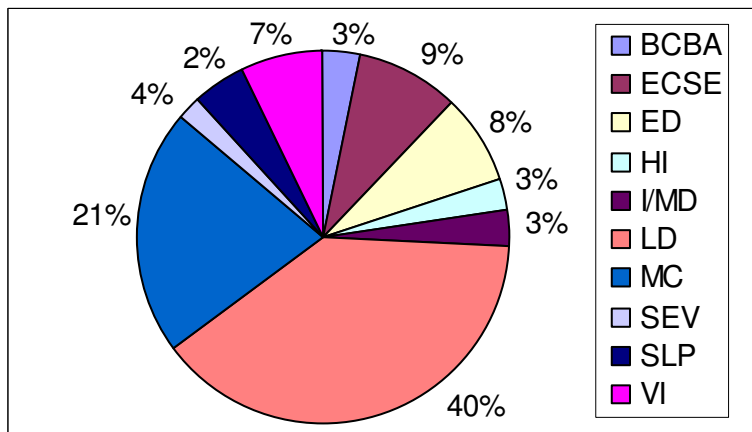
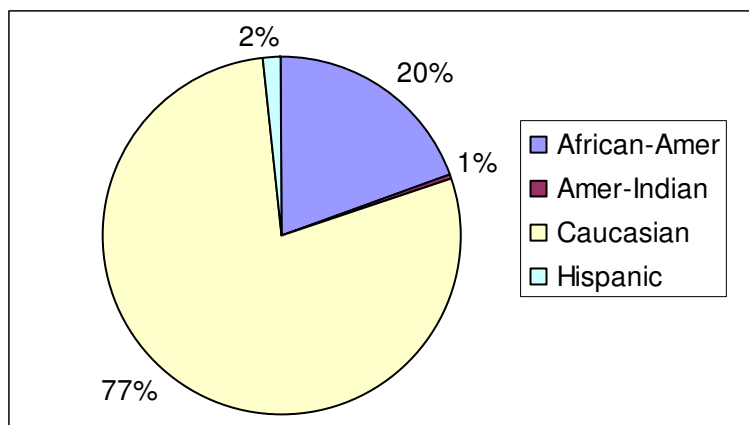
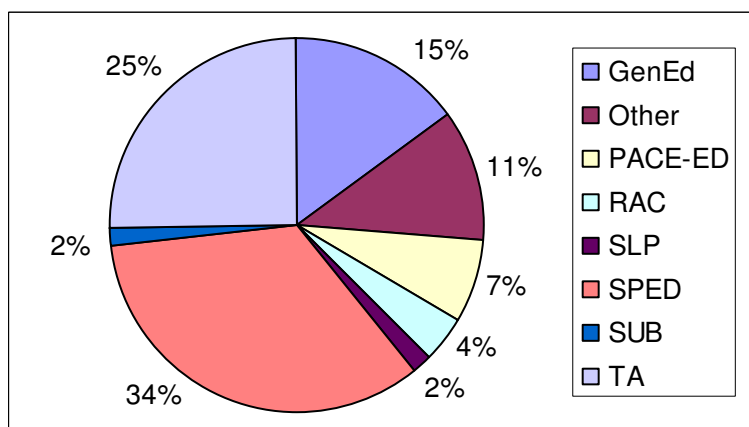


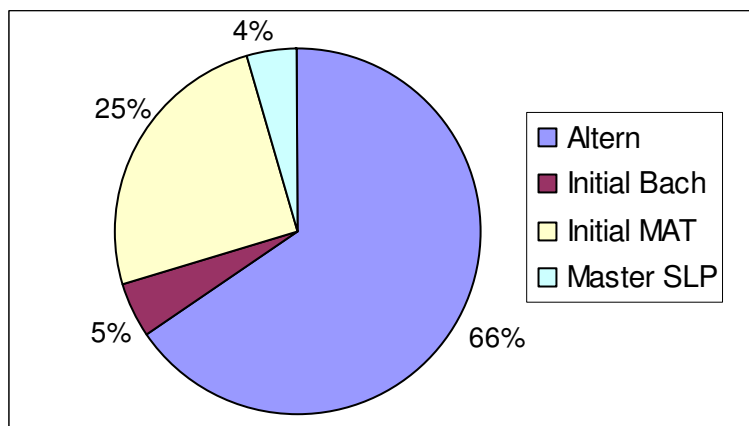
Figure 3. Licensure Area Pursued by Enrolled Participants (n=179), CREATE, 2014–2015



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

Figure 4. *Ethnicity/Race of Enrolled Participants (n=179), CREATE, 2014–2015*Figure 5. *Employment Status of Enrolled Participants (n=179), CREATE, 2014–2015*

Note. 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=179), CREATE, 2014–2015*

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

Table 2. *Licensure Courses and Formats Sponsored by CREATE, Fall 2014 Semester*

COLLEGE ►	AU	CU	CCU	CnvC	CofC	ColaC	FMU	FU	LU	SCSU	SWU	USCC	USCU
▼ COURSE													
Introduction: Exceptional Learners			C	C	C			C	C		O	O	
Introduction: Early Childhood SpEd												C	
Characteristics: Autism												C	
Characteristics: Emotional Disabilities				C									
Characteristics: Learning Disabilities				O		C					O	O	
Characteristics: Mental Disabilities	O					C							
Methods: Early Childhood SpEd												O	
Methods: Learning Disabilities					C						O		
Methods: Mental Disabilities				C	C								
Methods: Severe Disabilities												C	
Behavior Management			O	O							O	O	
Teaching Reading in Gen/SpEd	O		C	C	C		B					C	
Assessment for Early Childhood SpEd													
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			O	O	C	C			O				
Practicum: Learning Disabilities			O	O	C	C			O			C	O
Practicum: Mental Disabilities			O		C	C			O				
Practicum: Severe Disabilities			O									C	

Note. 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; and C=campus course.

Table 3. *Licensure Courses and Formats Sponsored by CREATE, Spring 2015 Semester*

COLLEGE ►	AU	CU	CCU	CnVC	CoFC	CoLaC	FMU	FU	LU	SCSU	SWU	USCC	USCU
▼ COURSE													
Introduction: Exceptional Learners			O	C	C	C	O		O		O	O	
Introduction: Early Childhood SpEd						C					O	C	
Characteristics: Emotional Disabilities	O							C	O				
Characteristics: Learning Disabilities	O				C			C	O				
Characteristics: Mental Disabilities				C	C				O				
Methods: Emotional Disabilities				C									
Methods: Learning Disabilities				C		C					O	C	
Methods: Mental Disabilities						C							
Methods: Visual Impairments													O
Behavior Management	O		O		C		O				O		
Applied Behavior Analysis												C	
Language/Communic.: Severe Disab.			O										
Teaching Reading in Gen/SpEd	O			C								C	
Assessment for Exceptional Learners			O	O	C		O		O	C	O		
Assessment for Early Childhood SpEd												C	
Soci/Emot. Develop. Early Child SpEd							O						
Single-case Research Design													
Advanced Braille													O
Teaching Reading for Visual Impair.													O
Practicum: Early Childhood SpEd												O	
Practicum: Emotional Disabilities				O									
Practicum: Learning Disabilities				O					O			C	
Practicum: Visual Impairments													O

Note: See legend in Table 2.

Table 4. *Licensure Courses and Formats Sponsored by CREATE, Summer 2015 Semester*

COLLEGE ►	AU	CU	CCU	CnVC	CoFC	ColAC	FMU	FU	LU	SCSU	SWU	USCC	USCU
▼ COURSE													
Introduction: Exceptional Learners									O			O	
Introduction: Early Childhood SpEd													C
Characteristics: Emotional Disabilities	O												
Characteristics: Learning Disabilities		O		O			O		O				
Characteristics: Mental Disabilities									O			O	
Methods: Emotional Disabilities									O				
Methods: Learning Disabilities							O						O
Methods: Mental Disabilities							O					C	
Behavior Management							O	C				O	
Teaching Reading in Gen/SpEd							O	C					
Assessment for Exceptional Learners											O		
Human Growth & Development												O	
Nature/Needs of Visual Impairments													O
Anatomy/Physiology of the Eye													C
Teach. Lang. Deaf/Hard of Hearing				O									
Early Child. SpEd: Soc/Emotional												O	
Ethics in Behavior Analysis												O	

Note: See legend in Table 2.

Table 5. *Mean Ratings of Items Reflecting Adequacy of Course Content from Participant Course Evaluations (n=228), CREATE, 2014–2015*

Licensure Program ►		Add-on/Alternative SpEd						Initial SpEd		SLP	All
Evaluation Item ▼	Course ►	As n=10	BM n=10	Char n=31	EL n=4	Meth n=35	Prac n=9	Bach n=24	MAT n=81	MSLP n=24	Total N=228
Provided more knowledge/skills about instruction (intervention)		3.40	3.30	3.42	3.50	3.43	3.67	3.50	3.28	3.33	3.38
Made more relevant applications to the real world of the classroom		3.40	3.40	3.42	3.50	3.40	3.67	3.58	3.35	3.38	3.41
Broadened my perspective more in how to teach (treat) learners		3.40	3.30	3.48	3.50	3.40	3.67	3.63	3.28	3.33	3.89
Significantly contributed to my overall preparation		3.40	3.44	3.48	3.50	3.43	3.56	3.58	3.35	3.33	3.41
Item Cluster Mean		3.40	3.36	3.45	3.50	3.41	3.64	3.57	3.31	3.13	3.38

Note. Data based on a 4-point Likert scale and reflected 228 course evaluations submitted voluntarily out of 596 solicited course evaluations (38.3% response rate). Totals represent weighted means. 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, Teaching Reading, and BCBA courses; Prac=Practicum; Bach=bachelor's degree program; MAT=master of arts in teaching degree program; and MSLP=master's degree in speech-language pathology.

Table 6. *Final Grades of Participants (n=117) Enrolled in Courses (n=225) Leading to Add-on or Alternative Licensure, CREATE, 2014–2015*

Licensure Courses*	Final Grades					
	A	B	C	D/F/WF	I/W	Total
Assessment	7	9				16
Behavior Management	7	9	2	1		19
Characteristics	33	17	3	3		56
Introduction Exceptional Learners	5	4				9
Methods/Procedures	62	20	10	3	1	96
Practicum	19	2	1	1	6	29
Total	133	61	16	8	7	225
Percent	59.1	27.1	7.1	3.6	3.1	100

Note. WF=withdraw fail; I/W=Incomplete or withdrawn; Percentages are rounded. * See legend in Table 5. Includes licensure programs in special education and Board Certified Behavior Analyst (BCBA).

Table 7. *Final Grades of Participants (n=62) Enrolled in Degree Program Courses (n=371) Leading to Initial or Advanced Licensure, CREATE, 2014–2015*

Program Courses	Final Grades					
	A	B	C	D/F/WF	I/W	Total
Bachelor's Degree Program–BA/BS*	48	18	2	2		70
Master's Degree Program–MAT*	175	35	7	1	5	223
Master's Degree Program—MSLP^	68	8	2			78
All Courses	291	61	11	3	5	371
Percent	78.4	16.4	3.0	0.8	1.4	100

Note. I/W=Incomplete or withdrawn. Percentages are rounded. * Initial state licensure in special education. ^ Advanced national certification in speech-language pathology. Degree programs include bachelor's, MAT, and MSLP.

Table 8. *Progress of Participants (n=13) Enrolled in PACE-ED Licensure Programs in Special Education, CREATE, 2014–2015*

No. Program Courses Remaining ▼	No. Program Courses Completed*					
	1 Course		2 Courses		3 Courses	
	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	4				
2 Courses			100%	1		
3 Courses	33%	3	67%	1	100%	2
Total		7		2		2

* Positive progress reported for 11 of 13 participants. The remaining two participants made 0% progress. These two, and one other participant, collectively earned unsatisfactory grades in six courses attempted.

Table 9. *Progress of Participants (n=104) Enrolled in Add-on Licensure Programs in Special Education, CREATE, 2014–2015*

No. Program Courses Remaining ▼	No. Program Courses Completed*											
	1 Course		2 Courses		3 Courses		4 Courses		5 Courses		7 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	22										
2 Courses	50%	6	100%	14								
3 Courses	33%	4	67%	8	100%	3						
4 Courses	25%	1	50%	5	75%	4	100%	1				
5 Courses	20%	1	40%	1	60%	1	80%	1				
6 Courses	17%	6	33%	2	50%	3	67%	1				
7 Courses	14%	1	29%	3	43%	1	57%	1			100%	1
8 Courses			25%	2	38%	1	50%	1				
9 Courses							44%	1				
10 Courses	10%	1					40%	1	50%	1		
11 Courses					27%	2						
Total		42		35		15		7		1		1

* Positive progress reported for 101 of 104 participants. Three participants made 0% progress. These three, and one other participant, collectively earned unsatisfactory grades in five courses. Includes licensure programs in special education and board certified behavior analyst (BCBA).

Table 10. *Progress of Participants (n=62) Enrolled Initial in Licensure Programs in Special Education (Bachelor's or Master of Arts in Teaching Degrees) and Master's Degrees in Speech-Language Pathology, CREATE, 2014–2015*

No. Program Courses Remaining ▼	No. Program Courses Completed*																					
	1 Course		2 Courses		3 Courses		4 Courses		5 Courses		6 Courses		7 Courses		8 Courses		9 Courses		13 Courses			
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.		
1 Course	100%	1																				
2 Courses			100%	2																		
3 Courses																						
4 Courses							100%	1														
5 Courses			40%	1					100%	1												
6 Courses			33%	1							100%	1										
7 Courses																						
8 Courses			25%	1																		
9 Courses											67%	1	78%	1								
10 Courses									50%	1					80%	1						
11 Courses					27%	1			45%	1			64%	2	73%	1	100%	11				
12 Courses									42%	1					67%	1						
13 Courses			15%	2	23%	1			38%	2											100%	5
14 Courses							29%	1														
15 Courses			13%	1			27%	1														
16 Courses					19%	1																
17 Courses	6%	1			18%	1	24%	2	29%	1	35%	1			47%	1						
18 Courses															44%	1						
19 Courses	5%	1	11%	1																		
20 Courses					15%	1							35%	1	40%	1	45%	1				
21 Courses	4%	1													38%	1						
28 Courses					11%	1																
Total		4		9		6		5		7		3		4		7			12			5

* One participant who made overall positive progress earned one unsatisfactory grade.

Table 11. Mean Item and Cluster Ratings from Course Evaluations (n=228), CREATE, 2014–2015

Course Evaluation Items	Mean*	Rating
<i>Teaching Skills of Instructor</i>	3.46	A
Communicated subject matter clearly	3.46	A
Caused me to think critically	3.58	SA
Showed enthusiasm and made classes interesting and engaging	3.43	A
Used examples, illustrations, and/or demonstrations to explain ideas	3.52	SA
Embellished/expanded on textbook material, rather than just repeated it	3.46	A
Used allocated class time for critical, more important material	3.40	A
Presented information in an organized, logical, and sequential manner	3.48	A
Integrated media, guest speakers, and/or other resources with lecture	3.39	A
Inspired, motivated, and stimulated a desire to want to learn more	3.45	A
<i>Interaction Skills of Instructor</i>	3.56	SA
Showed genuine interest in students' success	3.58	SA
Was available during office hours (or by phone/e-mail) for consultation	3.57	SA
Showed respect towards the opinions of students	3.56	SA
Encouraged student participation in class	3.56	SA
Responded to student questions in a clear, supportive manner	3.55	SA
<i>Course Requirements</i>	3.50	A
Readings (textbook, etc.) that improved my understanding of the subject	3.50	A
Assignments that were well developed and related to course content	3.53	SA
Assignments that were creative, hands-on (e.g., case studies, research)	3.52	SA
Assignments that were paced and timed appropriately for the semester	3.46	A
<i>Evaluation of Learning</i>	3.50	A
Provided meaningful, constructive feedback on tests and other work	3.50	A
Graded tests/projects according to criteria published in the syllabus	3.53	SA
Prepared me for tests (e.g., gave overviews of test content/format)	3.46	A
Assessed knowledge and conceptual understanding on tests/projects	3.49	A
Returned graded tests and projects on, or by, the promised date	3.50	A
<i>Course Syllabus</i>	3.49	A
Stated goals/objectives and included a schedule of course content	3.55	SA
Gave instructions for successful completion of course assignments	3.48	A
Provided clear criteria for grading projects and assignments	3.45	A
<i>Overall Mean</i>	3.50	A

* Data reflect 228 course evaluations submitted voluntarily out of 596 solicited course evaluations (38.3% response rate). Mean ratings are based on a 4-point Likert rating. SA=Strongly Agree; A=Agree.

Table 12. *Course Scholarships Available (n=619.17) and Expended (n=519.17) per College Center, CREATE, 2014–2015*

CREATE Center	Type	Available	Expended	Percent
Anderson University	O	19	19	100.00
Clemson University	O	18	12	66.67
Coastal Carolina University	C / O	12	12	100.00
College of Charleston	C / O	12	9	75.00
Columbia College	C / H	13	13	100.00
Converse College	C / H / O	31	31	100.00
Francis Marion University	C / O	187.67	166.34	88.63
Furman University	C	3	0	0
Lander University	C / O	100.50	97.83	97.34
SC State University	C	3	0	0
SC State University (SLP)	C	3	0	0
Southern Wesleyan University	O	19	18	94.74
USC Columbia	C / O	78	62	79.49
USC Columbia (SLP)	O	65	42.33	65.12
USC Upstate	C / O	55	47	85.45
Total		619.17	517.17	83.53

Note. A course scholarship equates to three-credits. The 519.17 course scholarships expended resulted in a total of 596 individual program courses (one-, two-, or three-credits) completed by participants and reported in Tables 8, 9, and 10. C=campus course; O=online course.

Figure 7. *Course Scholarships (n=517.17) Expended Per Semester, CREATE, 2014-2015*

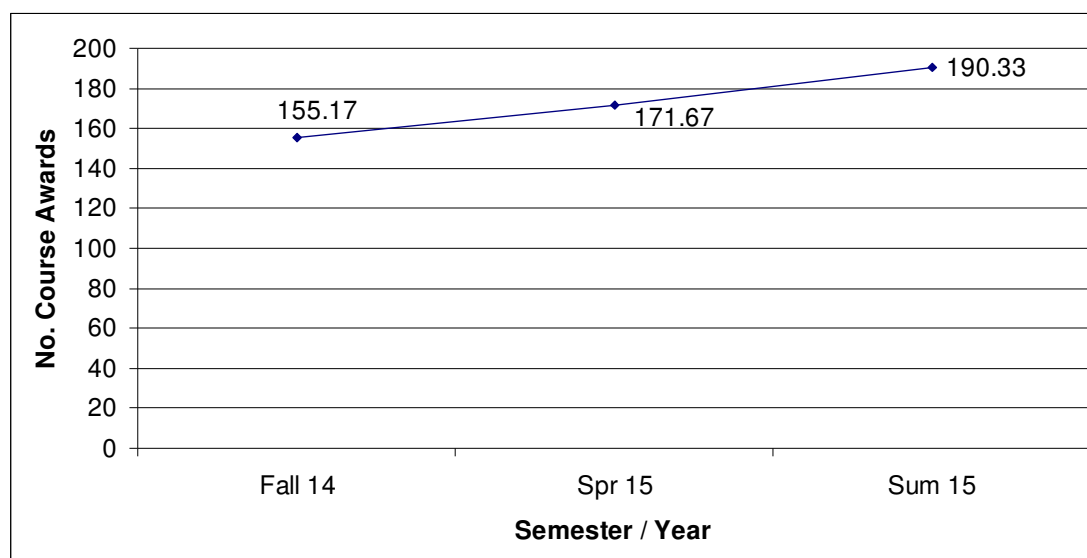


Table 13. *Course Scholarships (n=517.17) Awarded per School District, CREATE, 2014-2015*

District	No.	District	No.
Abbeville 60	4.67	Hampton 02	
Aiken 01	7	Horry 01	46
Allendale 01	7	Jasper 01	
Anderson 01		Kershaw 01	16
Anderson 02	4	Lancaster 01	14
Anderson 03	1	Laurens 55	1
Anderson 04		Laurens 56	1
Anderson 05	2	Lee 01	
Bamberg 01	3	Lexington 01	28.33
Bamberg 02		Lexington 02	5
Barnwell 19		Lexington 03	2
Barnwell 29	7	Lexington 04	
Barnwell 45	1	Lexington 05	7
Beaufort 01	1	Marion 01	5
Berkeley 01	12	Marlboro 01	
Calhoun 01		McCormick 01	4
Charleston 01	11	Newberry 01	9
Cherokee 01	3	Oconee 01	13.67
Chester 01	9	Orangeburg 03	
Chesterfield 01	1	Orangeburg 04	9.33
Clarendon 01		Orangeburg 05	2
Clarendon 02		Pickens 01	6.33
Clarendon 03	2	Richland 01	16.67
Colleton 01	10	Richland 02	3
Darlington 01	11.33	Saluda 01	1
Dillon 03		Spartanburg 01	4
Dillon 04		Spartanburg 02	
Dorchester 02	12.33	Spartanburg 03	4
Dorchester 04		Spartanburg 04	
Edgefield 01		Spartanburg 05	1
Fairfield 01		Spartanburg 06	
Florence 01	11	Spartanburg 07	27
Florence 02	1	Sumter 01	7
Florence 03	2	Union 01	2
Florence 04		Williamsburg 01	1
Florence 05	3	York 01	1
Georgetown 01	2	York 02	8
Greenville 01	8.33	York 03	9
Greenwood 50	53.84	York 04	36
Greenwood 51	3.33	Charter Schools	1
Greenwood 52		SCSDB*	20
Hampton 01	3	Total	517.17

*SCSDB=South Carolina School for the Deaf and Blind.
 Note. Course scholarships reflect three-credit course units.

Table 14. *School District Affiliation of Program Completers (n=71), CREATE, 2014-2015*

District	No.	District	No.
Abbeville 60		Hampton 02	
Aiken 01	1	Horry 01	4
Allendale 01		Jasper 01	
Anderson 01		Kershaw 01	1
Anderson 02	1	Lancaster 01	3
Anderson 03		Laurens 55	1
Anderson 04		Laurens 56	1
Anderson 05	1	Lee 01	
Bamberg 01		Lexington 01	4
Bamberg 02		Lexington 02	1
Barnwell 19		Lexington 03	
Barnwell 29		Lexington 04	1
Barnwell 45	1	Lexington 05	2
Beaufort 01		Marion 10	1
Berkeley 01		Marlboro 01	
Calhoun 01		McCormick 01	1
Charleston 01	5	Newberry 01	
Cherokee 01	2	Oconee 01	4
Chester 01	2	Orangeburg 03	
Chesterfield 01	1	Orangeburg 04	2
Clarendon 01		Orangeburg 05	
Clarendon 02		Pickens 01	1
Clarendon 03		Richland 01	2
Colleton 01	2	Richland 02	2
Darlington 01	2	Saluda 01	
Dillon 03		Spartanburg 01	1
Dillon 04		Spartanburg 02	
Dorchester 02		Spartanburg 03	
Dorchester 04		Spartanburg 04	
Edgefield 01		Spartanburg 05	1
Fairfield 01		Spartanburg 06	
Florence 01	3	Spartanburg 07	1
Florence 02	1	Sumter 01	
Florence 03	1	Union 01	
Florence 04	1	Williamsburg 01	
Florence 05	1	York 01	
Georgetown 01		York 02	1
Greenville 01	2	York 03	2
Greenwood 50	1	York 04	
Greenwood 51	2	Charter Schools	1
Greenwood 52		Palmetto USD	
Hampton 01		SCSDB	3
		Total	71

Note. Includes 13 completers from prior years who were not counted in previous CREATE *Final Reports*. These data represent completers' initial district employment at the time they qualified for, and began receiving, course scholarship funds. Some completers changed school district employment upon completion of licensure programs, per Figure 14.

Figure 8. Gender of Program Completers (n=71), CREATE, 2014–2015

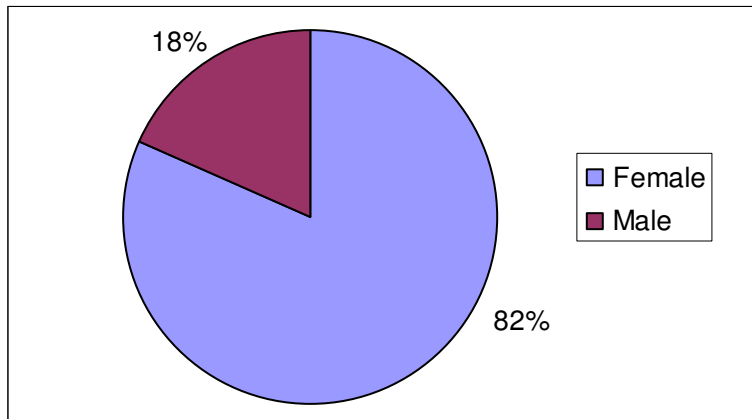


Figure 9. Ethnicity/Race of Program Completers (n=71), CREATE, 2014–2015

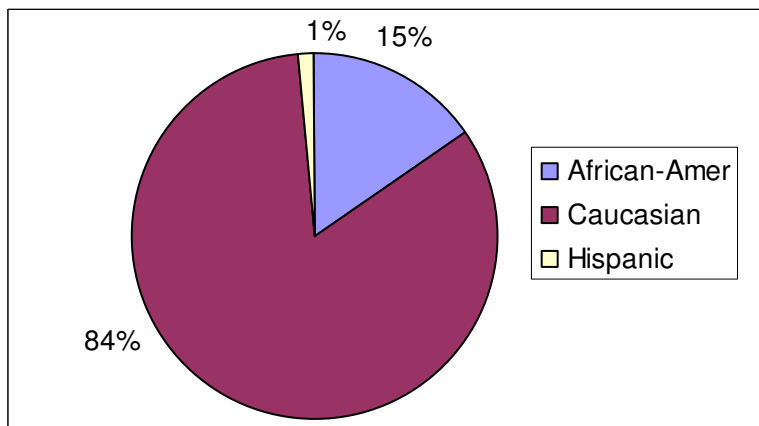
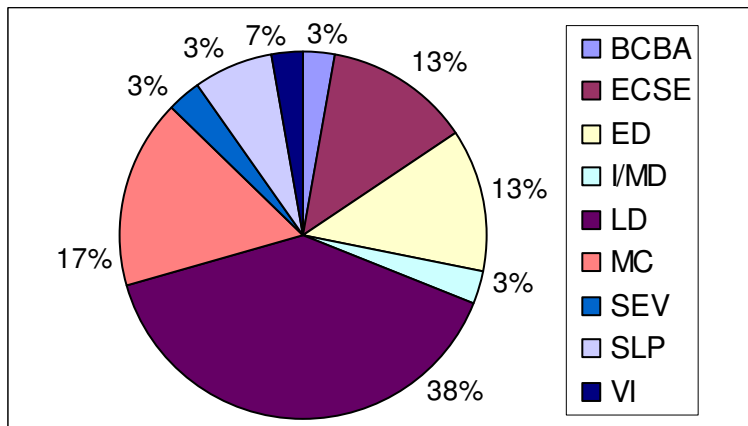
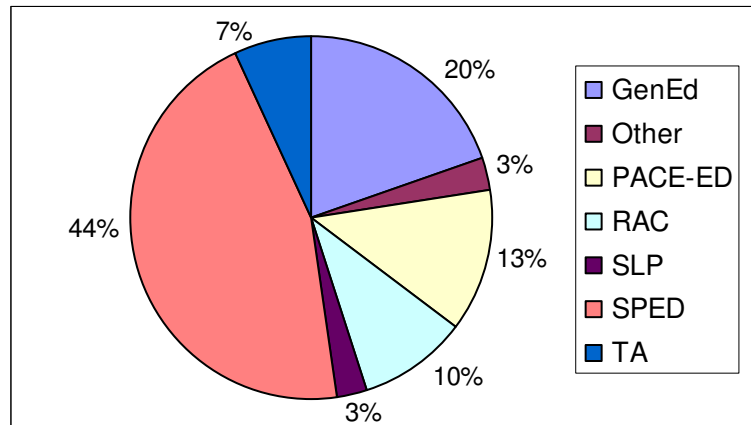


Figure 10. Licensure Area of Program Completers (n=71), CREATE, 2014–2015



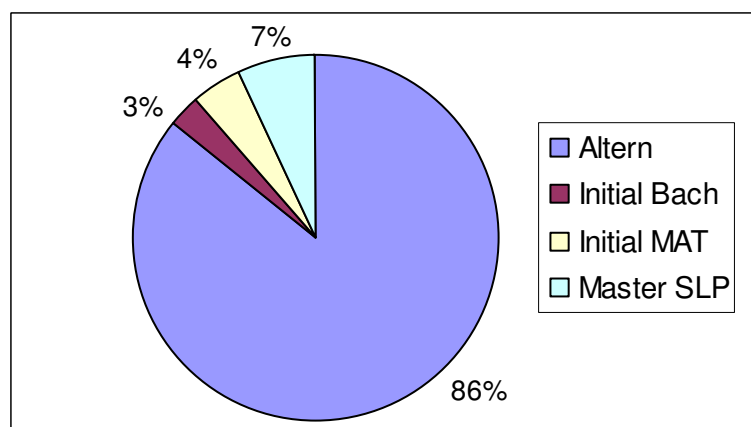
Note. BCBA=Board Certified Behavior Analyst; ECSE=Early Childhood Special Education; ED=Emotional Disabilities; HI=Hearing Impairments; I/MD=Intellectual/Mental Disabilities; LD=Learning Disabilities; MC=Multi-categorical; SEV=Severe Disabilities; SLP=Speech-Language Pathology; and VI=Visual Impairments.

Figure 11. *Employment Status of Program Completers (n=71), CREATE, 2014–2015*



Note. 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; and TA=teacher assistants.

Figure 12. *Licensure Program of Completers (n=71), CREATE, 2014–2015*



Note. 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; and Master SLP=master's program in speech-language pathology.

Figure 13. *Scholarship-funded Program Courses Awarded to Completers (n=71), CREATE, 2014-2015*

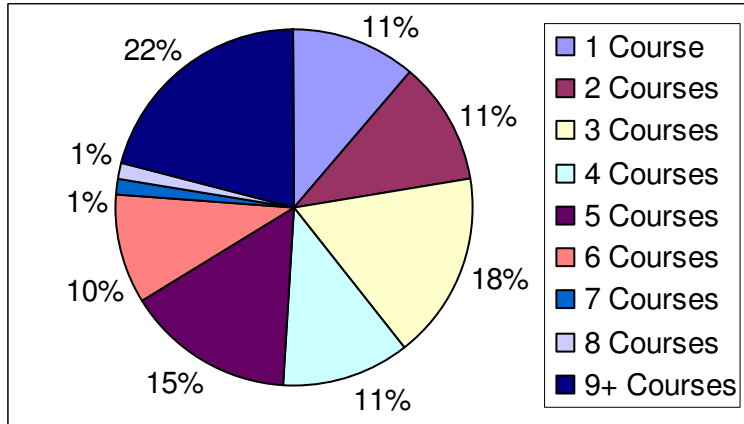


Figure 14. *South Carolina School District Employment of Completers (n=71), Subsequent to Licensure Program Completion, CREATE, 2014-2015*

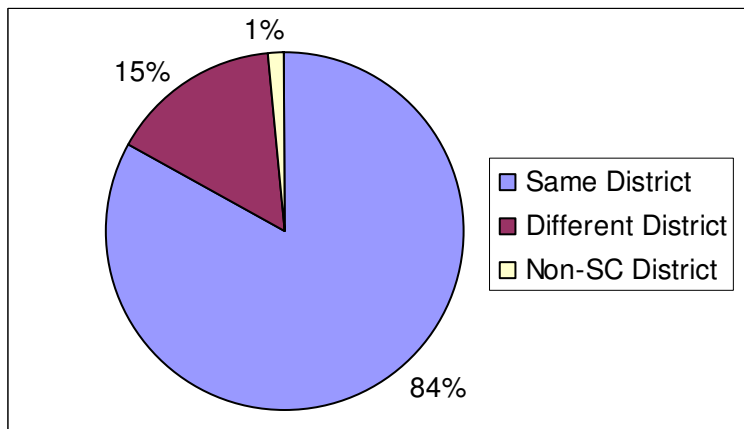
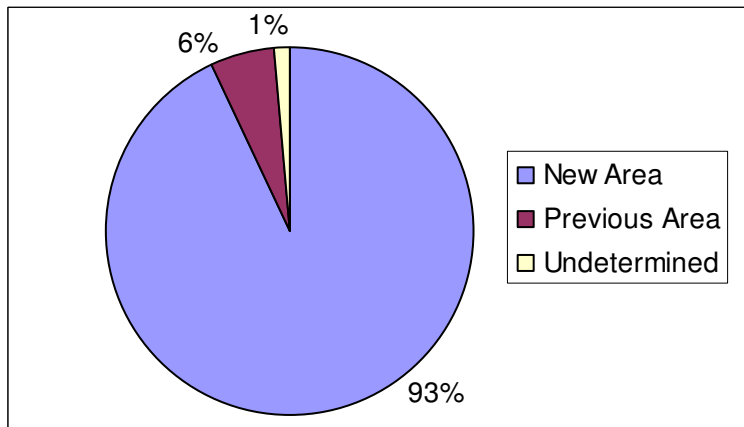


Figure 15. *Focus of Completers' (n=71) Employment Positions, Subsequent to Completion of New Licensure Area, CREATE, 2014-2015*



*The CREATE Program Director certifies that a total of 37 pages
comprise the CREATE Final Report for Year 12.*

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".