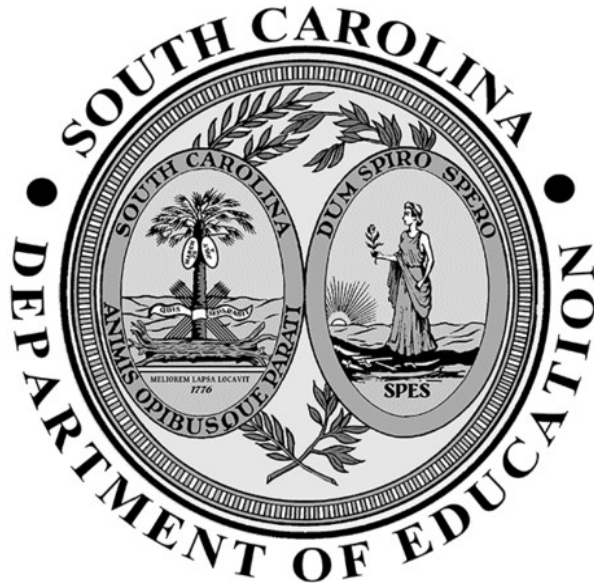


STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN

STATE SUPERINTENDENT OF EDUCATION



CREATE: Centers for the Re-education and Advancement of
Teachers in Special Education and Related Services Personnel

FINAL REPORT | YEAR 14 | 2016-2017

Personnel Preparation Program Funded by the
SCDE Office of Special Education Services

March 31, 2018

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<https://www.sccreate.org>

Executive Summary

The South Carolina 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 14 (2016-2017), 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 14 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 504 applications, a total of 205 (40.7%) individuals qualified for CREATE scholarship funds, of which 185 (90.2%) enrolled in one/more licensure courses. Participants were employed full-time in instructional or non-instructional/staff positions at 49 of 82 (59.8%) school districts and one state-operated program. Participants were overwhelmingly female (85%). More were apt to be new or first-year participants (56%) as returning participants (44%) to the program. Slightly fewer than one-third (30%) were African-American or Hispanic/Latino. The majority were pursuing Learning Disabilities (38%) or Multi-categorical Special Education (25%) licensure. About two-thirds (64%) 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 120 times, 76 (63.3%) of which were available online.

Adequacy of Course Content. A cluster mean rating of 3.43 (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-ED program (n=31) was 72.6% (range of one to three courses). The average progress of participants pursuing add-on licensure (n=81) was 72.3% (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=73) was 40.7% (range of 1 to 31 courses). The weighted aggregated progress of the 184 participants was 59.9%. Academic progress was outstanding. A total of 90.2% of grades for alternative/add-on candidates were A or B, and 92.7% of grades for degree program candidates were A or B.

Perceptions of Participants. Course evaluation survey item mean ratings ranged from 3.40 to 3.59 (on a Likert-type scale of 1=Strongly Disagree to 4=Strongly Agree). Item clusters reflected teaching skills of instructors, interaction skills of instructors, course requirements, and course syllabus. Cluster means ranged from 3.42 to 3.56. 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. Participants were awarded 501 three-credit course scholarships, reflecting 81.5% of the 615 course scholarships available for the year. The number of course scholarships awarded per participant ranged from 1 to 10. Across the CREATE centers, the aggregate number of course scholarships awarded per semester was Fall 2016 (n=129.33); Spring 2017 (n=120); and Summer 2017 (n=252.34).

Program Completers. A total of 85 participants completed all coursework for their respective licensure programs for Year 14, including participants from prior years, not counted in previous reports. The completers were predominantly female (89%), and 19% were African-American, American-Indian, or Hispanic. Slightly more than one-third (35%) finished coursework in Learning Disabilities licensure, followed by Emotional Disabilities (24%), Multi-categorical Special education (18%), Early Childhood Special Education (6%), Visual Impairments (6%), Board Certified Behavior Analyst (4%), Deaf/Hard of Hearing (4%), BCBA, Severe Disabilities, and SLP (1%).

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 185 enrolled participants for Year 14 were verified to be non-licensed in their area of special education licensure or related services certification pursuit and were employed full-time in a SC public school district, charter school, or state-operated program.

Employment of Completers. CREATE leadership verified the 2017–2018 SC school district employment of the 85 completers, subsequent to completion of their licensure programs, as follows: same SC district (87%); other SC district (13%). Virtually all (98%) had successfully passed appropriate exams for their new licensure area. There was a 93% 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 14 of CREATE as *highly successful*. Data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 185
- ▶ School districts represented: 49
- ▶ Course scholarships available: 615
- ▶ Course scholarships awarded: 501
- ▶ Participant program completers: 85

The 14-year cumulative total of 1,025 program completers provides compelling evidence that CREATE is effectively advancing its mission of reducing the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified workforce in South Carolina public/charter schools and SCDE-operated programs.

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CREATE Final Report | Year 14 | 2016-2017

For many years, South Carolina has experienced a critical shortage of teachers. In its [2018 South Carolina Annual Educator Supply and Demand Report](#), the Center for Educator Recruitment, Retention, and Advancement (2018) once more concluded that the State continues to struggle. Traditionally, special education has been the top area of teacher vacancy reported by school districts.

When viewed nationally, South Carolina's special education teacher shortage dilemma is not the exception. Although the number of students with disabilities receiving special education has ballooned by 30% over the last decade (National Education Association, 2018), the U.S. Department of Education (2016) reported that 49 states experienced special education teacher and related services personnel shortages in 2015-2016.

Program Origin

Adequately staffing public school special education classrooms with fully-licensed teachers has remained a challenge in South Carolina. In 2002–2003, the number of special education teachers inappropriately 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 all states 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) mission in 2003. They subsequently funded Year 1 of the South Carolina Centers for the Re-education and Advancement of Teachers in Special Education (SC-CREATE or CREATE), for 2003–2004. Continuation funds from OSES were provided from 2004–2016 (Years 2 through 13), and, most recently, in 2016–2017 (Year 14). 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 and SCDE-operated programs.

By channeling funds through SC colleges and universities and 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 [CREATE Final Reports](#) provide evidence that CREATE has contributed to the increase in the number of licensed special educators in South Carolina public and charter schools. Table A (p. 2) provides a synopsis of key statistics for the last 13 years of the CREATE program.

Program Success

With a cumulative 13-year total of 940 program completers, SCDE's CREATE program 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 that reported 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.

Table A. *Key Statistics for CREATE, Years 1-13, 2003-2016*

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
Year 13: 2015-2016	13	56	184	455	59%	81

Note. The number of program completers for some of the years reported in this table vary slightly from those presented in *CREATE Final Reports* due to subsequent data audits.

Continued Need

CREATE’s success as a personnel preparation initiative in increasing the number of credentialed special education teachers, notwithstanding, the potential for regression is ever present. Severe shortages of special educators persist nationally and in South Carolina. Moreover, employment in special education teaching is expected to increase by 8% from 2016 to 2026 (U.S. Bureau of Labor Statistics, 2018).

In addition, approximately 12% of special education teachers leave the profession prematurely, a rate that is nearly double that found with their general education counterparts (National Coalition on Personnel Shortages in Special Education and Related Services, 2018). Thus, teacher attrition combined with shortages suggests the need for innovative and prolonged intervention among state agency administrators.

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, then, as a GYO program 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 school districts.

Year 14 Operation

The 2016-2017, Year 14 operation of the CREATE program continued as initially 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 credentialed special education teacher or 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); Intellectual Disabilities (ID); 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, was also a focus of CREATE. Since January 1, 2015, 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. 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. vi.

In addition to completing an online application which fostered tracking and monitoring data for the program, CREATE applicants were required to gather and submit other documentation in order to qualify for course scholarship funds (see Table B, p. 5). 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 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 2016, Spring 2017, and Summer 2017 semesters.

Enrolled Participants

The CREATE Office processed 504 applications during Year 14, from which 205 (40.7%) participants qualified for scholarship funds after submitting additional documentation. Of the qualified applicants, 185 (90.2%) enrolled in one or more licensure program courses during the year. Representing 49 of 82 (59.8%) school districts and two state-operated programs (SC School for the Deaf and Blind; SC Department of Juvenile Justice; see Table 1, p. 17), enrollees were predominantly female (85%; see Figure 1, p. 18) and were more apt to be new (56%) as returning participants (44%) to the program (see Figure 2, p. 18).

The majority of participants were seeking either Learning Disabilities (38%) or Multi-categorical Special Education (25%), followed by Emotional Disabilities (17%) licensure (see Figure 3, p. 19). Considerably fewer participants were pursuing Speech-Language Pathology (5%), Visual Impairments (5%), Board Certified Behavior Analyst (3%), Deaf/Hard of Hearing (3%), Intellectual Disabilities (3%), and Severe Disabilities (1%).

Table B. *Documentation Required for CREATE Participants to Qualify for Scholarship Funds*

Documentation ►	Loan Agreement ^a	Course Worksheet ^b	HR Director Letter ^c	Degree Program	
▼ Employment Status				Accept Letter ^d	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 upon acceptance of scholarship funds.

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

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

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

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

^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.

Representation by ethnicity/race varied as follows: Caucasians (71%), African-Americans (27%), and Hispanics/Latinos (2%; see Figure 4, p. 19). Participants were employed in a variety of full-time positions in SC public/charter schools including teacher assistants (29%), special education teachers (24%), PACE-ED teachers (17%), general education teachers (16%), other non-instructional staff (9%), permitted special education teachers (9%), and long-term substitute teachers at 1% (see Figure 5, p. 20). The licensure route pursued by most of the participants was add-on/alternative (64%), with smaller percentages enrolled in initial licensure programs via the MAT degree (24%) or a bachelor's of arts/science degree (10%). Those pursuing a master's degree in SLP program (2%) rounded-off the balance of the participants for Year 14 (see Figure 6, p. 20).

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 14 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 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 allowed 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. Similarly, USC Columbia offered a distance/online SLP 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 more than one-third 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 nearly two-thirds of CREATE participants who were obtaining licensure through alternative programs, the range of needed coursework was dependent upon the variety of courses offered collectively by the 13 CREATE college centers. 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 five needed 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 14 are provided in Tables 2, 3, and 4 (see pp. 21-23). The 13 colleges offered 34 different licensure courses a total of 120 times, 76 (63.3%) 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/treat learners with disabilities; and
- ▶ significantly contributed to my overall preparation in special education.

Table 5 (see p. 24) provides the mean ratings of these four items that were gathered from 262 of 530 (49.4%) course evaluation surveys solicited during Year 14. 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). Reported are 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 item cluster rating of 3.60 for Practicum, 3.54 for Behavior Management, and 3.52 for Methods, all trending Strongly Agree, participants in add-on/alternative programs viewed these courses most favorably with respect to adequacy of course content. Mean ratings for Introduction to Exceptional Learners (3.50), Characteristics (3.31), and Assessment (3.03) 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 (3.36) or MAT (3.37) program coursework, as well as those

enrolled in MSLP (3.43) program coursework, all agreed that their course content was satisfactorily adequate. An overall item cluster mean rating of 3.43 was an indication that CREATE participants agreed that coursework was preparing them satisfactorily.

Progress of Participants

The 185 participants who received CREATE scholarship funds in Year 14 enrolled in 520 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. 25); 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 62% of the final grades of participants seeking add-on/alternative licensure were A grades (see Table 6, p. 25), and about 28% were B grades, collectively totaling 90.2% and indicating a high level of skill mastery. Seven percent (7%) of courses in the C grade range reflected minimally acceptable competency. A nominal (2.8%) 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. 25). Approximately 70% of completed coursework resulted in A grades, and about 23% were B grades. The collective total of 92.7% was comparable to the combined A and B grades earned by add-on/alternative participants. About 5% were C grades. Fewer than 3% of the courses were assigned D/F/WF grades or classified as I/W. 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 185 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=31) was 72.6% (see Table 8, p. 26). 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=81) was 72.3% (see Table 9, p. 26). The number of courses required for add-on licensure ranged from 1 to 10. The average progress of participants (n=73) enrolled in initial special education licensure programs (i.e. bachelor's and MAT) and the

MSLP national certification programs was 40.7% (see Table 10, p. 27). 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 185 participants was 59.9%. Overall, these data suggest that participants demonstrated significant progress toward completing licensure in Year 14.

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. 7).

A summary of mean ratings for 26 out of 30 total items on the course evaluations gathered from 262 submitted out of the 530 solicited (49.4% response rate) is provided in Table 11 (see p. 28). Mean ratings are interpreted as follows: 3.51–4.00= trending Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending Strongly Disagree. Individual item mean ratings ranged from 3.40 to 3.59. Item cluster means ranged from 3.42 to 3.56, 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 615.33 three-credit course scholarships available through the 13 CREATE centers for Year 14, CREATE awarded 501.67 (81.5%) to qualified participants. Table 12 (see p. 29) enumerates the course scholarships awarded out of available course scholarships for each CREATE center. The percentage of actual course scholarships awarded out of courses scholarships available for individual centers ranged from 0% (Furman University) to 100% (Anderson University; Coastal Carolina University). Figure 7 (see p. 29) depicts the number of course scholarships awarded for each of the three semesters across all CREATE centers, as follows: Fall 2016 (n=129.33); Spring 2017 (n=120); and Summer 2017 (n=252.34).

Table 13 (see p. 30) provides the distribution of the 501.67 three-credit course scholarships awarded to SC school districts (n=49) and two state-operated programs (SC Department of Juvenile Justice; SC School for the Deaf and Blind). The three school districts that received the greatest number of course scholarships were Greenwood 50 (n=49.33), Sumter 01 (n=37.17), and Horry 01 (n=24). Explanations for why these districts received more course awards vary. One reason is that these districts have more 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 receive more course scholarships. Another reason is that more participants from these three districts simply expressed greater interest, and they acted on this 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 program year, we had the ability to award more course scholarships to participants in all school districts, had more interest been expressed (Note: A course scholarship equates to three-credits of coursework. The 501.33 three-credit course awards equated to 530 individual program courses of one-, two-, three-credits or directed teaching/internship courses completed by participants and are reported in Tables 8, 9, and 10.).

Program Completers

A total of 85 CREATE participants completed all coursework for their respective licensure programs was identified for Year 14. This total includes two subgroups: participants (n=68) enrolled in the current Year 14 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. They subsequently completed their licensure programs with their own/other funding. 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/other funds.

The cohort of 85 completers represents 38 of 82 districts (46.3%) and one state-operated program (SCSDB), and ranged from one to ten completers. Greenville 01 (n=19), Greenwood 50 (n=5), Richland 02 (n=4), and Sumter 01 (n=4) districts had the greatest number of completers. The remaining districts ranged from 1 to 3 completers each (see Table 14, p. 31). The completers were overwhelmingly female (89%; see Figure 8, p. 32) and largely Caucasian (81%). Representation of minority races/ethnicities included African-American (16%), and American-Indian (1%) and Hispanic/Latino (2%; see Figure 9, p. 32). Slightly more than one-third (35%) of the cohort completed Learning Disabilities programs (see Figure 10, p. 33), followed by followed by Emotional Disabilities (24%), Multi-categorical Special education (18%), Early Childhood Special Education (6%), Visual Impairments (6%), Board Certified Behavior Analyst (4%), Deaf/Hard of Hearing (4%), BCBA, Severe Disabilities, and SLP (1%).

A plurality (39%) of the completers was special education teachers who were required by their respective districts to obtain another area of special education licensure (see Figure 11, p. 33). About one-fourth (24%) were PACE-ED teachers, followed by teacher assistants (13%), general education teachers (12%) and other non-instructional staff (5%).

The overwhelming majority (86%) of the completers pursued an alternative route to licensure either through add-on or PACE-ED programs (see Figure 12, p. 34). About as many completed initial licensure programs through a Bachelor's degree (6%) as an MAT degree (7%) program. Those completing an SLP program reflected 1% of the completer cohort. About two-thirds (66%) of the completers received scholarship funds for one to four program courses (see Figure 13, p. 34), while 18% were awarded funds for five to seven program courses and 16% 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 82% 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 employed full-time in SC public schools, charter schools, or SCDE-operated programs. We verified that all 185 enrolled 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. 17) reveals that we enrolled one or more participants from 49 of 82 (59.8%) school districts and two state-operated programs (SCDJJ and 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=520] that resulted in satisfactory grades, and (b) completed prescribed courses [n=530] 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, SCDE requires passing scores on one/more [Praxis II® exams](#). 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 district or other district; (c) licensure status in the newly-obtained area; and (d) employment in a position reflecting the newly-obtained licensure area. Results indicated that all 85 (100%) of the program completers were employed in a SC district or agency in the 2017-2018 school year, which was the year of employment immediately following the Year 14 CREATE operation year of 2016-2017 in which the count was tabulated.

Of this total, 74 (87%) remained employed in the same SC school district with which they had been affiliated when they were completing licensure coursework and receiving CREATE funds. Eleven of the 85 (13%) transferred their employment to a different school district (see Figure 14; p. 35). An extraordinary 98% of the completers (n=83) had obtained their respective licenses at the time of this report (see Figure 15, p. 35). As for employment position, 79 of the 85 (93%) of the completers had obtained an employment position that aligned with their newly-obtained licensure area, while 6 (7%) were employed in positions in which their new licensure was not needed (see Figure 16, p. 36). 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 14 of CREATE as *highly successful*. Data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 185
- ▶ School districts represented: 49
- ▶ Course scholarships available: 615

- ▶ Course scholarships awarded: 501
- ▶ Participant program completers: 85

The 14-year cumulative total of 1,025 program completers provides compelling evidence that CREATE is effectively advancing its mission of reducing the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified workforce in South Carolina public/charter schools and SCDE-operated programs.

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Appendix-Tables and Figures

Table 1. *School District Affiliation of Enrolled Participants (n=185), CREATE, 2016–2017*

District	No.	District	No.	District	No.
Abbeville 60		Dorchester 04		Marlboro 01	
Aiken 01	4	Edgefield 01	2	McCormick 01	1
Allendale 01		Fairfield 01	4	Newberry 01	2
Anderson 01	2	Florence 01	2	Oconee 01	5
Anderson 02	2	Florence 02		Orangeburg 03	
Anderson 03		Florence 03		Orangeburg 04	
Anderson 04	1	Florence 04	1	Orangeburg 05	2
Anderson 05	4	Florence 05		Pickens 01	2
Bamberg 01	2	Georgetown 01	2	Richland 01	5
Bamberg 02		Greenville 01	17	Richland 02	10
Barnwell 19		Greenwood 50	14	Saluda 01	
Barnwell 29		Greenwood 51	1	Spartanburg 01	
Barnwell 45	2	Greenwood 52		Spartanburg 02	
Beaufort 01	4	Hampton 01		Spartanburg 03	2
Berkeley 01	6	Hampton 02		Spartanburg 04	
Calhoun 01		Horry 01	6	Spartanburg 05	3
Charleston 01	3	Jasper 01		Spartanburg 06	1
Cherokee 01		Kershaw 01	1	Spartanburg 07	5
Chester 01	4	Lancaster 01	1	Sumter 01	12
Chesterfield 01		Laurens 55		Union 01	
Clarendon 01		Laurens 56		Williamsburg 01	
Clarendon 02		Lee 01	1	York 01	1
Clarendon 03		Lexington 01	7	York 02	1
Colleton 01	2	Lexington 02	1	York 03	3
Darlington 01	2	Lexington 03	2	York 04	4
Dillon 03		Lexington 04	2	Charter Schools	5
Dillon 04	3	Lex-Rich 05	6	SCDJJ*	1
Dorchester 02	2	Marion 10		SCSDB*	7
				Total	185

*SCDJJ=South Carolina Department of Juvenile Justice; SCSDB=South Carolina School for the Deaf and Blind.

Figure 1. *Gender of Enrolled Participants (n=185), CREATE, 2016–2017*

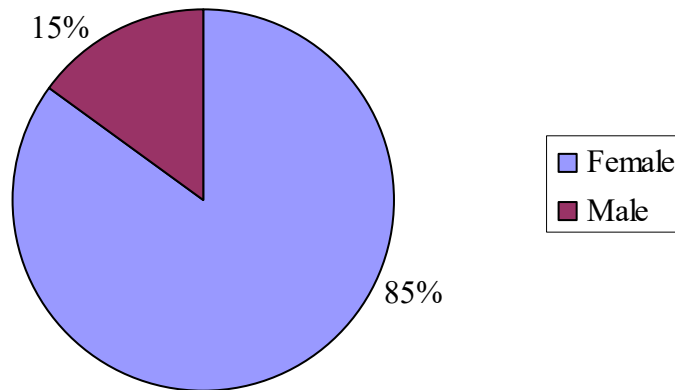


Figure 2. *New or Continuing Status of Enrolled Participants (n=185), CREATE, 2016–2017*

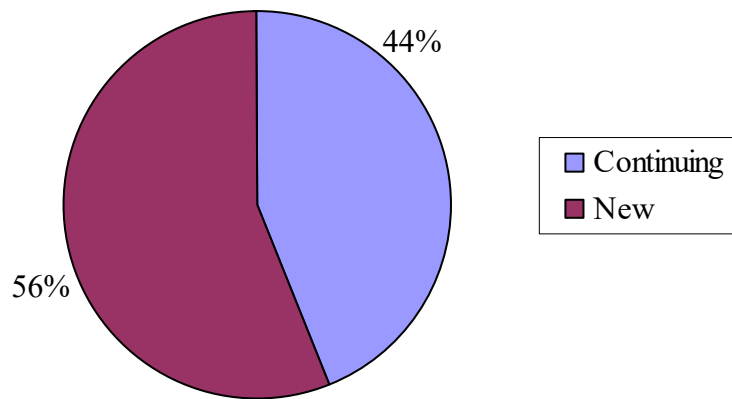
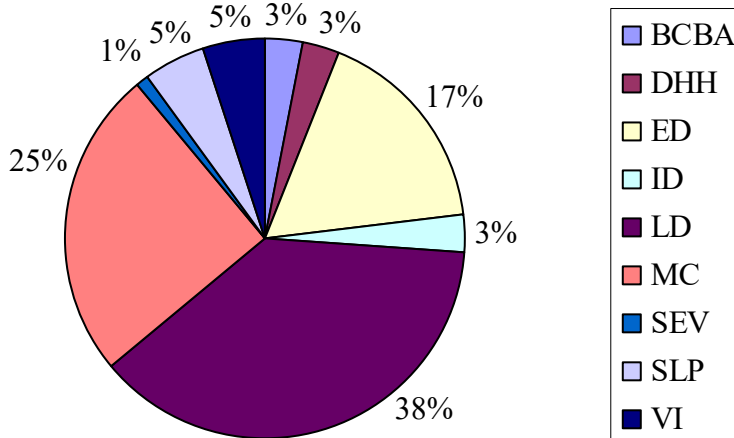


Figure 3. *Licensure Area Pursued by Enrolled Participants (n=185), CREATE, 2016–2017*



Note. BCBA=Board Certified Behavior Analyst; D/HH=Deaf/Hard of Hearing; ED=Emotional Disabilities; ID=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=185), CREATE, 2016–2017*

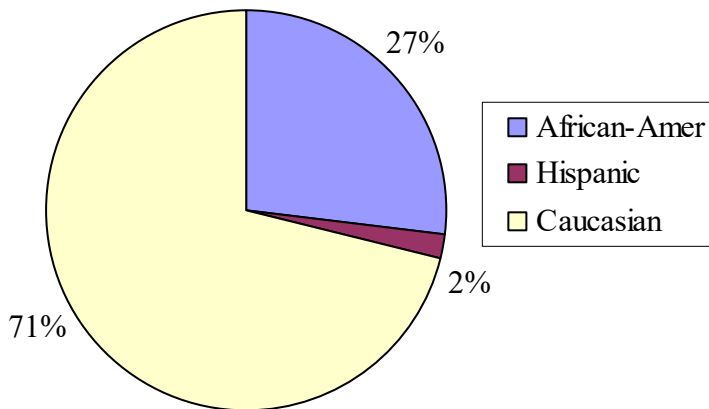
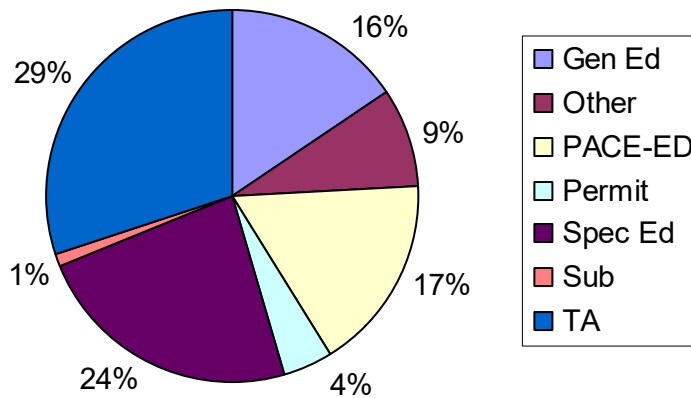
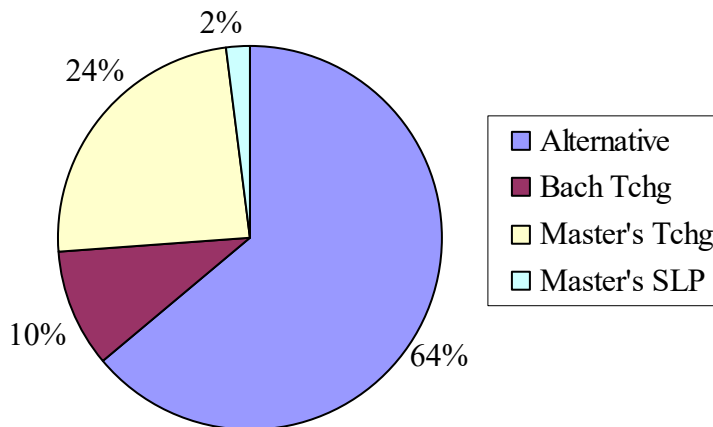


Figure 5. *Employment Status of Enrolled Participants (n=185), CREATE, 2016–2017*



Note. Gen Ed=general education teachers; Other=other non-instructional staff; SLP=speech-language pathologist; PACE-ED= program of alternative licensure for educators–emotional disabilities; Permit=out of field permit; Spec Ed=special education teachers who are not Permit or PACE-ED status; SUB=long-term substitute teacher; TA=teacher assistants.

Figure 6. *Licensure Route of Enrolled Participants (n=185), CREATE, 2016–2017*



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

Table 2. *Licensure Courses and Formats Sponsored by CREATE, Fall 2016 Semester*

COLLEGE ►	AU	CU	CCU	CnvC	CofC	ColaC	FMU	FU	LU	SCSU	SWU	USCC	USCU
▼ COURSE													
Introduction: Exceptional Learners				C	C			C				O	
Characteristics: Emotional Disab.			O	C	C							O	
Characteristics: Learning Disab.			O	O	C	C						O	
Characteristics: Intellec. Disab.	O		O		C	C							
Characteristics: Severe Disab.			O										
Methods: Emotional Disab.					O								
Methods: Learning Disab.					C		O				O		
Methods: Intellec. Disab.				C	C								
Methods: Severe Disab.												C	
Behavior Management				O								O	
Functional Behavioral Assessment												C	
Teaching Reading in Gen/Spec. Ed.				C			O					C	
Assessment for Excep. Learners			O	O	C	C						C	
Transition Planning & Supports												C	
Visual Impair. & Multiple Disab													O
Literacy Braille Code													O
Functional Low Vision													O
Speech Read. & Auditory Develop.				O									
Practicum: Emotional Disab.									O				
Practicum: Learning Disab.						O			O				
Practicum: Intellec. Disab.				O		O			O				

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 2017 Semester*

COLLEGE ►	AU	CU	CCU	CnVC	CoFC	ColaC	FMU	FU	LU	SCSU	SWU	USCC	USCU
▼ COURSE													
Introduction: Exceptional Learners			C	C	C	C	O			O	O	O	
Characteristics: Emotional Disab.	O							C	O				
Characteristics: Learning Disab.						C		C		O			
Characteristics: Intellec. Disab.				C		C						O	
Methods: Early Child. Spec. Educ												O	
Methods: Emotional Disab.			O	C									
Methods: Learning Disab.			O	C								C	
Methods: Intellec. Disab.			O										
Methods: Severe Disab.			O										
Methods: Visual Impairments													O
Behavior Management					C		O						
Applied Behavior Analysis												C	
Assessment for Excep. Learners				O	C		O		O	O			
Teaching Read.: Gen/Spec. Educ.				C	C								
Lang./Communic.: Severe Disab												C	
Single-case Research Designs			O									C	
Transition Planning & Supports													
Psychology of Hearing Impair.				O									
Advanced Braille													O
Practicum: Emotional Disab.									O				
Practicum: Learning Disab.									O				
Practicum: Intellectual Disab.									O				
Practicum: Visual Impairments													O
Practicum: BCBA												C	

Note: See legend in Table 2.

Table 4. *Licensure Courses and Formats Sponsored by CREATE, Summer 2017 Semester*

COLLEGE ►	AU	CU	CCU	ChVC	CoFC	ColAC	FMU	FU	LU	SCSU	SWU	USCC	USCU
▼ COURSE													
Introduction: Exceptional Learners					O							O	
Characteristics: Emotional Disab.					O				O				
Characteristics: Learning Disab.		O					O		O				
Characteristics: Intellec. Disab.									O		O		
Nature of Autism												O	
Methods: Emotional Disab.									O				
Methods: Intellec. Disab.							O					C	
Methods: Learning Disab.									O				O
Behavior Management						O	O	C				O	
Teaching Reading in Gen/SpEd							O	C					
Assessment for Excep. learners							O		O		O		
Ethics in Behavior Analysis												C	
Nature/Needs of Visual Impair.													O
Anatomy/Physiology of the Eye													O

Note: See legend in Table 2.

Table 5. Mean Ratings of Items Reflecting Adequacy of Course Content from Participant Course Evaluations (n=262), CREATE, 2016–2017

Licensure Program ►		Add-on/Alternative SpEd						Initial SpEd		SLP	All
Evaluation Item ▼	Course ►	As n=16	BM n=19	Char n=34	EL n=6	Meth n=43	Prac n=5	Bach n=33	MAT n=83	MSLP n=23	Total n=262
Provided more knowledge/skills about instruction (intervention)		3.00	3.53	3.29	3.50	3.53	3.60	3.30	3.51	3.39	3.42
Made more relevant applications to the real world of the classroom		3.06	3.58	3.32	3.50	3.47	3.60	3.36	3.57	3.43	3.45
Broadened my perspective more in how to teach/treat learners		3.06	3.53	3.32	3.50	3.53	3.60	3.36	3.53	3.30	3.43
Significantly contributed to my overall preparation		3.00	3.53	3.29	3.50	3.56	3.60	3.39	3.47	3.35	3.42
Item Cluster Mean		3.03	3.54	3.31	3.50	3.52	3.60	3.36	3.52	3.37	3.43

Note. Data based on a 4-point Likert scale and reflected 262 course evaluations submitted voluntarily out of 530 solicited course evaluations (49.4% response rate). Totals represent weighted means. As=Assessment for Exceptional Learners; BM= Behavior Management; Char=Characteristics of Autism/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=112) Enrolled in Courses (n=215) Leading to Add-on or Alternative Licensure, CREATE, 2016–2017*

Licensure Courses*	Final Grades					
	A	B	C	D/F/WF	I/W	Total
Assessment	14	8	1			23
Behavior Management	22	14	3		1	40
Characteristics	40	17	3			60
Introduction Excep. Learners	4	2	1	1		8
Methods/Procedures	45	15	7		3	70
Practicum	9	4			1	14
Total	134	60	15	1	5	215
Percent	62.3	27.9	7.0	0.5	2.3	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=73) Enrolled in Degree Program Courses (n=315) Leading to Initial or Advanced Licensure, CREATE, 2016–2017*

Degree Program Courses	Final Grades					
	A	B	C	D/F/WF	I/W	Total
Bachelor’s Program–BA/BS*	58	21	7	1		87
Master’s Program–MAT*	127	29	6	4	2	168
Master’s Program—SLP^	35	22	2	1		60
All Courses	220	72	15	6	2	315
Percent	69.8	22.9	4.8	1.9	0.6	100

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

Table 8. *Progress of Participants (n=31) Enrolled in PACE-ED Licensure Programs in Special Education, CREATE, 2016–2017*

No. Program Courses Remaining ▼	No. Program Courses Completed*					
	1 Course		2 Courses		3 Courses	
	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	7				
2 Courses	50%	1	100%	3		
3 Courses	33.3%	7	66.7%	4	100%	7
Total		15		7		7

* Positive progress reported for 29 of 31 participants. Two participants made 0% progress due to unsatisfactory grades in two courses attempted.

Table 9. *Progress of Participants (n=81) Enrolled in Add-on Licensure Programs in Special Education, CREATE, 2016–2017*

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%	21								
2 Courses	50%	3	100%	11						
3 Courses	33.3%	3	66.7%	3	100%	4				
4 Courses	25%	1	50%	7	75%	2	100%	4		
5 Courses	20%	2	40%	2	60%	2			100%	1
6 Courses	16.7%	2	33.3%	4	50%	1	66.7%	1		
7 Courses									71.4%	1
8 Courses			25%	1					62.5%	1
9 Courses			22.2%	1	33.3%	2				
10 Courses	10%	1								
Total		33		29		11		5		3

Table 10. *Progress of Participants (n=73) Enrolled in Licensure Programs via Degree Program, CREATE, 2016–2017*

No. Courses Remaining ▼	No. Courses Completed*																			
	1		2		3		4		5		6		7		8		9		10	
	Prog.	No.	Prog.	No.	Prog.	No.	Prog.	No.	Prog.	No.	Prog.	No.	Prog.	No.	Prog.	No.	Prog.	No.	Prog.	No.
1	100%	5																		
2			100%	3																
3					100%	2														
5			40%	1																
7									71.4%	1										
8	13%	1	25%	1	37.5%	1														
9					33.3%	1											100%	1		
10										60%	1	70%	1							
12														67.7%	1	75%	1			
13					23.1%	1			38.5%	1									76.9%	1
14			14.3%	2	21.4%	1							50%	1	57.1%	1	64.3%	1		
16					18.8%	1				37.5%	1	43.8%	1	50%	1					
17	5.8%	1	11.8%	3	17.6%	2	23.5%	14	29.4%	5					47.1%	1				
18	5.6%	1					22.2%	1							44.4%	1				
20									25%	1	30%	1								
22									22.7%	1										
27					11.1%	1														
29	3.4%	1											24.1%	1	27.6%	2				
30														26.7%	1					
Total		9		10		10		15		9		3		4		8		3		1

* Positive progress reported for 72 of 73 participants. One participant made 0% progress due to an unsatisfactory course grade.

Table 11. *Mean Item and Cluster Ratings from Course Evaluations (n=262), CREATE, 2016–2017*

Course Evaluation Items	Mean*	Rating
<i>Teaching Skills of Instructor</i>	<u>3.42</u>	<u>A</u>
Communicated subject matter clearly	3.48	A
Caused me to think critically	3.46	A
Showed enthusiasm and made classes interesting and engaging	3.40	A
Used examples, illustrations, and/or demonstrations to explain ideas	3.45	A
Embellished/expanded on textbook material, rather than just repeated it	3.41	A
Used allocated class time for critical, more important material	3.41	A
Presented information in an organized, logical, and sequential manner	3.47	A
Integrated media, guest speakers, and/or other resources with lecture	3.31	A
Inspired, motivated, and stimulated a desire to want to learn more	3.42	A
<i>Interaction Skills of Instructor</i>	<u>3.56</u>	<u>SA</u>
Showed genuine interest in students' success	3.55	SA
Available during office hours (or by phone/e-mail) for consultation	3.57	SA
Showed respect towards the opinions of students	3.55	SA
Encouraged student participation in class	3.55	SA
Responded to student questions in a clear, supportive manner	3.59	SA
<i>Course Requirements</i>	<u>3.44</u>	<u>A</u>
Readings that improved my understanding of the subject	3.43	A
Assignments that were well developed and related to course content	3.49	A
Assignments that were creative, hands-on (e.g., case studies, research)	3.44	A
Assignments that were paced and timed appropriately for the semester	3.41	A
<i>Evaluation of Learning</i>	<u>3.49</u>	<u>A</u>
Provided meaningful, constructive feedback on tests and other work	3.49	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)	3.44	A
Assessed knowledge and conceptual understanding on tests/projects	3.51	SA
Returned graded tests and projects on, or by, the promised date	3.49	A
<i>Course Syllabus</i>	<u>3.54</u>	<u>SA</u>
Stated goals/objectives and included a schedule of course content	3.55	SA
Gave instructions for successful completion of course assignments	3.54	SA
Provided clear criteria for grading projects and assignments	3.54	SA
<i>Overall Mean</i>	<u>3.48</u>	<u>A</u>

* Data reflect 262 course evaluations submitted voluntarily out of 530 solicited course evaluations (49.4% response rate). Mean ratings are based on a 4-point Likert rating. SA=Strongly Agree; A=Agree.

Table 12. *Course Scholarships Available (n=615.34) and Awarded (n=501.67) per CREATE Center, 2016–2017*

CREATE Center	Type	Available	Awarded	Percent
Anderson University	O	1	1	100
Clemson University	O	18	11	61.1
Coastal Carolina University	O	17	17	100
College of Charleston	C / O	45	17	36.4
Columbia College	C / O	21.66	20.66	95.4
Converse College	C / O	29	29	100
Francis Marion University	O	177.67	169.67	95.5
Furman University	C	3	0	0
Lander University	C / O	107	82.67	77.3
SC State University	O	6	6	100
SC State University (SLP)	C	12	12	100
Southern Wesleyan University	O	20	17	85
USC Columbia	C / O	70	46	65.7
USC Columbia (SLP)	O	38	36.67	96.5
USC Upstate	C / O	50	36	72
Total		615.33	501.67	81.5

Note. A course scholarship equates to a standard three-credit course or directed teaching semester. The 501.67 course scholarships expended resulted in a total of 530 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=501.67) Awarded Per Semester, CREATE, 2016-2017*

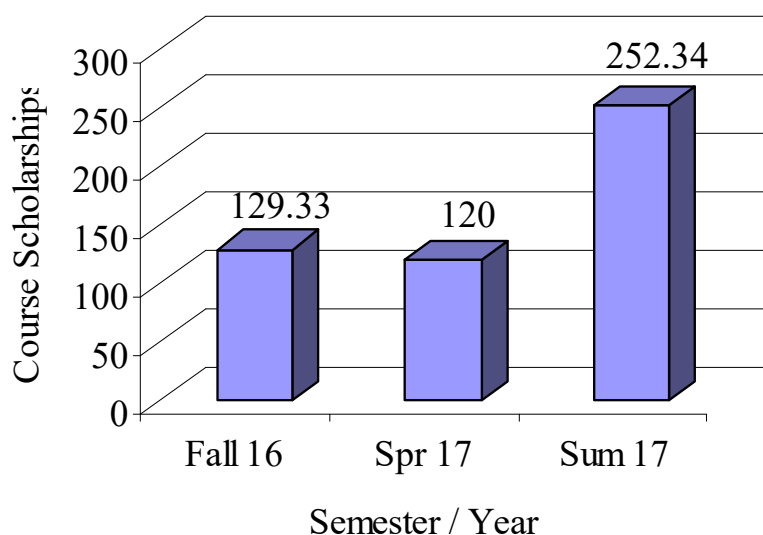


Table 13. *Course Scholarships (n=501.67) Awarded per School District, CREATE, 2016-2017*

District	No.	District	No.	District	No.
Abbeville 60		Dorchester 04		Marlboro 01	
Aiken 01	8	Edgefield 01	3	McCormick 01	2
Allendale 01		Fairfield 01	10	Newberry 01	10.67
Anderson 01	3	Florence 01	3	Oconee 01	13
Anderson 02	5	Florence 02		Orangeburg 03	
Anderson 03		Florence 03		Orangeburg 04	
Anderson 04	2	Florence 04	1	Orangeburg 05	8.67
Anderson 05	8	Florence 05		Pickens 01	10
Bamberg 01	5	Georgetown 01	6	Richland 01	12.33
Bamberg 02		Greenville 01	44	Richland 02	22.83
Barnwell 19		Greenwood 50	49.33	Saluda 01	
Barnwell 29		Greenwood 51	2	Spartanburg 01	
Barnwell 45	3	Greenwood 52		Spartanburg 02	
Beaufort 01	16	Hampton 01		Spartanburg 03	7.67
Berkeley 01	13.67	Hampton 02		Spartanburg 04	
Calhoun 01		Horry 01	24	Spartanburg 05	8
Charleston 01	4	Jasper 01		Spartanburg 06	1
Cherokee 01		Kershaw 01	1	Spartanburg 07	8
Chester 01	10	Lancaster 01	5	Sumter 01	37.17
Chesterfield 01		Laurens 55		Union 01	
Clarendon 01		Laurens 56		Williamsburg 01	
Clarendon 02		Lee 01	1	York 01	2
Clarendon 03		Lexington 01	17.33	York 02	2
Colleton 01	2	Lexington 02	1	York 03	8
Darlington 01	11	Lexington 03	2	York 04	16.33
Dillon 03		Lexington 04	5	Charter Schools	9
Dillon 04	13	Lex-Rich 05	19.67	SCDJJ*	2
Dorchester 02	5	Marion 10		SCSDB^	18
				Total	501.67

Note. Course scholarships reflect three-credit course units.

*SCDJJ=South Carolina Department of Juvenile Justice.

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

Table 14. *School District Affiliation of Program Completers (n=85), CREATE, 2016-2017*

District	No.	District	No.	District	No.
Abbeville 60		Dorchester 04		Marlboro 01	
Aiken 01	2	Edgefield 01	1	McCormick 01	
Allendale 01		Fairfield 01		Newberry 01	
Anderson 01	1	Florence 01	3	Oconee 01	1
Anderson 02	1	Florence 02		Orangeburg 03	
Anderson 03	1	Florence 03		Orangeburg 04	
Anderson 04	1	Florence 04		Orangeburg 05	2
Anderson 05	1	Florence 05		Pickens 01	
Bamberg 01	2	Georgetown 01	1	Richland 01	3
Bamberg 02		Greenville 01	10	Richland 02	4
Barnwell 19		Greenwood 50	5	Saluda 01	
Barnwell 29		Greenwood 51		Spartanburg 01	
Barnwell 45	1	Greenwood 52		Spartanburg 02	
Beaufort 01		Hampton 01		Spartanburg 03	
Berkeley 01	3	Hampton 02		Spartanburg 04	
Calhoun 01		Horry 01	2	Spartanburg 05	3
Charleston 01	1	Jasper 01		Spartanburg 06	
Cherokee 01		Kershaw 01	3	Spartanburg 07	1
Chester 01	3	Lancaster 01	1	Sumter 01	4
Chesterfield 01		Laurens 55		Union 01	
Clarendon 01		Laurens 56		Williamsburg 01	
Clarendon 02		Lee 01		York 01	1
Clarendon 03		Lexington 01	3	York 02	2
Colleton 01	1	Lexington 02	1	York 03	2
Darlington 01	1	Lexington 03	1	York 04	
Dillon 03		Lexington 04	1	Charter Schools	3
Dillon 04	1	Lex-Rich 05	3	SCDJJ*	
Dorchester 02		Marion 10		SCSDB^	3
				Total	85

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, in order to return their three years of service to the State for CREATE funds received.

*SCDJJ=South Carolina Department of Juvenile Justice

^SCSDB=South Carolina School for the Deaf and Blind

Figure 8. *Gender of Program Completers (n=85), CREATE, 2016–2017*

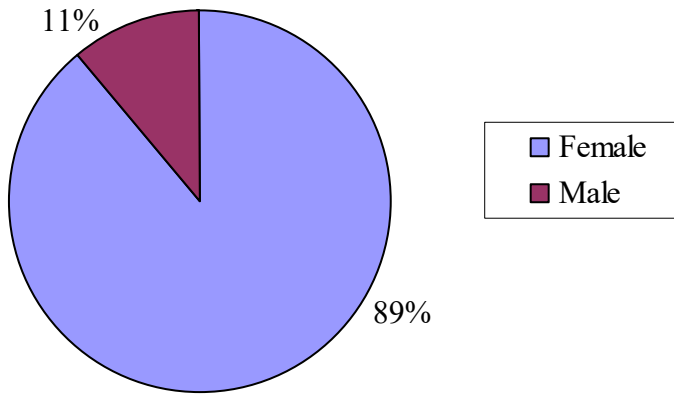


Figure 9. *Ethnicity/Race of Program Completers (n=85), CREATE, 2016–2017*

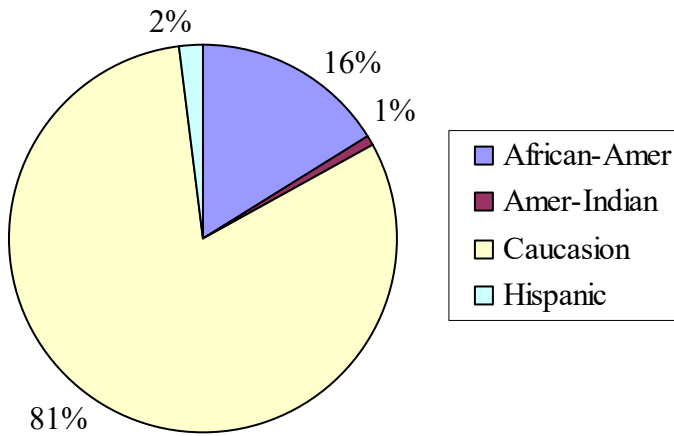
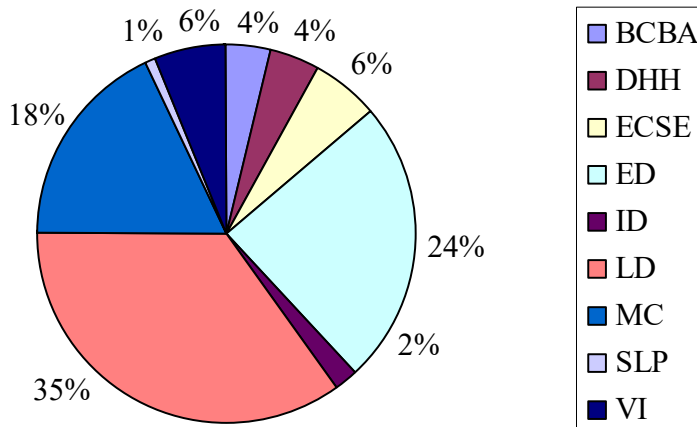
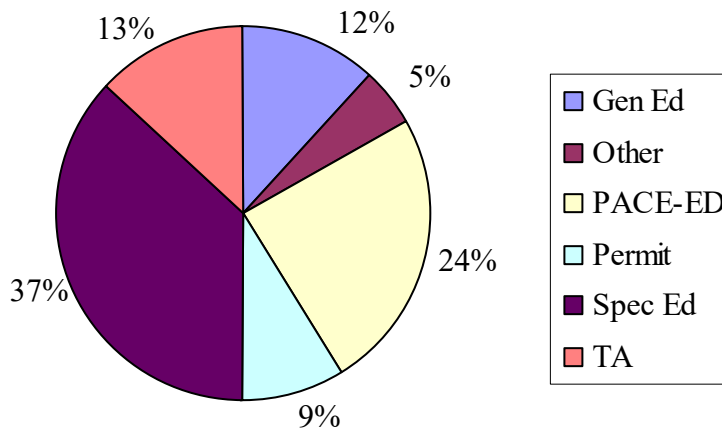


Figure 10. *Licensure Area of Program Completers (n=85), CREATE, 2016–2017*



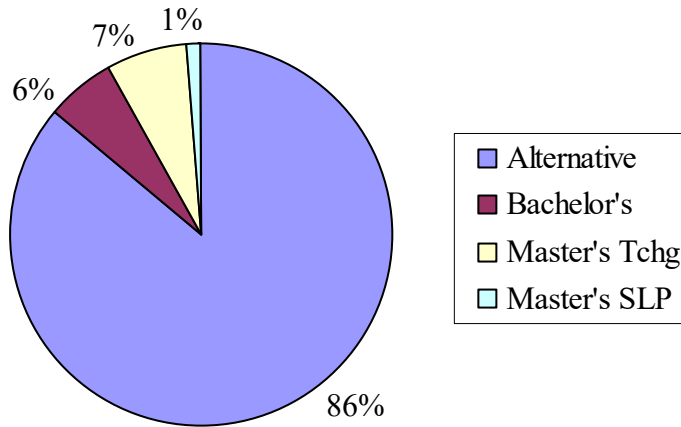
Note. BCBA=Board Certified Behavior Analyst; DHH=Deaf Hard of Hearing; ECSE=Early Childhood Special Education; ED=Emotional Disabilities; ID=Intellectual Disabilities; LD=Learning Disabilities; MC=Multi-categorical; SLP=Speech-Language Pathology; and VI=Visual Impairments.

Figure 11. *Employment Status of Program Completers (n=85), CREATE, 2016–2017*



Note. GenEd=general education teachers; Other=other non-instructional staff; PACE-ED=program of alternative licensure for educators–emotional disabilities; Permit=permit in special education; Spec Ed=special education teachers who are not Permit or PACE-ED status; and TA=teacher assistants.

Figure 12. *Licensure Route of Program Completers (n=85), CREATE, 2016–2017*



Note. Alternative=Add-on and PACE-ED programs in special education; Bachelor's= Bachelor's degree program in special education; Master's Tchg=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 Courses Awarded to Program Completers (n=85), CREATE, 2016-2017*

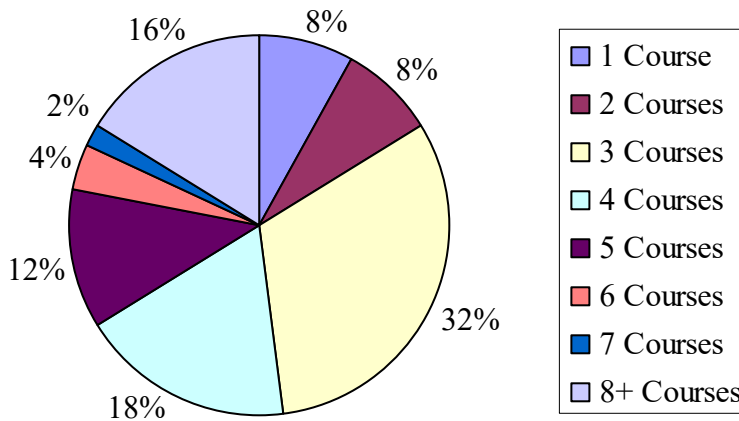


Figure 14. *School District Employment of Program Completers (n=85) After Completion of Program, CREATE, 2016-2017*

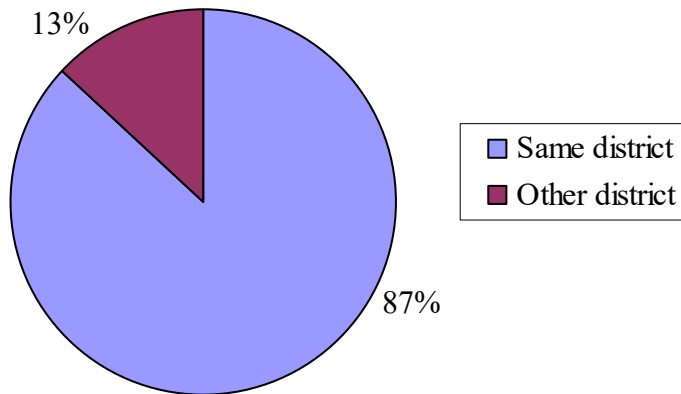


Figure 15. *Program Completers (n=85) Who Subsequently Obtained SCDE Licensure, CREATE, 2016-2017*

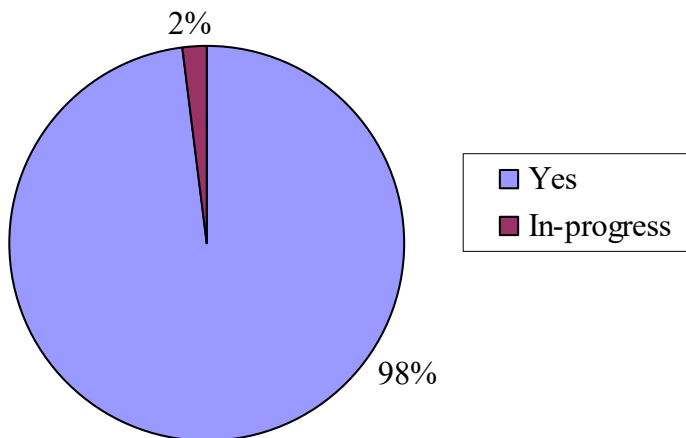
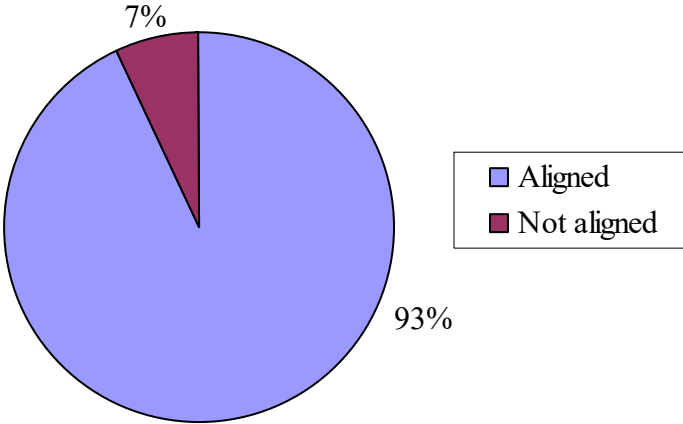
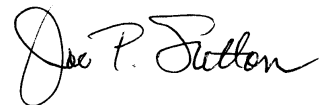


Figure 16. *Alignment of Program Completers' (n=85) Employment with New Licensure Area, CREATE, 2016-2017*



*The CREATE Program Director certifies that a total of 37 pages
comprises the CREATE Final Report for Year 14.*

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