

Final Report

Year 13
2015–2016



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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MARCH 1, 2017

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SUGGESTED CITATION

Sutton, J. P., McKay, S. J., Apel, K. A., Ashworth, K. M., Bausmith, S. C., Boggs, A. H., Delpport, J. L., 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. (2016). *CREATE: Centers for the Re-Education and Advancement of Teachers in Special Education and Related Services Professionals of South Carolina, final report for Year 13, 2015–2016* (Technical report No. 16-01). 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 13

CREATE, Centers for the Re-Education and Advancement of Teachers (CREATE) in Special Education and Related Services Professionals, is an ongoing personnel preparation initiative funded by the South Carolina Department of Education (SCDE) Office of Special Education Services. Since its inception in 2003, CREATE’s chief mission has been 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 13 (2015-2016), 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 13 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. From 419 applications, a total of 212 (50.6%) individuals qualified for CREATE scholarship funds, of which 184 (86.8%) enrolled in one/more licensure courses. Participants were employed full-time in instructional or non-instructional/staff positions at 56 of 82 (68.3%) school districts and one state-operated program. The cohort was overwhelmingly female (89%). Just as many were returning participants (50%) to the program as new/first-year participants (50%). More than one-fourth (28%) were African-American, American-Indian or Hispanic/Latino. The majority were pursuing Learning Disabilities (41%) or Multi-categorical Special Education (22%) licensure. About two-thirds (62%) were pursuing add-on/alternative licensure programs.

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 34 licensure courses a total of 117 times, 63 (53.9%) of which were available online.

Adequacy of Course Content. A cluster mean rating of 3.32 (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=20) was 53.4% (range of one to three courses). The average progress of participants pursuing add-on licensure (n=95) was 61.5% (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=69) was 58% (range of 1 to 31 courses). The weighted aggregated progress of the 184 participants was 59.3%. Academic progress

was outstanding. A total of 93.3% of grades for alternative/add-on candidates were A or B, and 91.4% of grades for degree program candidates were A or B.

Perceptions of Participants. Individual item mean ratings ranged from 3.27 to 3.48 (on a Likert-type scale of 1=Strongly Disagree to 4=Strongly Agree). The item cluster means ranged from 3.36 to 3.44. One of the five cluster mean ratings (Interaction Skills of Instructor) was trending toward Strongly Agree, 3.56. With an overall mean rating of 3.39, and none of the individual item or item cluster mean ratings falling below the Agree rating, the CREATE leadership judged participant perceptions of program courses as satisfactorily positive.

Enrollment in Courses. Participants were awarded 455 three-credit course scholarships, reflecting 86.4% of the 527 course scholarships available for the year. The number of course scholarships awarded per participant ranged from 1 to 12. Across the CREATE centers, the aggregate number of course scholarships awarded per semester was Fall 2015 (n=160.34), Spring 2016 (n=139.16), and Summer 2016 (n=156).

Program Completers. A total of 81 participants completed all coursework for their respective licensure programs for Year 13, including participants from prior years, not counted in previous reports. The completers were predominantly female (90%), and 27% were African-American, American-Indian, or Hispanic. Forty-eight percent (48%) finished coursework in Learning Disabilities licensure, followed by Multi-categorical Special Education (15%), Early Childhood Special Education (10%), Emotional Disabilities (9%), and Deaf/Hard of Hearing (7%). The balance of 11% comprised Board Certified Behavior Analysts, Intellectual/Mental Disabilities, Severe Disabilities, Speech-Language Pathologists, and Visual Impairments completers. Two-thirds (68%) 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 184 enrolled participants for Year 13 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 81 completers, subsequent to the completion of their licensure programs, as follows: same SC district (74%); different SC district (26%). Virtually all (95%) had successfully passed appropriate exams for their new licensure. There was an 81% alignment of completers' new licensure areas and post-CREATE employment positions. 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 13 of CREATE as *highly successful*. Noteworthy data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 184
- ▶ School districts represented: 56
- ▶ Course scholarships available: 527
- ▶ Course scholarships awarded: 455
- ▶ Participant program completers: 81

The 13-year cumulative total of 940 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/charter schools and SCDE-operated programs.

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CREATE–YEAR 13

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ORIGIN OF THE PROGRAM

Traditionally, school districts in South Carolina have struggled to adequately staff special education classrooms with fully-licensed, highly qualified teachers. By the 2002–2003 school year, the number of special education teachers not appropriately licensed had catapulted state-wide to more than 400. Looming at the time was the federal mandate of *No Child Left Behind* (NCLB) which required 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) philosophy 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 OSES were provided from 2004–2015 (Years 2 through 12), and, most recently, in 2015–2016 (Year 13). 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 and related services 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 charter schools, thereby equipping them to better serve the State’s more than 100,000 students with disabilities. Table A provides a synopsis of key statistics for the last 12 years of the CREATE program.

With a cumulative 12-year total of 859 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 certification (ARC) approaches (Dukes, Darling, & Doan, 2014;

Rosenberg & Walther-Thomas, 2014; USBLS, 2008). 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.

Table A. *Key Statistics for CREATE, Years 1-12, 2003–2015*

| Program Year | No. Colleges in Consortium | SC Districts Represented | Participants | | | |
|--------------------|----------------------------|--------------------------|-------------------------|-------------------------|--------------------|------------------------|
| | | | No. Enrolled in Courses | No. Course Scholarships | 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 |
| Year 12, 2014-2015 | 13 | 60 | 179 | 517 | 58% | 71 |

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

YEAR 13 OPERATION

The 2015-2016 (Year 13) 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) or a Speech-Language Pathologist (SLP). Targeted participant groups included currently employed special education teachers not holding full licensure in special education, specifically, (a) those holding a permit to teach special education, 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 (a) special education (SpEd) teachers 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; (b) general education teachers who expressed interest in making a career change into special education; (c) teacher assistants wanting to upgrade by obtaining initial licensure; and (d) long-term substitute teachers, and various other public and charter school staff in full-time non-instructional work capacities (e.g., administrative and clerical assistants). Once qualified, participants received scholarship funds to pursue 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.

SCDE operated CREATE centers at the following 13 SC colleges and universities, all with CAEP/SCDE-approved programs in special education teacher preparation: 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; USC Columbia; and USC Upstate. Center directors' names are provided on p. 20.

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); Deaf/Hard of Hearing (D/HH); 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: 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. 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 offered scholarship assistance to (a) lingering bachelor's-level speech language therapists licensed by SCDE and currently employed full-time in SC public or charter schools, and (b) other full-time employees who wanted to pursue a career in SLP.

Coursework for the BCBA credential is obtained through a program of add-on coursework approved by the national Behavior Analyst Certification Board. CREATE assisted individuals pursuing the BCBA credential through its USC Columbia Center. CREATE centers for SLP preparation were stationed at two graduate schools in the State, both with SCDE-approved SLP programs: South Carolina State University; and USC Columbia. 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, or MSLP, will be used for both programs.). Center directors' names are provided on p. 20.

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 B 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 2015, Spring 2016, and Summer 2016 semesters.

ENROLLED PARTICIPANTS

The CREATE Office processed 419 applications during Year 13, from which 212 (50.6%) applicants were determined to qualify for scholarship funds. Of the qualified applicants, 184 (86.8%) enrolled in one or more licensure program courses during the year. Representing 56 of 82 (68.3%) school districts and one state-operated program (SC School for the Deaf and Blind; see Table 1, p. 21), enrollees were predominantly female (89%; see Figure 1, p. 22) and were apt to be new (50%) as returning participants (50%) to the program (see Figure 2, p. 22).

Table B. *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 |
| Special Educ. Teacher w/ Permit ^f | | ✓ | | | |
| 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 the 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.

^fHolds permit in a special education; needs to take one or more courses to complete add-on licensure.

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

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

The majority of participants were seeking either Learning Disabilities (41%) or Multi-categorical Special Education (22%) licensure (see Figure 3, p. 22). Considerably fewer participants were pursuing Early Childhood Special Education (5%), Emotional Disabilities (11%), Visual Impairments (6%), Deaf/Hard of Hearing (5%), SLP (4%), and BCBA, Intellectual/Mental Disabilities, and Severe Disabilities, each at 2%.

Representation by ethnicity/race varied as follows: Caucasians (72%), African-Americans (25%), 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 (30%), teacher assistants (29%), general education teachers (18%), PACE-ED teachers (11%), other non-instructional staff (7%), permitted special education teachers (3%), and SLPs and long-term substitute teachers, each at 1% (see Figure 5, p. 23). Most of the participants were enrolled in add-on/alternative licensure programs in special education (62%), with smaller percentages enrolled in initial licensure programs via the MAT degree (23%) or a bachelor's of arts/science degree (11%). Those pursuing national certification through a master's degree in SLP program (4%) rounded-off the balance of the participants for Year 13 (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 13 addresses 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 represented 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 non-CREATE part- or full-time teachers-in-preparation enrolled 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 other CREATE and non-CREATE teachers in licensure coursework via the Internet by enrolling in selected *online courses*, also offered as part of the college's regular course schedule. In addition, several of the CREATE centers offered *contract courses*, which were designed to address specific licensure course needs common to many participants. Contract courses required a maximum enrollment of 18 participants and were offered online. In an effort to increase access for applicants who lived in the most remote areas of the State, who needed an MAT program to obtain initial teacher licensure, 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 nearly 40% of 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 62% 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 were not limited to available coursework at a single 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 13 are provided in Tables 2, 3, and 4 (see pp. 24-26). The 13 colleges offered 34 different licensure courses a total of 117 times, 63 (53.9%) of which were available in online 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 special education preparation 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 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” 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 244 of 492 (49.6%) course evaluation surveys solicited during Year 13. Results for participants pursuing add-on and alternative licensure are reported based on the six 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 3.82 (trending Strongly Agree) for Practicum and 4.00 (Strongly Agree) for the Introduction to Exceptional Learners, participants in add-on/alternative programs viewed these courses most favorably with regard to adequacy of course content. Mean ratings for Assessment (3.05), Behavior Management (3.32), Characteristics (3.34), and Methods (3.32) all reflect agreement among participants that course content was satisfactory in comparison to other special education courses they have taken previously. Participants pursuing initial licensure in special education through bachelor’s (3.34) or MAT (3.26) program coursework, as well as those enrolled in MSLP (3.26) program coursework, all agreed that their course content was satisfactorily adequate. An overall item cluster mean rating of 3.32 was an indication that CREATE participants agreed that coursework was preparing them satisfactorily.

PROGRESS OF PARTICIPANTS

The 184 participants who received CREATE scholarship funds in Year 13 enrolled in 492 courses, which included one-, two-, three-credit courses, and directed teaching/internships. The extent to which participants progressed at an appropriate rate toward completion of respective 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 70% of the final grades of participants seeking add-on/alternative licensure were A grades (see Table 6, p. 27), and about one-fourth (22.8%) were B grades, collectively totaling 93.3% and indicating a high level of skill mastery. A mere 4% of courses in the C grade range reflected minimally acceptable competency. A nominal (2.5%) of courses resulted in D/F/WF grades or classified as I/W (i.e., incomplete or withdraw) grades. Overall, these data indicate 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 an MSLP degree program were also impressive (see Table 7, p. 27). Approximately 60% of completed coursework resulted in A grades, and about 32% were B grades. The collective total of 91.4% was comparable to the combined A and B grades earned by add-on/alternative participants. Fewer than 2% of the courses were assigned D/F/WF grades or classified as I/W. Only 7%

were C Grades. The CREATE leadership evaluated these data as very 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 184 participants into three groups: PACE-ED, add-on licensure, and bachelor's/MAT/SLP. We then computed mean progress for each group.

The average course progress of participants seeking alternative licensure in the PACE program (n=20) was 53.4% (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=95) was 61.5% (see Table 9, p. 28). The number of courses required for add-on licensure ranged from 1 to 10. The average progress of participants (n=69) enrolled in initial special education licensure programs (i.e. bachelor's and MAT) and the MSLP national certification programs was 58% (see Table 10, p. 29). The range of required courses for those enrolled in degree programs ranged from 1 to 31 courses; therefore, it was expected that their progress would be considerably less. The weighted aggregated progress of the 184 participants was 59.3%. Overall, these data suggest that participants demonstrated significant progress toward completing licensure in Year 13.

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 in the Adequacy of Course Content section (see p. 10).

A summary of mean ratings for 26 out of 30 total items on the course evaluations gathered from 244 submitted out of the 492 solicited (49.6% 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 3.27 to 3.48. Item cluster means ranged from 3.36 to 3.44, each signaling an Agree rating. With none of the individual item or item cluster mean ratings falling below the Agree rating, the CREATE leadership judged participant perceptions of program courses as satisfactorily positive.

ENROLLMENT IN COURSES

Of the 527 three-credit course scholarships available through the 13 CREATE centers for Year 13, CREATE awarded 455 (86.4%) to qualified participants. Table 12 (see p. 31) 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) to 100% (Anderson University; Clemson University; Coastal Carolina University; Southern Wesleyan University; and USC Columbia-SpEd). 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 2015 (n=160.34); Spring 2016 (n=139.16); and Summer 2016 (n=156).

Table 13 (see p. 27) provides the distribution of the 455 three-credit course scholarships awarded to SC school districts (n=56) 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=42.33),

Sumter 01 (n=23.67), and Horry 01 (n=22.5). Explanations for why these districts received more course awards vary. One reason is that these districts accrued greater numbers of qualified participants. Although CREATE awards course scholarships equitably (e.g., one or two course award per participant per semester) as requests are received and processed, it stands to reason that a district with more qualified applicants collectively would realize more course scholarships. Another reason is that more participants from these three districts simply expressed greater interest and acted on that interest more frequently each semester. In any given semester, about one-third of the qualified participants choose not to submit a course scholarship request.

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 455 three-credit course awards equated to 492 individual program courses of one-, two-, three-credits or directed teaching/clinical courses completed by participants and are reported in Tables 8, 9, and 10.).

PROGRAM COMPLETERS

A total of 81 CREATE participants completed all coursework for their respective licensure programs were identified for Year 13. This total includes two subgroups: participants (n=64) enrolled in the current Year 13 of CREATE operation; and participants (n=17) enrolled in previous years, but who were not included the total count of program completers published in earlier years of CREATE Final Reports. The latter subgroup occurs for several reasons. Some previously enrolled participants disqualified themselves due to unsatisfactory grades, academic disciplinary infractions, etc., which precludes their eligibility to continue receiving CREATE funds. Other previously enrolled participants become inactive for a host of reasons. Regardless of disqualified and inactive status, we identify a number of these participants each year who received CREATE funds in prior years and who subsequently completed their licensure programs with their own personal or other funds.

The cohort of 81 completers represents 40 of 82 districts (48.8%) and one state-operated program (SCSDB), and ranged from one to four completers. York 04 (n=6), Horry 01 (n=5), and Charleston 01 (n=4) Districts had the greatest number of completers. The remaining districts ranged from 1 or 3 completers each (see Table 14, p. 33). The completers were overwhelmingly female (90%; see Figure 8, p. 8) and largely Caucasian (73%). Representation of minority ethnicities included African-Americans (25%), and American-Indian (1%) and Hispanics/Latinos (1%; see Figure 9, p. 34). Almost half (48%) of the cohort completed Learning Disabilities programs (see Figure 10, p. 34), followed by followed by Multi-categorical (15%), Early Childhood Special Education (10%), Emotional Disabilities (9%), Deaf/Hard of Hearing (7%), BCBA, Severe Disabilities, and Visual Impairments, each at 2%, and Intellectual/Mental Disabilities at 1%.

A plurality of the completers was special education teachers (39%; see Figure 11, p. 35) who were required by their respective districts to obtain another area of special education licensure. One fourth (25%) were teacher assistants, followed by general education teachers (12%) and other non-instructional staff (11%). There were as many PACE-ED teachers (6%) represented as permitted special education teachers (4%) and SLPs (2%) combined. Long-term substitute teachers were 1% of the completer cohort.

Figure 12 (p. 35) shows that about two-thirds (68%) completed alternative licensure (86%) either through add-on or PACE-ED programs. Slightly more than one-fourth completed initial licensure in special education through a bachelor's (2%) or MAT (26%) degree programs. Those completing an SLP program reflected 4% of the completer cohort. Half (50%) of the completers received scholarship funds for one to four program courses (see Figure 13, p. 36), while 17% were awarded funds for five to seven program courses. Fully one-third (33%) of the completer cohort received CREATE funds for nine or more program courses.

RECRUITMENT, SELECTION, AND ADVISING

Recruitment. Recruiting participants for CREATE was the joint responsibility of the SCDE Office of Special Education Services and the CREATE leadership, including center directors. A continuously updated website provided a highly effective forum for year-round communication and 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. 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 expended 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 only participants who were (a) employed full-time in SC public schools, charter schools, or SCDE-operated programs. We verified that all 184 qualified participants who received scholarship funds (a) were employed full-time in their respective school districts, (b) were non-licensed in the special education, BCBA, or SLP area of licensure for which they were requesting funds, and (c) submitted a signed CREATE Employment Agreement which commits the participant to returning three years of teaching service in the newly-completed area of licensure. As for *fairness*, the CREATE program director consistently enforced the program's 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 56 of 82 (68.3%) school districts and one state-operated program (SCSDB). More importantly, ample funds allocated to the CREATE centers prevented the rejection of any course scholarship requests from qualified participants who requested within college registration deadline dates. 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 98% concordance between participants' (a) completed courses [n=482] that resulted in satisfactory grades, and (b) prescribed courses [n=492] that were verified on program checksheets. Unsatisfactory grades included failing F grades, WF, and incomplete grades for all participants, as well as D grades for those seeking add-on licensure, and C grades for participants enrolled in PACE-ED, MAT and MSLP degree programs. The CREATE leadership evaluated the advising process as highly successful.

EMPLOYMENT OF COMPLETERS

CREATE completers are obligated by signed agreement with SCDE to obtain employment in a South Carolina public/charter school or SCDE-operated program that aligns with their newly-obtained licensure area. Program completion has to do with successfully completing prescribed coursework (e.g., three courses required in the PACE-ED program). Prior to obtaining new employment, however, program completers must finish the licensure process by earning passing scores on exams stipulated by the State Board of Education (teachers) or the national certification boards (BCBA and SLP). For program completers completing initial or add-on licensure in special education, the Praxis II[®] exam is required. This final action of passing licensure exams is the sole initiative and responsibility of the program completer and is outside the operational purview of the CREATE program. Bachelor's and MAT degree program completers seeking initial teaching licensure receive a one-time registration fee reimbursement from CREATE to take the Praxis II[®] exam.

Assessing the post-CREATE employment of program completers required the use of SCDE's online licensure Portal and an email survey. We verified the following: (a) employment in a SC school district or SCDE-operated agency; (b) employment in the same, different, or non-SC district/agency; (c) licensure status in the newly-obtained area; and (d) employment in a position reflecting the newly-obtained licensure area. We found that all 81 (100%) of the program completers were employed in a SC district or agency in the 2016-2017 school year, which was the year of employment immediately following the Year 13 CREATE operation year of 2015-2016 in which the count was tabulated.

Of this total, 60 (74.1%) remained employed in the same SC school district with which they had been affiliated when they were completing licensure coursework and receiving CREATE funds. Twenty-one of the 81 (25.9%) transferred their employment to a different school district (see Figure 14; p. 36). An extraordinary 95% of the completers (n=77) had obtained their respective licenses at the time of this report (see Figure 15, p. 36). As for employment position, 66 of the 81 (81%) of the completers had obtained an employment position that aligned with their newly-obtained licensure area, while 15 (19%) were employed in positions in which their new licensure was not needed (see Figure 16, p. 37). These data collectively suggest that CREATE is effective in assisting school districts in capacity-building in special education and related services.

CONCLUSION

Program leaders evaluated Year 13 of CREATE as *highly successful*. Noteworthy data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 184
- ▶ School districts represented: 56
- ▶ Course scholarships available: 527
- ▶ Course scholarships awarded: 455
- ▶ Participant program completers: 81

The 13-year cumulative total of 940 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/charter schools and SCDE-operated programs.

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CREATE LEADERSHIP

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| Report submitted: | March 1, 2017 | |

TABLES AND FIGURES
CREATE–YEAR 13

 Table 1. *School District Affiliation of Enrolled Participants (n=184), CREATE, 2015–2016*

| District | No. | District | No. |
|-----------------|-----|-----------------|-----|
| Abbeville 60 | 1 | Hampton 02 | |
| Aiken 01 | 5 | Horry 01 | 8 |
| Allendale 01 | | Jasper 01 | |
| Anderson 01 | 2 | Kershaw 01 | 6 |
| Anderson 02 | 1 | Lancaster 01 | 4 |
| Anderson 03 | | Laurens 55 | |
| Anderson 04 | 1 | Laurens 56 | 2 |
| Anderson 05 | 3 | Lee 01 | 1 |
| Bamberg 01 | 2 | Lexington 01 | 7 |
| Bamberg 02 | | Lexington 02 | 3 |
| Barnwell 19 | | Lexington 03 | 1 |
| Barnwell 29 | 2 | Lexington 04 | 1 |
| Barnwell 45 | 1 | Lex-Rich 05 | 5 |
| Beaufort 01 | 1 | Marion 10 | |
| Berkeley 01 | 5 | Marlboro 01 | 1 |
| Calhoun 01 | | McCormick 01 | 2 |
| Charleston 01 | 6 | Newberry 01 | 4 |
| Cherokee 01 | | Oconee 01 | 1 |
| Chester 01 | 1 | Orangeburg 03 | |
| Chesterfield 01 | | Orangeburg 04 | |
| Clarendon 01 | | Orangeburg 05 | 2 |
| Clarendon 02 | | Pickens 01 | 2 |
| Clarendon 03 | 1 | Richland 01 | 7 |
| Colleton 01 | 2 | Richland 02 | 6 |
| Darlington 01 | 3 | Saluda 01 | 1 |
| Dillon 03 | | Spartanburg 01 | 1 |
| Dillon 04 | 3 | Spartanburg 02 | |
| Dorchester 02 | 4 | Spartanburg 03 | 1 |
| Dorchester 04 | | Spartanburg 04 | |
| Edgefield 01 | 2 | Spartanburg 05 | 2 |
| Fairfield 01 | 1 | Spartanburg 06 | |
| Florence 01 | 4 | Spartanburg 07 | 5 |
| Florence 02 | | Sumter 01 | 6 |
| Florence 03 | 1 | Union 01 | 2 |
| Florence 04 | | Williamsburg 01 | |
| Florence 05 | | York 01 | 1 |
| Georgetown 01 | 2 | York 02 | 4 |
| Greenville 01 | 12 | York 03 | 1 |
| Greenwood 50 | 13 | York 04 | 7 |
| Greenwood 51 | 2 | Charter Schools | 3 |
| Greenwood 52 | | SCSDB* | 6 |
| Hampton 01 | | Total | 184 |

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

Figure 1. *Gender of Enrolled Participants (n=184), CREATE, 2015–2016*

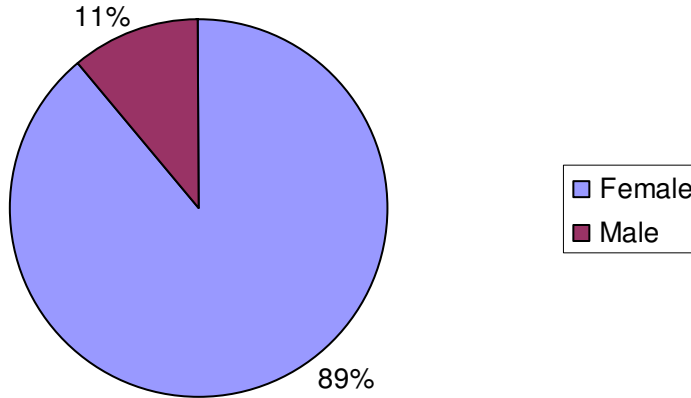


Figure 2. *New or Returning Status of Enrolled Participants (n=184), CREATE, 2015–2016*

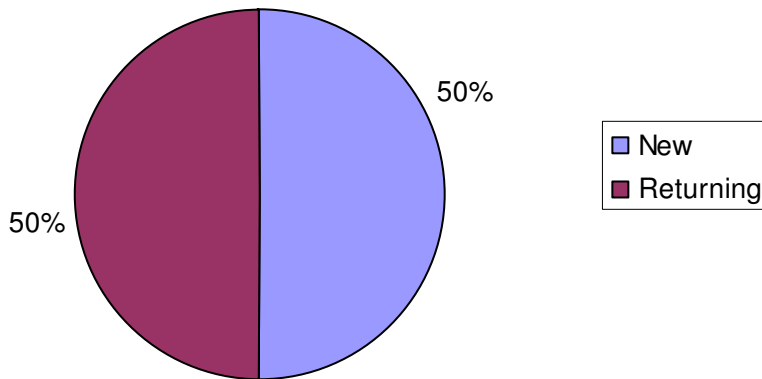
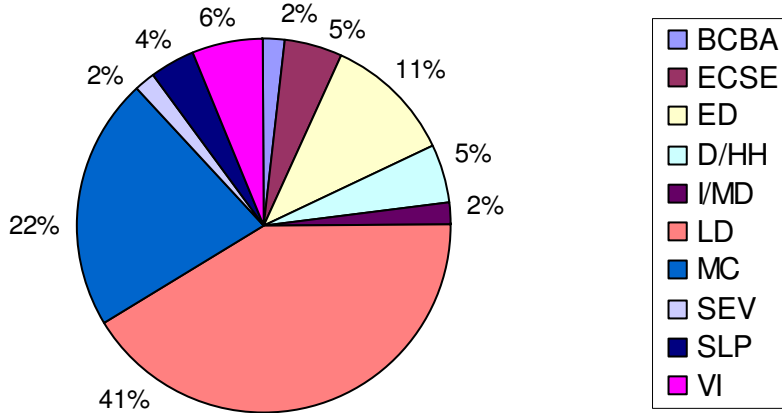


Figure 3. *Licensure Area Pursued by Enrolled Participants (n=184), CREATE, 2015–2016*



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=184), CREATE, 2015–2016*

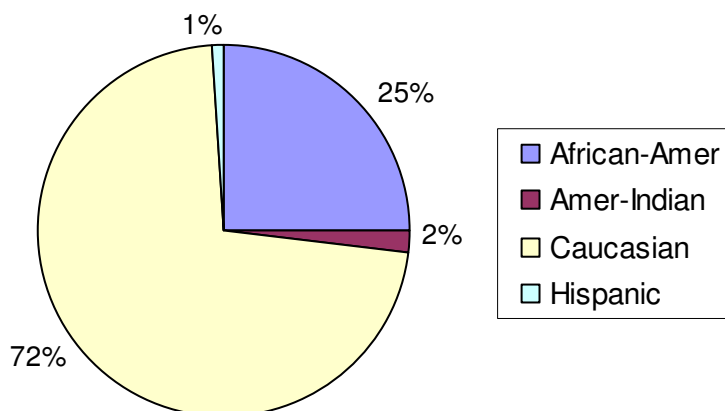
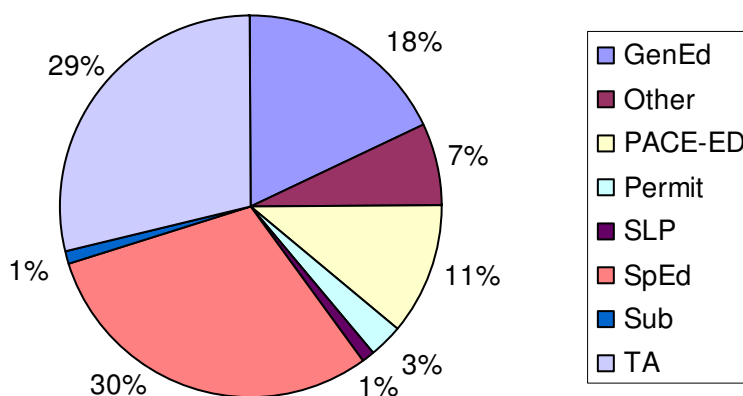
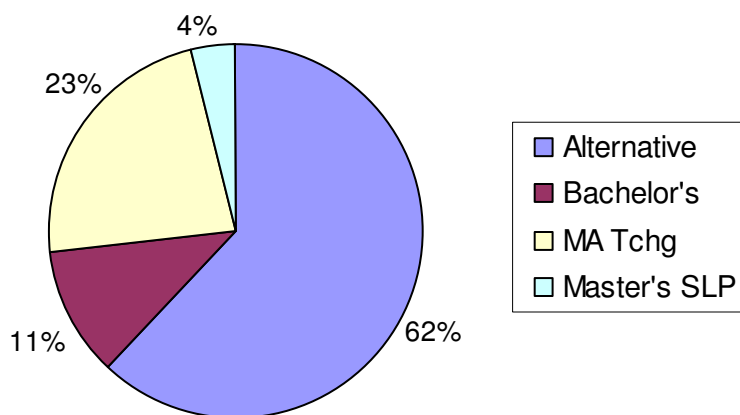


Figure 5. *Employment Status of Enrolled Participants (n=184), CREATE, 2015–2016*



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=184), CREATE, 2015–2016*



Note. Alternative=Includes add-on and PACE-ED programs in special education, and BCBA; Bachelor's=Bachelor's degree program in special education; MA Tchg=Master of Arts in Teaching degree program in special education; and Master SLP=Master's degree program (MCD or MSLP) in speech-language pathology.

Table 2. *Licensure Courses and Formats Sponsored by CREATE, Fall 2015 Semester*

| COLLEGE ► | AU | CU | CCU | CnvC | CofC | ColaC | FMU | FU | LU | SCSU | SWU | USCC | USCU |
|-----------------------------------------|----|----|-----|------|------|-------|-----|----|----|------|-----|------|------|
| ▼ COURSE | | | | | | | | | | | | | |
| Introduction: Exceptional Learners | | | C | C | C | | | C | | | | O | |
| Characteristics: Emotional Disabilities | | | | C | C | | | | | | | O | |
| Characteristics: Learning Disabilities | O | | | O | C | C | | | | | | O | |
| Characteristics: Intellec. Disabilities | | | | | C | C | | | | | | | |
| Methods: Learning Disabilities | | | | | C | | | | | | O | | |
| Methods: Intellec. Disabilities | | | | C | C | | | | | | | | |
| Methods: Severe Disabilities | | | | | | | | | | | | C | |
| Behavior Management | | | | O | | | | | | | | O | |
| Functional Behavioral Assessment | | | | | | | | | | | | C | |
| Teaching Reading in Gen/Spec Ed | | | C | C | C | | | | | | | C | O |
| Assessment for Exceptional Learners | | | | O | C | C | O | | | | | C | |
| Partnerships in Early Childhood Sp Ed | | | | | | | | | | | | C | |
| Speech Reading & Auditory Develop | | | | O | | | | | | | | | |
| Visual Impairments & Multiple Disab | | | | | | | | | | | | | O |
| Literacy Braille Code | | | | | | | | | | | | | O |
| Functional Low Vision | | | | | | | | | | | | | O |
| Practicum: Early Childhood Spec Ed | | | | | | | | | | | | C | |
| Practicum: Emotional Disabilities | | | | | | C | | | O | | | | |
| Practicum: Learning Disabilities | | | | | | C | | | O | | | | O |
| Practicum: Intellectual/Mental Disab | | | | | | C | | | O | | | | |
| Practicum: Severe Disabilities | | | | | | | | | | | | 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 2016 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 | |
| Introduction: Early Childhood Spec Ed | | | | | | C | O | | | | | O | |
| Characteristics: Emotional Disabilities | | | | | | | | C | O | | | | |
| Characteristics: Intellect. Disabilities | | | | C | | | | | | | | O | |
| Characteristics: Learning Disabilities | | | | | | | | C | | | | | |
| Psychology of Hearing Impairments | | | | O | | | | | | | | | |
| Methods: Emotional Disabilities | | | | C | | | | | | | | C | |
| Methods: Learning Disabilities | | | | C | | C | | | | | | C | |
| Methods: Intellec. Disabilities | | | | | | C | | | | | | | |
| Methods: Visual Impairments | | | | | | | | | | | | | O |
| Behavior Management | | | O | | C | | O | | | | | | |
| Applied Behavior Analysis | | | | | | | | | | | | C | |
| Teaching Reading in Gen/Spec Ed | | | | C | C | | O | | | | | C | |
| Lang./Communic. For Excep Learners | | | | | | | | | | | | C | |
| Assessment for Exceptional Learners | | | | O | C | | O | | O | | O | | |
| Single Case Research Designs | | | | | | | | | | | | C | |
| Advanced Braille | | | | | | | | | | | | | O |
| Teaching Reading for Visual Impair. | | | | | | | | | | | | | O |
| Practicum: Emotional Disabilities | | | | | | | | | O | | | | |
| Practicum: Learning Disabilities | | | | | | | | | O | | | | |
| Practicum: Intellectual/Mental Disab | | | | | | | | | O | | | | |
| Practicum: Visual Impairments | | | | | | | | | | | | | O |

Note: See legend in Table 2.

Table 4. *Licensure Courses and Formats Sponsored by CREATE, Summer 2016 Semester*

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

Note: See legend in Table 2.

Table 5. *Mean Ratings of Items Reflecting Adequacy of Course Content from Participant Course Evaluations (n=244), CREATE, 2015–2016*

| Licensure Program ► | | Add-on/Alternative SpEd | | | | | | Initial SpEd | | SLP | All |
|--------------------------------------------------------------------|----------|-------------------------|------------|--------------|-----------|--------------|-------------|--------------|-------------|--------------|----------------|
| Evaluation Item ▼ | Course ► | As n=10 | BM n=26 | Char n=34 | EL n=3 | Meth n=42 | Prac n=7 | Bach n=51 | MAT n=53 | MSLP n=18 | Total n=244 |
| Provided more knowledge/skills about instruction (intervention) | | 3.10 | 3.27 | 3.38 | 4.00 | 3.33 | 3.86 | 3.31 | 3.28 | 3.28 | 3.33 |
| Made more relevant applications to the real world of the classroom | | 3.00 | 3.38 | 3.29 | 4.00 | 3.33 | 3.86 | 3.35 | 3.26 | 3.28 | 3.32 |
| Broadened my perspective more in how to teach (treat) learners | | 3.20 | 3.31 | 3.38 | 4.00 | 3.26 | 3.86 | 3.33 | 3.23 | 3.22 | 3.31 |
| Significantly contributed to my overall preparation | | 2.90 | 3.31 | 3.28 | 4.00 | 3.26 | 3.71 | 3.37 | 3.28 | 3.28 | 3.30 |
| Item Cluster Mean | | 3.05 | 3.32 | 3.34 | 4.00 | 3.32 | 3.82 | 3.34 | 3.26 | 3.26 | 3.32 |

Note. Data based on a 4-point Likert scale and reflected 244 course evaluations submitted voluntarily out of 492 solicited course evaluations (49.6% 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=115) Enrolled in Courses (n=237) Leading to Add-on or Alternative Licensure, CREATE, 2015–2016*

| Licensure Courses* | Final Grades | | | | | |
|-----------------------------------|--------------|------|-----|--------|-----|-------|
| | A | B | C | D/F/WF | I/W | Total |
| Assessment | 13 | 5 | 1 | | | 19 |
| Behavior Management | 32 | 4 | | | | 36 |
| Characteristics | 42 | 22 | 7 | 3 | | 74 |
| Introduction Exceptional Learners | 3 | | | | | 3 |
| Methods/Procedures | 64 | 22 | 2 | 1 | 1 | 90 |
| Practicum | 13 | 1 | | 1 | | 15 |
| Total | 167 | 54 | 10 | 5 | 1 | 237 |
| Percent | 70.5 | 22.8 | 4.2 | 2.1 | 0.4 | 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=69) Enrolled in Degree Program Courses (n=255) Leading to Initial or Advanced Licensure, CREATE, 2015–2016*

| Program Courses | Final Grades | | | | | |
|----------------------------------|--------------|------|-----|--------|-----|-------|
| | A | B | C | D/F/WF | I/W | Total |
| Bachelor's Degree Program–BA/BS* | 34 | 31 | 12 | 1 | | 78 |
| Master's Degree Program–MAT* | 82 | 34 | 6 | 2 | 1 | 125 |
| Master's Degree Program—SLP^ | 36 | 16 | | | | 52 |
| All Courses | 152 | 81 | 18 | 3 | 1 | 255 |
| Percent | 59.6 | 31.8 | 7.1 | 1.2 | 0.4 | 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, MCD and MSLP.

Table 8. *Progress of Participants (n=20) Enrolled in PACE-ED Licensure Programs in Special Education, CREATE, 2015–2016*

| No. Program Courses Remaining ▼ | No. Program Courses Completed* | | | | | |
|------------------------------------|--------------------------------|-----|-----------|-----|-----------|-----|
| | 1 Course | | 2 Courses | | 3 Courses | |
| | Progress | No. | Progress | No. | Progress | No. |
| 1 Course | 100% | 1 | | | | |
| 2 Courses | 50% | 2 | 100% | 2 | | |
| 3 Courses | 33% | 3 | 67% | 7 | 100% | 3 |
| Total | | 6 | | 9 | | 3 |

* Positive progress reported for 18 of 20 participants. Two participants made 0% progress. These two earned unsatisfactory grades in two courses attempted.

Table 9. *Progress of Participants (n=95) Enrolled in Add-on Licensure Programs in Special Education, CREATE, 2015–2016*

| Number of Program Courses ▼ | 1 Course | | 2 Courses | | 3 Courses | | 4 Courses | | 5 Courses | |
|--------------------------------|----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| | Progress | No. | Progress | No. | Progress | No. | Progress | No. | Progress | No. |
| 1 Course | 100% | 17 | | | | | | | | |
| 2 Courses | 50% | 5 | 100% | 4 | | | | | | |
| 3 Courses | 33% | 6 | 67% | 7 | 100% | 4 | | | | |
| 4 Courses | | | | | 75% | 3 | 100% | 2 | | |
| 5 Courses | 20% | 4 | 40% | 6 | 60% | 14 | 80% | 2 | 100% | 1 |
| 6 Courses | 17% | 1 | 33% | 2 | 50% | 3 | 67% | 2 | 83% | 1 |
| 7 Courses | 14% | 2 | | | | | | | | |
| 8 Courses | | | | | 38% | 2 | 50% | 1 | | |
| 9 Courses | 11% | 1 | | | | | | | 56% | 1 |
| 10 Courses | 10% | 1 | | | | | | | | |
| Total | | 37 | | 19 | | 26 | | 7 | | 3 |

* Positive progress reported for 92 of 95 participants. Three participants made 0% progress. These three, and two other participants 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=69) 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, 2015–2016*

| No. Program Courses Remaining ▼ | No. Program Courses Completed* | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|--------------------------------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|------------|-----|------------|------|---|
| | 1 Course | | 2 Courses | | 3 Courses | | 4 Courses | | 5 Courses | | 6 Courses | | 7 Courses | | 8 Courses | | 10 Courses | | 12 Courses | | |
| | Progress | No. | Progress | No. | Progress | No. | Progress | No. | Progress | No. | Progress | No. | Progress | No. | Progress | No. | Progress | No. | Progress | No. | |
| 1 Course | 100% | 19 | | | | | | | | | | | | | | | | | | | |
| 2 Courses | 50% | 1 | 100% | 1 | | | | | | | | | | | | | | | | | |
| 3 Courses | | | | | 100% | 2 | | | | | | | | | | | | | | | |
| 4 Courses | | | | | 75% | 1 | 100% | 1 | | | | | | | | | | | | | |
| 6 Courses | | | | | | | | | | | 100% | 1 | | | | | | | | | |
| 8 Courses | | | | | | | | | | | 75% | 1 | | | | | | | | | |
| 9 Courses | | | | | | | | | | | | | 78% | 1 | | | | | | | |
| 10 Courses | 10% | 1 | 20% | 1 | 30% | 1 | | | | | 60% | 2 | | | | | | | | | |
| 11 Courses | | | | | 27% | 1 | 36% | 1 | | | | | | | 73% | 1 | | | | | |
| 12 Courses | | | | | | | 33% | 1 | 42% | 1 | | | | | | | | | | 100% | 2 |
| 13 Courses | | | 15% | 1 | | | | | 38% | 1 | 46% | 1 | 54% | 1 | | | | | | | |
| 14 Courses | | | | | | | | | | | | | | | 57% | 2 | | | | | |
| 15 Courses | | | | | | | | | 33% | 1 | | | 47% | 1 | | | | | | | |
| 16 Courses | | | 13% | 1 | | | | | 31% | 1 | | | | | | | | | | | |
| 17 Courses | 6% | 2 | | | | | 24% | 3 | 29% | 2 | | | | | | | | | | | |
| 18 Courses | | | | | | | 22% | 1 | | | | | | | | | | | | | |
| 19 Courses | | | | | 16% | 2 | | | 26% | 2 | | | | | | | | | | | |
| 20 Courses | | | 10% | 1 | | | 20% | 1 | | | 30% | 1 | | | | | | | | | |
| 22 Courses | | | | | | | | | | | | | | | 38% | 1 | | | | | |
| 25 Courses | | | | | | | | | | | | | | | | | 40% | 1 | | | |
| 31 Courses | | | 6% | 1 | | | | | | | | | | | | | | | | | |
| Total | | 23 | | 6 | | 7 | | 8 | | 8 | | 7 | | 3 | | 4 | | 1 | | | 2 |

* Positive progress reported for 68 of 69 participants. One participant made 0% progress, due to an unsatisfactory grade in one course.

Table 11. Mean Item and Cluster Ratings from Course Evaluations (n=244), CREATE, 2015–2016

| Course Evaluation Items | Mean* | Rating |
|-------------------------------------------------------------------------|-------------|----------|
| <i>Teaching Skills of Instructor</i> | <u>3.36</u> | <u>A</u> |
| Communicated subject matter clearly | 3.40 | A |
| Caused me to think critically | 3.44 | A |
| Showed enthusiasm and made classes interesting and engaging | 3.34 | A |
| Used examples, illustrations, and/or demonstrations to explain ideas | 3.40 | A |
| Embellished/expanded on textbook material, rather than just repeated it | 3.36 | A |
| Used allocated class time for critical, more important material | 3.32 | A |
| Presented information in an organized, logical, and sequential manner | 3.36 | A |
| Integrated media, guest speakers, and/or other resources with lecture | 3.27 | A |
| Inspired, motivated, and stimulated a desire to want to learn more | 3.34 | A |
| <i>Interaction Skills of Instructor</i> | <u>3.44</u> | <u>A</u> |
| Showed genuine interest in students' success | 3.43 | A |
| Was available during office hours (or by phone/e-mail) for consultation | 3.44 | A |
| Showed respect towards the opinions of students | 3.45 | A |
| Encouraged student participation in class | 3.45 | A |
| Responded to student questions in a clear, supportive manner | 3.42 | A |
| <i>Course Requirements</i> | <u>3.37</u> | <u>A</u> |
| Readings (textbook, etc.) that improved my understanding of the subject | 3.38 | A |
| Assignments that were well developed and related to course content | 3.41 | A |
| Assignments that were creative, hands-on (e.g., case studies, research) | 3.36 | A |
| Assignments that were paced and timed appropriately for the semester | 3.34 | A |
| <i>Evaluation of Learning</i> | <u>3.38</u> | <u>A</u> |
| Provided meaningful, constructive feedback on tests and other work | 3.39 | A |
| Graded tests/projects according to criteria published in the syllabus | 3.45 | A |
| Prepared me for tests (e.g., gave overviews of test content/format) | 3.30 | A |
| Assessed knowledge and conceptual understanding on tests/projects | 3.42 | A |
| Returned graded tests and projects on, or by, the promised date | 3.32 | A |
| <i>Course Syllabus</i> | <u>3.43</u> | <u>A</u> |
| Stated goals/objectives and included a schedule of course content | 3.48 | A |
| Gave instructions for successful completion of course assignments | 3.41 | A |
| Provided clear criteria for grading projects and assignments | 3.42 | A |
| <i>Overall Mean</i> | <u>3.39</u> | <u>A</u> |

* Data reflect 244 course evaluations submitted voluntarily out of 492 solicited course evaluations (49.6% response rate). Mean ratings are based on a 4-point Likert rating. SA=Strongly Agree; A=Agree.

Table 12. *Course Scholarships Available (n=527.5) and Expended (n=455.5) per CREATE Center, 2015–2016*

| CREATE Center | Type | Available | Expended | Percent |
|------------------------------|-------|-----------|----------|---------|
| Anderson University | O | 15 | 15 | 100 |
| Clemson University | O | 18 | 18 | 100 |
| Coastal Carolina University | C / O | 12 | 12 | 100 |
| College of Charleston | C / O | 33 | 28 | 84.9 |
| Columbia College | C | 48 | 25.34 | 52.8 |
| Converse College | C / O | 26 | 25.67 | 98.7 |
| Francis Marion University | C / O | 101.5 | 95.5 | 94.1 |
| Furman University | C | 3 | 0 | 0 |
| Lander University | C / O | 80 | 74.67 | 93.3 |
| SC State University | C | 7 | 0 | 0 |
| SC State University (SLP) | C | 28 | 14 | 50 |
| Southern Wesleyan University | O | 20 | 20 | 100 |
| USC Columbia | C / O | 53 | 53 | 100 |
| USC Columbia (SLP) | O | 22 | 19.33 | 87.9 |
| USC Upstate | C / O | 61 | 55 | 90.2 |
| Total | | 527.5 | 455.5 | 86.4 |

Note. A course scholarship equates to a standard three-credit course or directed teaching semester. The 527.5 course scholarships expended resulted in a total of 492 individual program courses (one- to four-credits) completed by participants and reported in Tables 8, 9, and 10. C=campus course; O=online course.

Figure 7. *Course Scholarships (n=455.5) Expended Per Semester, CREATE, 2015-2016*

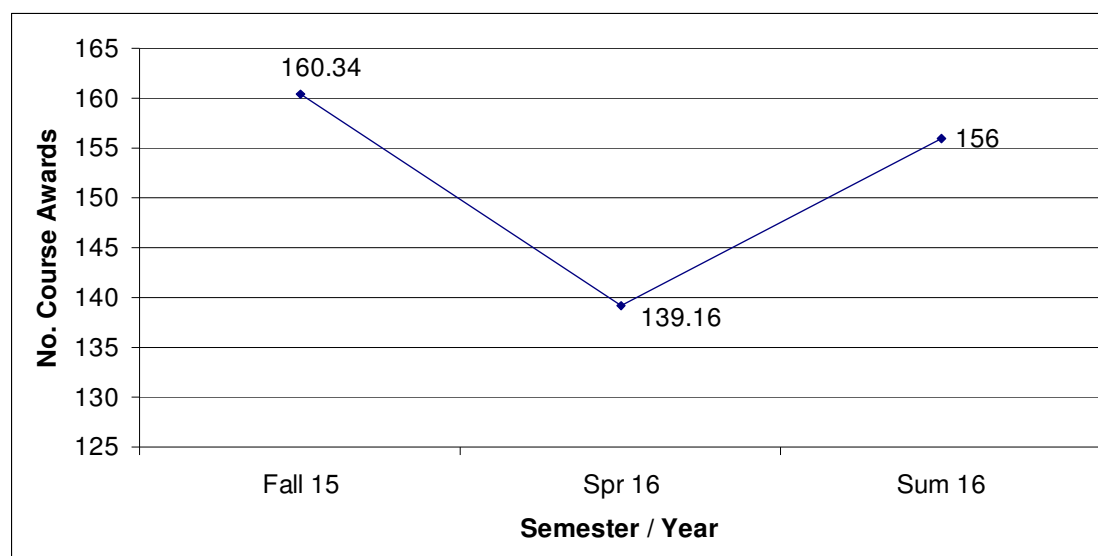


Table 13. *Course Scholarships (n=455.5) Awarded per School District, CREATE, 2015-2016*

| District | No. | District | No. |
|-----------------|-------|-----------------|-------|
| Abbeville 60 | 1 | Hampton 02 | |
| Aiken 01 | 15 | Horry 01 | 22.5 |
| Allendale 01 | | Jasper 01 | |
| Anderson 01 | 4 | Kershaw 01 | 18.33 |
| Anderson 02 | 2.33 | Lancaster 01 | 6 |
| Anderson 03 | | Laurens 55 | |
| Anderson 04 | 2 | Laurens 56 | 4 |
| Anderson 05 | 7.33 | Lee 01 | 4.67 |
| Bamberg 01 | 4 | Lexington 01 | 10 |
| Bamberg 02 | | Lexington 02 | 6 |
| Barnwell 19 | | Lexington 03 | 4 |
| Barnwell 29 | 4 | Lexington 04 | 2 |
| Barnwell 45 | 3 | Lex-Rich 05 | 9 |
| Beaufort 01 | 2 | Marion 01 | |
| Berkeley 01 | 16.67 | Marlboro 01 | 1 |
| Calhoun 01 | | McCormick 01 | 2 |
| Charleston 01 | 12 | Newberry 01 | 13 |
| Cherokee 01 | | Oconee 01 | 1 |
| Chester 01 | 2 | Orangeburg 03 | |
| Chesterfield 01 | | Orangeburg 04 | |
| Clarendon 01 | | Orangeburg 05 | 8.33 |
| Clarendon 02 | | Pickens 01 | 2 |
| Clarendon 03 | 1 | Richland 01 | 13 |
| Colleton 01 | 7 | Richland 02 | 19 |
| Darlington 01 | 3.33 | Saluda 01 | 1 |
| Dillon 03 | | Spartanburg 01 | 1 |
| Dillon 04 | 12 | Spartanburg 02 | |
| Dorchester 02 | 11.33 | Spartanburg 03 | 3 |
| Dorchester 04 | | Spartanburg 04 | |
| Edgefield 01 | 2 | Spartanburg 05 | 4 |
| Fairfield 01 | 2 | Spartanburg 06 | |
| Florence 01 | 11.67 | Spartanburg 07 | 6 |
| Florence 02 | | Sumter 01 | 23.67 |
| Florence 03 | 1 | Union 01 | 4 |
| Florence 04 | | Williamsburg 01 | |
| Florence 05 | | York 01 | 3 |
| Georgetown 01 | 3 | York 02 | 8 |
| Greenville 01 | 36 | York 03 | 3 |
| Greenwood 50 | 42.33 | York 04 | 13 |
| Greenwood 51 | 5 | Charter Schools | 7 |
| Greenwood 52 | | SCSDB* | 20 |
| Hampton 01 | | Total | 455.5 |

*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=81), CREATE, 2015-2016*

| District | No. | District | No. |
|-----------------|-----|-----------------|-----|
| Abbeville 60 | 2 | Hampton 02 | |
| Aiken 01 | 1 | Horry 01 | 5 |
| Allendale 01 | | Jasper 01 | |
| Anderson 01 | 1 | Kershaw 01 | 2 |
| Anderson 02 | | Lancaster 01 | 3 |
| Anderson 03 | | Laurens 55 | |
| Anderson 04 | | Laurens 56 | |
| Anderson 05 | 2 | Lee 01 | 2 |
| Bamberg 01 | 1 | Lexington 01 | 3 |
| Bamberg 02 | | Lexington 02 | 2 |
| Barnwell 19 | | Lexington 03 | |
| Barnwell 29 | 1 | Lexington 04 | |
| Barnwell 45 | | Lex-Rich 05 | 2 |
| Beaufort 01 | 2 | Marion 10 | |
| Berkeley 01 | 3 | Marlboro 01 | |
| Calhoun 01 | | McCormick 01 | 3 |
| Charleston 01 | 4 | Newberry 01 | 1 |
| Cherokee 01 | 1 | Oconee 01 | |
| Chester 01 | | Orangeburg 03 | |
| Chesterfield 01 | | Orangeburg 04 | |
| Clarendon 01 | | Orangeburg 05 | 1 |
| Clarendon 02 | | Pickens 01 | 2 |
| Clarendon 03 | 1 | Richland 01 | 3 |
| Colleton 01 | | Richland 02 | 1 |
| Darlington 01 | 1 | Saluda 01 | |
| Dillon 03 | 1 | Spartanburg 01 | 1 |
| Dillon 04 | | Spartanburg 02 | |
| Dorchester 02 | 3 | Spartanburg 03 | |
| Dorchester 04 | | Spartanburg 04 | |
| Edgefield 01 | 1 | Spartanburg 05 | |
| Fairfield 01 | | Spartanburg 06 | |
| Florence 01 | 1 | Spartanburg 07 | 2 |
| Florence 02 | | Sumter 01 | 1 |
| Florence 03 | | Union 01 | 2 |
| Florence 04 | | Williamsburg 01 | |
| Florence 05 | | York 01 | |
| Georgetown 01 | 1 | York 02 | 2 |
| Greenville 01 | 2 | York 03 | |
| Greenwood 50 | 3 | York 04 | 6 |
| Greenwood 51 | | Charter Schools | 1 |
| Greenwood 52 | | SCSDB | 3 |
| Hampton 01 | 1 | Total | 81 |

Note. Includes 17 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 subsequent to completion of their respective licensure programs, per Figure 14.

Figure 8. Gender of Program Completers (n=81), CREATE, 2015–2016

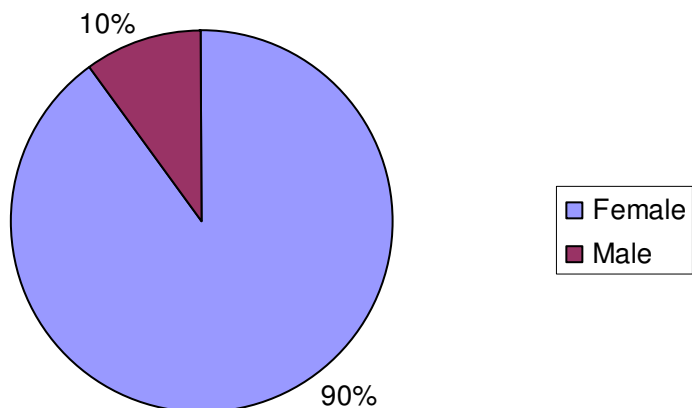


Figure 9. Ethnicity/Race of Program Completers (n=81), CREATE, 2015–2016

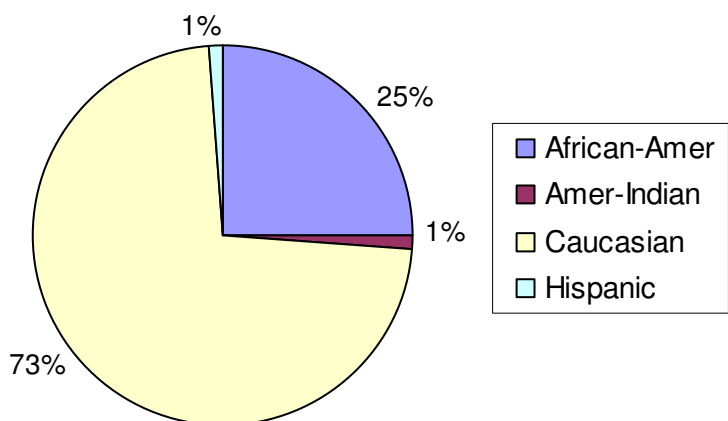
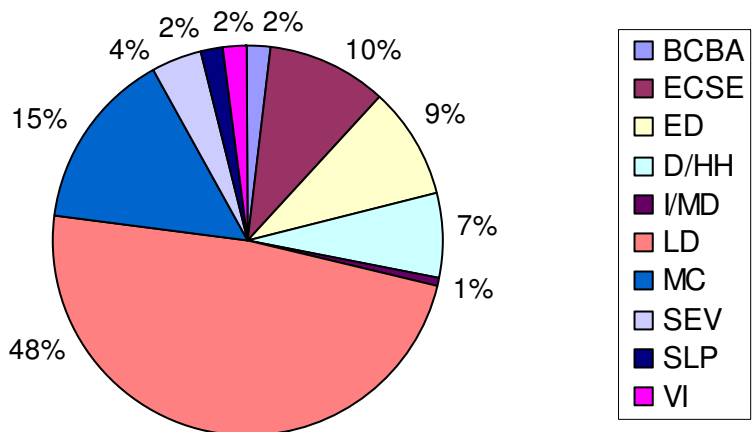
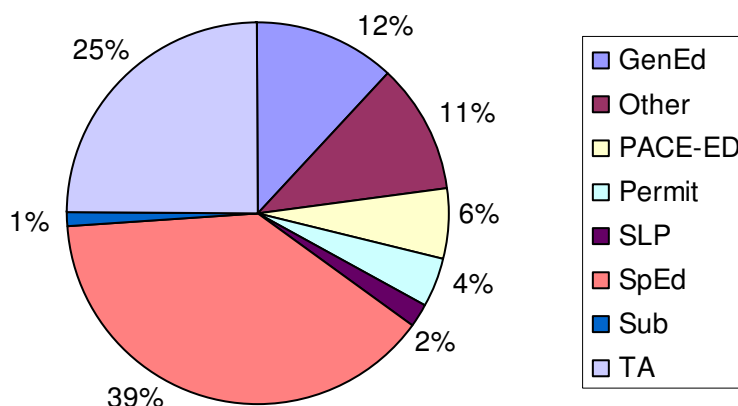


Figure 10. Licensure Area of Program Completers (n=81), CREATE, 2015–2016



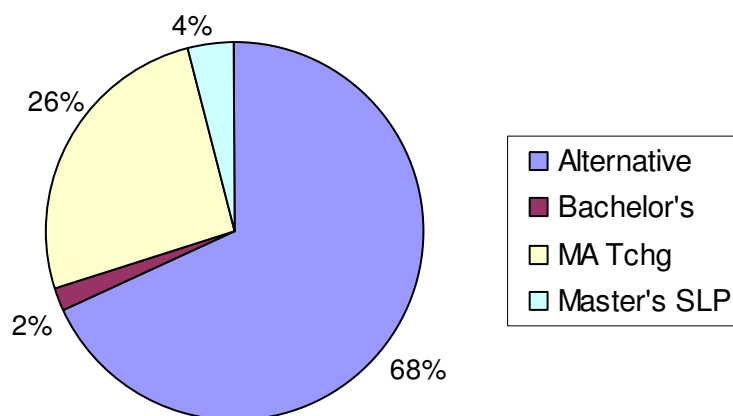
Note. BCBA=Board Certified Behavior Analyst; ECSE=Early Childhood Special Education; ED=Emotional Disabilities; HI=Hearing Impairments; I/MD=Intellectual/Mental Disabilities; LD=Learning Disabilities; MC=Multi-categorical; SEV=Severe Disabilities; SLP=Speech-Language Pathology; and VI=Visual Impairments.

Figure 11. *Employment Status of Program Completers (n=81), CREATE, 2015–2016*



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=81), CREATE, 2015–2016*



Note. Alternative=includes add-on and PACE-ED programs in special education; Bachelor's=Bachelor's degree program in special education; MA Tchng=Master of Arts in teaching (MAT) degree program in special education; and Master SLP=Master's degree program (MCD or MSLP) in speech-language pathology.

Figure 13. CREATE-funded Program Courses Awarded to Completers (n=81), CREATE, 2015-2016

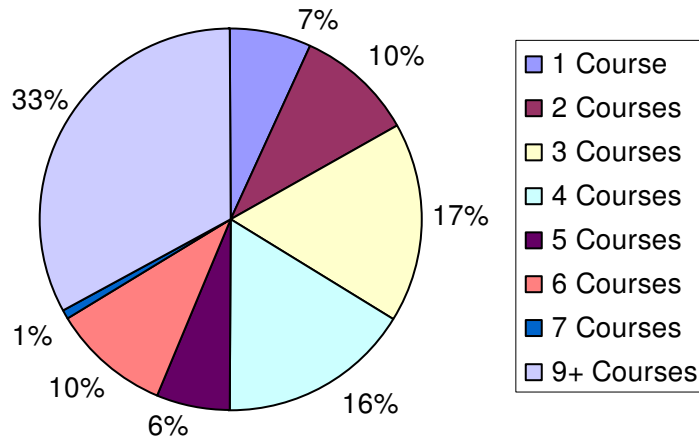


Figure 14. Post-CREATE School District (SC) Employment of Completers (n=81), CREATE, 2015-2016

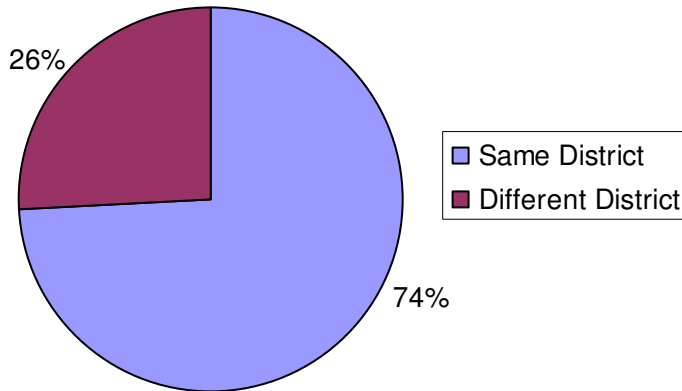


Figure 15. Status of Completers' (n=81) New Licensure Areas, CREATE, 2015-2016

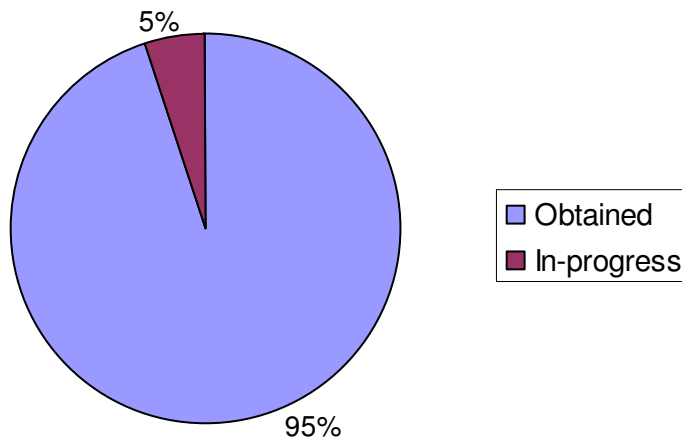
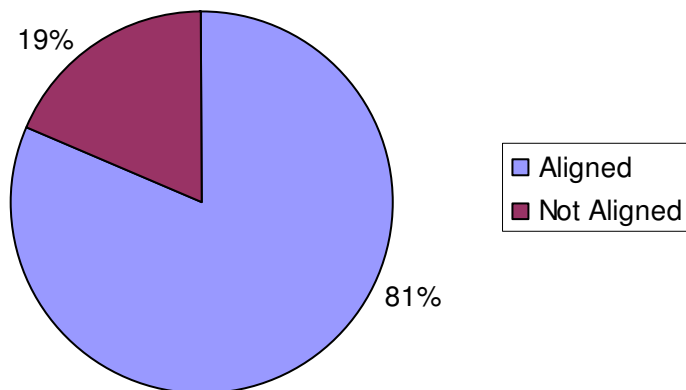
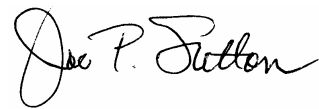


Figure 16. *Alignment of Completers' (n=81) Post-CREATE Employment Positions with New Licensure Areas, CREATE, 2015-2016*



*The CREATE Program Director certifies that a total of 38 pages
comprises the CREATE Final Report for Year 13.*

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".