



FINAL REPORT

CENTERS FOR THE RE-EDUCATION AND ADVANCEMENT OF TEACHERS IN SPECIAL EDUCATION OF SOUTH CAROLINA, 2008–2009 YEAR 6

Personnel Preparation Project for
Growing a Highly Qualified Special Education
Teacher Force in South Carolina

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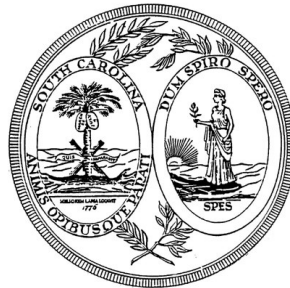
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EXECUTIVE SUMMARY

PROJECT CREATE—YEAR 6

Consistent with the previous five years of the project, the twofold mission of CREATE for Year 6 has been to reduce the number of non-certified special education teachers, while simultaneously growing a highly qualified special education teacher force in the State's public schools. With joint funding from the South Carolina Department of Education's Office of Exceptional Children and Division of Educator Quality and Leadership, the project awards course scholarships to qualified participants for tuition and textbook costs to pursue add-on, alternative, or initial certification in special education. For 2008–2009, the project operated centers at Clemson University, Coastal Carolina University, College of Charleston, Columbia College, Converse College, Francis Marion University, Lander University, SC State University, University of South Carolina Columbia, University of South Carolina Upstate, and Winthrop University.

This Executive Summary highlights principal findings from the Year 6 final report that follows, specifically, (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; and (i) employment of participants.

Participants. The project enrolled 187 participants employed at 55 of the State's 85 (65%) school districts. The cohort was largely female (87%) and new (57%) to the project. More than one-fourth (29%) were African-American and American Indian. Of the declared areas of special education certification that participants were pursuing, the majority were Learning Disabilities (40%) or Emotional Disabilities (30%).

Appropriateness of Courses. In order to reach a greater number of qualifying participants, particularly, those in remote areas of the State, we varied the format delivery of courses to include on-campus courses, distance/ETV courses, and online courses. Course content, as outlined in course syllabi, was evaluated in light of Council for Exceptional Children standards, and determined to be appropriate. For the year, the 11 CREATE centers collectively offered 18 certification courses a total of 105 times.

Adequacy of Course Content. An overall mean rating of 3.49 (1=Strongly Disagree to 4=Strongly Agree) on course evaluations indicated that participants agreed that courses taken through the project, when compared with previous special education courses taken elsewhere, (a) provided more knowledge and 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. Item cluster means for Behavior Management, Characteristics, and Bachelor's courses fell in the Strongly Agree range.

Progress of Participants. Progress was calculated by dividing the number of courses that the participants completed through CREATE by the number of courses prescribed in their respective certification programs. The average progress of participants seeking alternative certification in the PACE program (n=47) was 65% (range of one to three courses). The average progress of participants pursuing add-on certification (n=88) was 69% (range of one to 10 courses). The average progress of participants enrolled in initial certification programs at the bachelor's or MAT level (n=52) was considerably less at 41%; however, the range of needed course work was 1 to 20 courses. The weighted aggregated progress of the 187 participants was 60%. Academically, the add-on/ alternative participant cohort earned A or B grades in 92% of their completed course work. Similarly, the initial certification cohort earned A or B grades in about 93% of their completed courses.

Perceptions of Participants. Mean item ratings on the 30-item online course evaluation ranged from 3.32 to 3.62 (1=Strongly Disagree to 4=Strongly Agree). Three of the item cluster means fell in the Average range, with the remaining two item cluster means falling in the Strongly Agree range. The overall mean rating of 3.52 reflected a Strongly Agree opinion from participants. With no individual item or item cluster mean ratings falling below the Agree rating, we judged the teacher perceptions of courses as overwhelmingly positive.

Enrollment in Courses. Participants enrolled in 367 courses, which represented 79% of the 467 available course scholarships for the year. The number of course scholarships awarded per participant ranged from one to seven. Across the CREATE centers, the number of course scholarships awarded per semester was 110 (Fall 2008), 93 (Spring 2009), and 164 (Summer 2009).

Program Completers. A total of 79 participants completed all course work for their respective certification programs, which included current participants and participants enrolled in prior years of the project who had completed remaining certification requirements on their own. The completers were overwhelmingly female (91%), and 22% were African-American. Forty-two percent finished course work in Learning Disabilities certification, followed by Emotional Disabilities (23%), Multi-categorical Special Education (18%), Mental Disabilities (10%), Visual Impairment (6%), and Severe Disabilities (1%). The majority (64%) were currently employed as special education teachers in emotional disabilities classrooms (PACE-ED program) or teacher assistants. Lander University Center contributed the greatest percentage (35%) of the course work toward the completers' certification programs.

Recruitment, Selection, and Advising. Recruitment and selection of participants for the project was accomplished by (a) a statewide mailing each semester from the SC Office of Exceptional Children to district special education directors, directors of personnel, and school principals and (b) phone and email campaigns. Advising qualified participants on which certification courses would meet their needs was accomplished via phone and email. All 187 qualified participants for Year 5 were verified to be non-certified in special education and employed full-time in a SC public school district.

Employment of Participants. We verified the 2009–2010 employment of a subgroup of 60 (out of 79) program completers who finished their course work in 2008–2009, and determined that 100% of the completers remained employed in the State's public school system. Only 12% had relocated to a different school district than the one in which they were employed when they were initially qualified for CREATE. That 88% of the completers have remained employed in their respective sending districts is a positive sign that districts are “growing their own” special educators.

In sum, project personnel have evaluated the success of Year 6 of CREATE as excellent. Noteworthy data collected and discussed in this report that support this conclusion include the following:

- ▶ Available course scholarships: 486
- ▶ Awarded course scholarships: 367
- ▶ Participants enrolled: 187
- ▶ School districts represented: 55
- ▶ Certification program completers: 79

The **six-year total of 501 program completers** is compelling, empirical evidence that CREATE continues to advance its mission of reducing the number of non-certified special education teachers while simultaneously growing a highly qualified special education teacher force in South Carolina.

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FINAL REPORT

PROJECT CREATE—YEAR 6

HISTORY OF THE PROJECT

As with a number of other States, public schools in South Carolina have struggled over the last decade with adequately and consistently employing highly qualified special education teachers for its more than 100,000 students with disabilities. By 2002–2003, the number of special educators who were not appropriately certified to teach special education exceeded 400. Looming at the time was the federal mandate of *No Child Left Behind* (NCLB) that all states were to employ properly credentialed and highly qualified teachers by July 1, 2006. In an effort to curtail the burgeoning population of non-credentialed special educators, the South Carolina Department of Education (SCDE) Office of Exceptional Children (OEC) funded Year 1 of Project CREATE in 2003–2004. Continuation funds from both OEC and the SCDE Division of Educator Quality and Leadership were provided in 2004–2005 (Year 2), and again in 2005–2006 (Year 3), 2006–2007 (Year 4), and 2007–2008 (Year 5). From the outset, the chief mission of CREATE has been to reduce the number of non-certified special education teachers, while simultaneously growing a highly qualified special education teacher force in the State’s public schools. By underwriting both tuition and textbook costs, qualified participants have been able to complete needed course work in order to obtain add-on, alternative, or initial certification in special education, thereby better preparing them to teach students with disabilities more effectively. A brief summary of the project’s success for Years 1, 2, 3, 4 and 5 follows:

Year 1 (2003–2004). CREATE operated centers at three colleges, and enrolled 100 teachers from 33 of the State’s 85 (39%) school districts, who collectively completed a total of 121 certification courses. Progress toward completion of add-on certification averaged 37%, based on the number of courses completed out of the number of needed courses prescribed in their programs of study. Of the participants, four completed all required content course work for certification.

Year 2 (2004–2005). CREATE expanded its consortium to four colleges, and matriculated 246 teachers from 59 school districts (69%) who collectively completed a total of 411 certification courses. Progress toward completion of add-on certification programs averaged 63%. Of the participants, both new and returning to the project, 74 completed all required content course work for certification, for a two-year total of 78 program completers.

Year 3 (2005–2006). CREATE increased its college centers to six, and enrolled 197 teachers from 63 school districts (74%), who collectively completed a total of 288 certification courses. Progress toward completion of add-on and alternative (i.e., add-on and PACE) certification programs averaged 79%. Of the participants, both new and returning to the project, 147 completed all required content course work, for a three-year total of 225 program completers.

Year 4 (2006–2007). CREATE expanded its consortium once more to 11 college centers, and enrolled 152 participants from 53 school districts (62%), who collectively completed 279 certification courses. Progress toward completion of alternative and initial certification programs averaged 56.5%. Of the participants, both new and returning to the project, 52 completed all required content course work, for a four-year total of 277 program completers.

Year 5 (2007–2008). CREATE maintained its consortium of 11 college centers, and enrolled 198 participants from 65 school districts (76%), who collectively enrolled in 484 certification courses. Progress toward completion of alternative and initial certification programs averaged 59.3%. Of the participants, both new and returning to the project, 145 completed all required content course work, for a five-year total of 422 program completers.

YEAR 6 OPERATION

With the goal of preserving and advancing the mission of CREATE of growing a highly qualified special education teacher force in the State, the SCDE OEC and DEQL continued joint funding of the project for 2008–2009 (Year 6). As with Year 5, the project was able to maintain participant eligibility in Year 6 to include all full-time SC public school employees in both instructional and non-instructional positions, whose desire was to become a highly qualified special education teacher. Primary targeted groups included currently employed special education teachers who did not hold full certification in special education, specifically, [a] those holding a restricted alternative certificate (RAC) in various disability teaching specialties, and [b] those enrolled in the State's *Program of Alternative Certification for Educators* (PACE) program in Emotional Disabilities. For purposes of growing the State's potential pool of highly qualified special educators, the project targeted a number of other groups, including general education (GEN) teachers who expressed interest in making a career change into special education; teacher assistants (TA) wanting to upgrade to full certification, long-term substitute (SUB) teachers, and various other (OTH) public school staff. All qualified participants pursued special education certification through one of two approaches: (a) add-on/alternative certification; or (b) initial certification via a bachelor's (BACH) or master of arts in teaching (MAT) degree program in special education. In addition to offering course work in the various disability teaching specialties, new to the project for Year 6 were courses designed to certify special educators as Board Certified Behavior Analysts (BCBA).

As in previous years of the project, qualified participants were awarded course scholarships on a first-come, first-served basis, which provided financial assistance to pay for tuition and textbook costs. Courses were delivered in various formats and reflected add-on/alternative and initial certification needs of participants. Courses were scheduled and delivered during the Fall 2008, Spring 2009, and Summer 2009 semesters at CREATE centers established at the following 11 colleges/universities in the South Carolina, all with NCATE/State-approved programs in special education teacher preparation (Note: Center directors' names are provided in parenthesis): Clemson University (Dr. Janie Hodge); Coastal Carolina University (Dr. Dodi Hodges), College of Charleston (Dr. Michael Skinner); Columbia College (Dr. Tracy West); Converse College (Dr. Ansley Boggs); Francis Marion University (Dr. Shirley Bausmith), Lander University (Dr. Dava O'Connor); SC State University (Dr. Evelyn Fields); USC Columbia (Dr. Kathleen Marshall); USC Upstate (Dr. Holly Pae); and Winthrop University (Dr. Brad Witzel). Dr. Joe Sutton, special education consultant, continued his post as project director and principal investigator for Year 6.

PARTICIPANTS

The project received and processed 362 applications for the year, from which 204 (56%) were qualified to receive course scholarships. Representing 55 of the 85 (65%) school districts in the State (see Table 1, p. 15), 187 of the 204 (91.7%) qualified applicants enrolled in one or more courses during the three semesters. Enrollees were predominantly female (87%; see Figure 1, p. 16) and, as first-year participants, were mostly new (57%) to the project (see Figure 2, p. 16). The majority of participants were seeking either Learning Disabilities (40%) or Emotional Disabilities (30%) certification (see Figure 3, p. 16), followed by Multi-categorical (16%), Mental Disabilities (6%), Visual Impairments (5%), Hearing Impairments (2%), and Severe Disabilities (1%). Representation by race/ethnicity included Caucasians (71%), African-Americans (28%), American Indian (1%; see Figure 4, p. 17). Participants held a variety of full-time positions including out-of-field special education teachers and long-term substitutes (33%), special education teachers of emotional disabilities enrolled in the State's *Program of Alternative Certification for Educators* (PACE) program (25%), teacher assistants (21%), general education teachers (13%), other non-instructional staff (5%), and special education teachers with restricted alternative certificates (RAC, 3%; see Figure 5, p. 17). Most of the participants were enrolled in add-on/alternative certification programs in special education (72%), with a smaller percentage (28%) enrolled in initial

certification programs in special education, including bachelor of arts/science (BA/BS) degree, or master of arts in teaching (MAT) degree programs (see Figure 6, p. 17).

EVALUATION OF THE PROJECT

The evaluation design described in the initial 2003–2003 proposal required preparation of a final report after each year of operation. Like previous years, the final report for Year 6 addressed the following questions (data for each evaluation question is provided and discussed in subsequent sections):

1. How appropriate were the selection of courses in relation to certification course needs of the qualifying participants?
2. Has the content of the coursework been adequate in providing instruction for needed skills and competencies?
3. Are participants progressing at an appropriate rate toward completion of certification?
4. What are the participants' perceptions of the project?
5. Has anticipated enrollment been maintained throughout the project period?
6. What percentage of the initial qualifying group completed certification?
7. How effective is the recruitment, selection, and advising process? and
8. Have the participants been employed in positions appropriate to their new certification areas?

APPROPRIATENESS OF COURSES

Access to Courses. With participants residing in virtually all geographic regions of the State, appropriateness of courses from one perspective was evaluated by determining the extent to which the project provided participants with access to courses, whether they resided within driving proximity of a nearby CREATE college center or whether they lived in rural, more remote areas of the State. We believe the project maximized the opportunity for basically all participants to avail themselves of needed course work by offering three course formats, including (a) regular campus courses, (b) distance/ETV courses, and (c) online courses. Through use of tuition vouchers, participants were able to join other teachers-in-preparation in *regular campus courses* offered as part of a university's late afternoon/evening semester schedule. Some of the CREATE centers also offered regular courses on a contract basis at their main or extension campuses by enrolling up to 25 participants. *Distance/ETV courses*, which had the capacity to serve a State-wide audience, broadcasted live instruction from a campus studio class to numerous extension public school or public library sites. *Online courses* enrolled a State-wide audience of 18 or more participants which would allow participants to learn at-home or other site via Internet.

Range of Courses. Appropriateness of courses also was evaluated by determining the extent to which the project offered a range of needed add-on or PACE-ED certification courses to participants, who represented 72% of the participant group. Course contributions for each CREATE center and corresponding formats for each of the three semesters for Year 6 are provided in Tables 2, 3, and 4 (see pp. 18-19). For the year, the 11 CREATE centers offered 18 different certification courses a total of 105 times, 31 (30%) of which were either online or distance/ETV.

Content of Courses. Course appropriateness was determined by evaluating course content, as outlined in course syllabi, and determining the extent to which it corresponded with the professional standards of preparation for special educators espoused by the Council for Exceptional Children, as adopted by the South Carolina Department of Education. Center directors and the project director reviewed course syllabi and concluded that content was satisfactorily appropriate. Overall, we judged the access, range, and content of available courses as appropriate to meet the course needs of participants.

ADEQUACY OF COURSE CONTENT

We assessed the adequacy of course content in meeting competency needs of participants through the project's course evaluation process, which required issuing online course evaluations at the end of each of the three semesters. When prompted with the statement, "In comparison with other special education courses I have taken, this course..." participants used a four-point Likert scale to rate the following four (of 30) items on the course evaluation survey that specifically addressed course content:

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

Table 5 (see p. 19) provides the mean ratings of these four items on course evaluations gathered from 156 of 367 (43%). Results were collapsed into five special education preparation content areas (all special education certification areas combined): Assessment (As), Behavior Management (BM), Characteristics (Char), Introduction to Exceptional Learners (EL), and Procedures/Methods (Proc). We interpreted the individual and overall mean ratings as follows: 3.51–4.00=trending toward Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending toward Strongly Disagree. All item cluster means for Assessment, Exceptional Learners, Methods, and MAT courses fell in the Agree range. For Behavior Management, Characteristics, and Bachelor's courses, the item cluster means fell in the Strongly Agree range. The overall total mean of 3.49 for all courses suggests that participants viewed course content as generally sufficient in meeting their professional preparation needs.

PROGRESS OF PARTICIPANTS

The project awarded 367 course scholarships to 187 participants in Year 6. We evaluated the extent to which participants progressed at an appropriate rate toward completion of alternative/add-on or initial certification by calculating the following:

- ▶ Percentage of participants who earned satisfactory grades of A, B, or C in their course work for the three semesters (See Table 6, p. 20); this data represents academic progress of participants.
- ▶ Percentage of courses that participants completed out of courses prescribed in their respective certification programs (See Table 7, p. 20); this data describes program progress of participants.

Table 6 shows that almost three-fourths (74%) of participants seeking add-on/alternative certification earned A grades, and about one-fifth (18%) earned B grades, indicating a high level of competency. Acceptable competency was demonstrated by 4% of participants with C grades. Fewer than 3% of participants earned D/F grades. These data suggest high academic progress of participants. Grades were similarly proportionate for participants seeking initial certification in bachelor's and MAT programs (see Table 7, p. 20). Collectively, 74% earned A grades, followed by approximately 19% with B grades, 5% with C grades, and about 2% with D/F grades.

Perhaps the best measure of participants' individual progress toward completion of certification is a mathematical comparison of *completed* courses versus *needed* courses, as prescribed in their programs of course work and study. For example, a teacher seeking add-on certification in LD, and who completed two courses out of four needed courses for the year, would demonstrate 50% progress (i.e., $2 / 4 = 50\%$).

We divided the 187 participants into three groups (PACE-ED, add-on certification, and bachelor's/MAT), and computed progress measures on each group. The average progress of participants

seeking alternative certification in the PACE program (n=47) was 65% (see Table 8, p. 21). PACE participants are required to take three graduate courses for their certification requirement. The average progress of participants pursuing add-on certification (n=88) was 69% (see Table 9, p. 21). The number of courses required for add-on certification range from one to ten. The average progress of participants enrolled in initial certification programs (n=52) was 41% (see Tables 10 and 11, p. 22 and 23). The range of required courses for those enrolled in initial certification programs ranged from one to 20 courses; therefore, it was expected that the progress would be considerably less. The weighted aggregated progress of the 187 participants was 60%. Overall, these data suggest that the participants are demonstrating satisfactory progress toward completing certification.

PARTICIPANT PERCEPTIONS

We assessed the perceptions of participants by gathering their views and opinions through an online course evaluation survey that was designed in Year 1 of the project. The course evaluation was voluntary and 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: Teaching Skills of Professor; Interaction Skills of Professor; Course Requirements; Evaluation of Learning; Course Syllabus; Course Content, and Impact of Course (Note: Results of the category of survey items, Impact of Course, was presented and discussed earlier in this report.).

A summary of mean item ratings on course evaluations gathered from 156 of the 367 (43% response rate) is provided in Table 12 (see p. 24). We interpreted mean ratings as follows: 3.51–4.00= trending toward Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending toward Strongly Disagree. Individual item mean item ratings ranged from 3.32 to 3.62. The item cluster means ranged from 3.48 (Teaching Skills of Instructor) to 3.59 (Interaction Skills of Instructor). Three of the item cluster means fell in the Average range, with the remaining two item cluster means falling in the Strongly Agree range. The overall mean rating of 3.52 reflected a Strongly Agree opinion from participants. With no individual item or item cluster mean ratings falling below the Agree rating, we judged the teacher perceptions of courses sponsored by CREATE in Year 6 as overwhelmingly positive.

ENROLLMENT IN COURSES

Of the 467 course scholarships available through the 11 CREATE college centers for Year 6, the project awarded 367 (79%) to qualified participants. Table 13 (see p. 25) displays the number of course scholarships awarded out of available course scholarships for each of the CREATE centers. Enrollment for individual centers ranged from 39% (USC Columbia) to 100% (Coastal Carolina University, College of Charleston, Converse College, and Winthrop University). Figure 7 (see p. 25) shows the number of course scholarships awarded for each of the three semesters across all CREATE centers, as follows: Fall 08 (n=110); Spring 09 (n=93); and Summer 09 (n=164). Table 14 (see p. 26) provides a distribution of course scholarships awarded per school district. The three school districts that received the greatest number of course scholarships were Greenville 01 (n=37), Florence 01 (n=24), and Charleston 01 (n=21). Explanations for why these districts received more course awards varied. One reason was that these districts had more participants who qualified for the project. Another reason was that participants from these districts simply expressed greater interest. Nonetheless, the project consistently operated under a first-come, first-serve policy for awarding course scholarships. Additionally, given that all of the available course scholarships were not depleted for the year, the project had the ability to award more course scholarships to other districts in the State, had interest been expressed by them.

PROGRAM COMPLETERS

The project identified 79 participants who completed all course work for their respective certification programs. Representing 42 of 85 districts (49%) and one State-operated program (SC School for the Deaf and Blind), Georgetown 01 District produced the greatest number of completers with 6, followed by Florence 01 District with 5, Anderson 05 District with 4, and Horry 01 District with 4. The remaining districts had a range of 1 to 3 completers (see Table 15, p. 27). The completers were overwhelmingly female (91%; see Figure 8, p. 28), and almost four-fifths (78%) were Caucasian, with African-American completers representing 22% (see Figure 9, p. 28). Figure 10 (see p. 28) shows that 42% of the completers finished course work in Learning Disabilities (LD) certification, followed by Emotional Disabilities (ED) with 23%, and Multi-categorical Special Education (18%), Mental Disabilities (10%), Visual Impairment (6%), and Severe Disabilities (1%). The greater proportion of completers was employed as special education teachers in Emotional Disabilities classrooms who completed the PACE-ED program or teacher assistants, both at 32% (see Figure 11, p. 29). Completers finishing alternative programs (76%) outnumbered those finishing initial programs (24%) by a 3:1 ratio (see Figure 12, p. 29). Most received scholarships for three courses (26%) or two courses (20%) to complete their respective certification program requirements (see Figure 13, p. 30). Figure 14 (see p. 30) shows that Lander University Center contributed the greatest percentage (35%) of course work with 130 of the 375 courses (see Table 16) toward the completers' certification programs.

Note: Several of the 79 completers did not participate during Year 6 of CREATE; however, they all had been enrolled in one/more certification courses sponsored by CREATE in prior years of the project's operation. These completers had apparently completed certification course requirements on their own. Since they were previously enrolled as a CREATE participant, and had not been counted as completers in a previous year's annual report, we included them in this year's total count of completers.

RECRUITMENT, SELECTION, AND ADVISING

Recruitment. The process of recruitment for CREATE was the joint responsibility of the SCDE Office of Exceptional Children, the project director, and all CREATE center directors. Recruitment was initiated prior to the start of each of the three semesters by SCDE, who mailed a letter of information about the project, with accompanying course schedules, flyers, and contact information, to all district directors of special education, directors of personnel, and school principals in the State. Subsequently, more targeted recruitment efforts each semester included direct phone/email campaigns to qualified individuals who either had (a) enrolled in the project the previous year or (b) submitted a new application to CREATE. Having expended almost 80% of the project's available course scholarships for the year, we evaluated the effectiveness of our recruitment efforts as highly successful.

Selection. Appropriate selection of teacher participants hinged on both fairness and viability factors. With regard to *fairness*, we continued Year 6 operation of the project on a first-come, first-served policy for selection of participants for enrollment, while ensuring representation from all school districts in the State. We believe this guideline was successful and equitable in the long-run in guaranteeing broad participation. A review of Table 1 reveals that we enrolled one or more participants from 55 of the State's 85 (65%) school districts. More importantly, we rejected no qualifying participants from any district who requested scholarship assistance. As for *viability* of participants, the project selected and enrolled only participants who were employed in SC public schools, charter schools, or State-operated programs who were non-certified in special education. We were able to verify that all 187 participants enrolled in the project for Year 56 were, in fact, employed full-time in the South Carolina public schools and were non-certified in the area of special education indicated on their application. Therefore, we evaluated the effectiveness of our selection process as highly successful.

Advising. Advising teacher applicants was the responsibility of the project director and the center directors. Advising was accomplished through email, phone, and face-to-face meetings, and focused mainly on recommending appropriate course work to applicants as prescribed on their respective certification programs. A perfect concordance between courses that participants eventually enrolled in and successfully completed, and needed course work identified on their program checksheets, allowed us to judge our advising process as highly successful.

EMPLOYMENT OF COMPLETERS

Upon completion of special education certification programs, completers are expected to remain employed in the State's public schools for a minimum of three years. In early-February 2010, using SCDE's Certification Portal, we verified the 2009–2010 employment of the 79 program completers from Year 6 (2008-2009) who completed add-on or PACE-ED certification (n=60) and whose six-digit SDE certification number were on-file. Although the Portal does not specify whether the completer is teaching special education, it does provide proof of continued employment in a SC public school district. Of this group, 100% remain employed in a State public school district; however, seven (12%) had relocated to a new district than the one in which they were employed when they were enrolled in the project and were pursuing special education certification. Given that the project's Employment Agreement, signed by the participant and her sending school district, requires the completer to secure a teaching assignment in special education the subsequent school year after completion of certification, the 12% relocation rate seems reasonable and justifiable (Note: The Employment Agreement also stipulates that the sending district has the first option to employ the completer as a special education teacher). That 88% of these completers have remained employed in their respective sending districts is a positive sign that districts are "growing their own" special educators. We were unable to ascertain the employment of the remaining 19 of 79 completers who finished initial certification in special education through a bachelor's or MAT degree program through use of the Certification Portal, because we were unable to verify their SC teaching certificate numbers at the writing of this report.

SUMMARY

Project personnel have evaluated the success of Year 6 of CREATE as excellent. Noteworthy data collected and discussed in this report that support this conclusion include the following:

- ▶ Available course scholarships: 467
- ▶ Awarded course scholarships: 367
- ▶ Participants enrolled: 187
- ▶ School districts represented: 55
- ▶ Certification program completers: 79

The six-year total of 501 program completers is compelling, empirical evidence that CREATE continues to advance its mission of reducing the number of non-certified special education teachers while simultaneously growing a highly qualified special education teacher force in South Carolina.

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Submitted to SCDE: March 1, 2010

TABLES AND FIGURES
PROJECT CREATE—YEAR 6

 Table 1. *School District Affiliation of Participants (n=187), Project CREATE, 2008–2009*

District	No.	District	No.
Abbeville 60	3	Horry 01	8
Aiken 01	2	Jasper 01	2
Allendale 01		Kershaw 01	6
Anderson 01	2	Lancaster 01	2
Anderson 02		Laurens 55	5
Anderson 03		Laurens 56	
Anderson 04		Lee 01	
Anderson 05	5	Lexington 01	1
Bamberg 01	1	Lexington 02	1
Bamberg 02		Lexington 03	
Barnwell 19		Lexington 04	1
Barnwell 29		Lexington 05	3
Barnwell 45	2	Marion 01	1
Beaufort 01	3	Marion 02	3
Berkeley 01	4	Marion 07	
Calhoun 01		Marlboro 01	
Charleston 01	13	McCormick 01	3
Cherokee 01		Newberry 01	4
Chester 01		Oconee 01	3
Chesterfield 01	1	Orangeburg 03	
Clarendon 01	2	Orangeburg 04	
Clarendon 02		Orangeburg 05	
Clarendon 03		Pickens 01	2
Colleton 01	1	Richland 01	5
Darlington 01	5	Richland 02	4
Dillon 01	1	Saluda 01	2
Dillon 02	3	Spartanburg 01	1
Dillon 03	1	Spartanburg 02	1
Dorchester 02	3	Spartanburg 03	
Dorchester 04		Spartanburg 04	1
Edgefield 01	2	Spartanburg 05	1
Fairfield 01		Spartanburg 06	2
Florence 01	12	Spartanburg 07	6
Florence 02	2	Sumter 02	4
Florence 03		Sumter 17	3
Florence 04		Union 01	2
Florence 05		Williamsburg 01	
Georgetown 01	3	York 01	3
Greenville 01	13	York 02	1
Greenwood 50	6	York 03	2
Greenwood 51	3	York 04	1
Greenwood 52		SCSDB	9
Hampton 01		DJJ	
Hampton 02		TOTAL	187

Figure 1. Gender of Participants (n=187), Project CREATE, 2008–2009

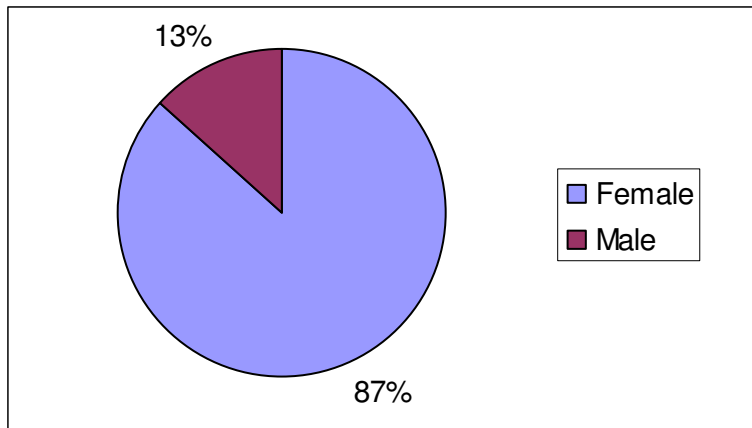


Figure 2. New or Returning Status of Participants (n=187), Project CREATE, 2008–2009

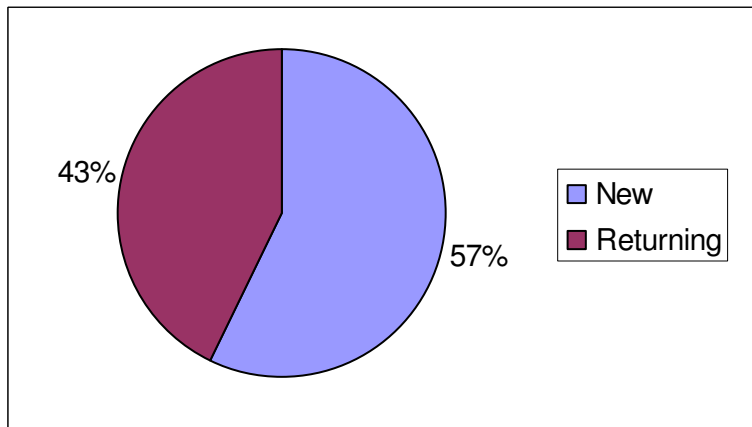
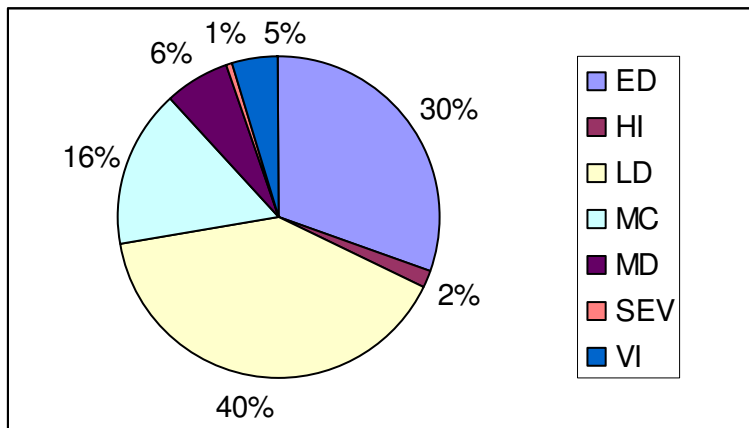


Figure 3. Certification Area of Pursuit for Participants (n=187), Project CREATE, 2008–2009



ED=Emotional Disabilities; LD=Learning Disabilities; MC=Multi-categorical; MD=Mental Disabilities; SEV=Severe Disabilities; VI=Visual Impairments.

Figure 4. *Race of Participants (n=187), Project CREATE, 2008–2009*

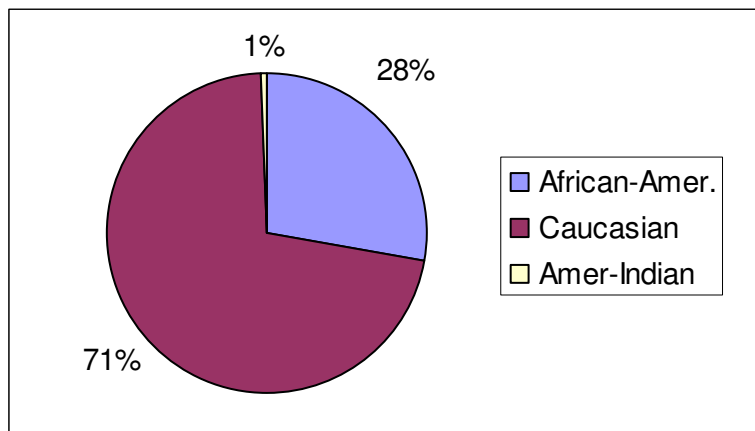
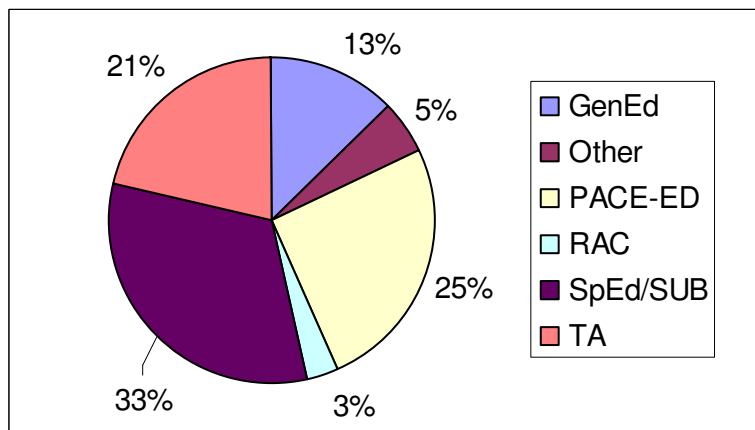


Figure 5. *Employment Status of Participants (n=198), Project CREATE, 2007–2008*



GenEd=General education teachers; Other=includes non-instructional staff; PACE-ED=Program of Alternative Certification for Educators–Emotional Disabilities; RAC=Restricted Alternative Certificate in special Education; SpEd/Sub=Special education teachers not of RAC or PACE-ED status or long-term substitutes; TA=Teacher assistants.

Figure 6. *Certification Program of Participants (n=187), Project CREATE, 2008–2009*

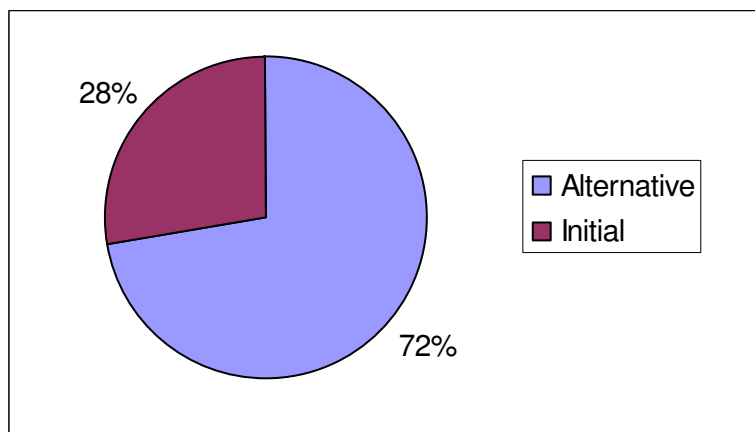


Table 2. *Certification Courses and Course Formats, Fall 2008 Semester, Project CREATE, 2008–2009*

COLLEGE ►	CU	CCU	CofC	ColaC	ConVC	FMU	LU	SCSU	USCC	USCU	WU
▼ COURSE	CU	CCU	CofC	ColaC	ConVC	FMU	LU	SCSU	USCC	USCU	WU
Introduction to Exceptional Learners		R	R		R		O		O	R	
Characteristics: Emotional Disabilities					R				O		R
Characteristics: Learning Disabilities					R	R	R		R		R
Characteristics: Mental Disabilities					R		R				R
Characteristics: Severe Disabilities											R
Methods/Procedures: Emotional Disabilities		R	O								
Methods/Procedures: Learning Disabilities			R	R		R					R
Methods/Procedures: Mental Disabilities			R	R							R
Behavior Management					R	O					R
Teaching Reading in General/Special Education				R	R	R			R	R	R
Lang./Communication for Exceptional Learners			R								
Assessment for Exceptional Learners					R	R	R		R		
Braille–Reading & Writing										O	

CU=Clemson University; CCU=Coastal Carolina University; CofC=College of Charleston; ColaC=Columbia College; FMU=Francis Marion University; LU=Lander University; SCSU=South Carolina State University; USCC=USC Columbia; USCU=USC Upstate; WU=Winthrop University; D=Distance/ETV course; O=Online course; R=regular on-campus course.

Table 3. *Certification Courses and Course Formats, Spring 2009 Semester, Project CREATE, 2008–2009*

COLLEGE ►	CU	CCU	CofC	ColaC	ConVC	FMU	LU	SCSU	USCC	USCU	WU
▼ COURSE	CU	CCU	CofC	ColaC	ConVC	FMU	LU	SCSU	USCC	USCU	WU
Introduction to Exceptional Learners				R	R	R	R		O	O	
Characteristics: Emotional Disabilities			O								
Characteristics: Learning Disabilities		O	R								
Characteristics: Mental Disabilities			O						R		
Methods/Procedures: Emotional Disabilities					R						R
Methods/Procedures: Learning Disabilities					R	R			R		R
Methods/Procedures: Mental Disabilities					R						
Behavior Management		O				R					
Teaching Reading in General/Special Education			R		R	R					R
Assessment for Exceptional Learners			R	R	R	R				R	
Educational Procedures for Visually Impaired										O	

Table 4. *Certification Courses and Course Formats, Summer 2009 Semester, Project CREATE, 2008–2009*

COLLEGE ►	CU	CCU	CofC	Colac	ConVC	FMU	LU	SCSU	USCC	USCU	WU
▼ COURSE											
Introduction to Exceptional Learners		R			R		O		O	R	
Characteristics: Emotional Disabilities					R		O				
Characteristics: Learning Disabilities	O				R	R	O				
Characteristics: Mental Disabilities							O				
Methods/Procedures: Emotional Disabilities			O					O			
Methods/Procedures: Learning Disabilities					R		O			O	
Methods/Procedures: Mental Disabilities						O					
Behavior Management		O	R	O		O	O		O		
Teaching Reading in General/Special Education					R	R					
Assessment for Exceptional Learners						R	O		D		
Nature of the Visually Impaired									R		
Orientation/Mobility for Classroom Teacher									R		
Speech Reading & Audition					R						
Teaching Language to Ss. w/ Hearing Impairment					R						

CU=Clemson University; CCU=Coastal Carolina University; CofC=College of Charleston; Colac=Columbia College; FMU=Francis Marion University; LU=Lander University; SCSU=South Carolina State University; USCC=USC Columbia; USCU=USC Upstate; WU=Winthrop University; D=Distance/ETV course; O=Online course; R=regular on-campus course.

Table 5. *Mean Ratings (4--point scale) of Course Evaluation Items Reflecting Adequacy of Course Content, Project CREATE, 2008–2009*

Certification Program ►		Alternative/Add-on					Initial		
Evaluation Item ▼	Course ►	As n=8	BM n=18	Char n=33	EL n=14	Meth n=46	Bach n=21	MAT n=16	Total* n=156
Provided more knowledge/skills about instruction in special education		3.25	3.56	3.52	3.36	3.37	3.71	3.31	3.45
Made more relevant applications to the real world of the classroom		3.38	3.50	3.58	3.50	3.35	3.71	3.31	3.47
Broadened my perspective more in how to teach learners with disabilities		3.25	3.72	3.64	3.50	3.41	3.71	3.38	3.47
Significantly contributed to my overall preparation in special education		3.38	3.72	3.70	3.57	3.30	3.71	3.31	3.51
Item Cluster Mean:		3.32	3.63	3.61	3.48	3.36	3.71	3.33	3.49

* Data reflect 156 course evaluations submitted voluntarily out of 367 course scholarships awarded (43%); Total means are weighted per type of course; As=Assessment for Exceptional Learners; BM=Behavior Management; Char=Characteristics of Emotional/ Learning/Mental Disabilities; EL=Introduction to Exceptional Learners; Meth=Methods for Emotional/ Learning/Mental Disabilities, and Teaching Reading; Bach=Bachelor's program; MAT=Master of Arts in Teaching program.

Table 6. *Final Grades for Participants Enrolled in Add-on/Alternative Certification Courses (n=210), Project CREATE, 2008–2009*

Certification Courses	Final Grades*					
	A	B	C	D/F	I/W	Total
Introduction to Exceptional Learners	10	3				13
Characteristics: Emotional Disabilities	20	5	2	1		28
Characteristics: Learning Disabilities	18	4				22
Characteristics: Mental Disabilities	4	1	1	2		8
Methods: Emotional Disabilities	19	5		1		25
Methods: Learning Disabilities	19	5		1		25
Methods: Mental Disabilities	5		1		1	7
Methods: Severe Disabilities	1					1
Teaching Reading	1	1				2
Behavior Management	28	7	2	1	1	39
Assessment for Exceptional Learners	10	4			1	15
Anatomy/Physiology of the Eye	4					4
Braille–Reading & Writing	4	1				5
Orientation & Mobility for Class. Teacher	4					4
Nature of Visual Impairments	2					2
Educational Procedures for Visually Imp.	3		1			4
Characteristics: Hearing Impairment			1			1
Speech Reading for Hearing Impairment	2					2
Language for Hearing Impairment	2	1				3
Total	156	37	8	6	3	210
Percent	74.3	17.6	3.8	2.9	1.4	100

* Data unavailable for 21 participant courses from one of the 11 CREATE centers for the Fall 08, Spring 09, and Summer 10 semesters; I/C=Incomplete or withdrawn.

Table 7. *Final Grades for Participants Enrolled in Initial Certification Courses (n=123), Project CREATE, 2008–2009*

Program Courses	Final Grades*					
	A	B	C	D/F	I/W	Total
Bachelor's Degree Program–BA/BS	45	11	4	1	1	62
Master's Degree Program–MAT	46	12	2	1		61
Total	91	23	6	2	1	123
Percent	74.0	18.7	4.9	1.6	0.8	100

* Data unavailable for 13 participant courses from one of the 11 CREATE centers for the Fall 08, Spring 09, and Summer 10 semesters; I/C=Incomplete or withdrawn.

Table 8. *Progress of Participants (n=47) Enrolled in PACE Certification Programs, Project CREATE, 2008–2009*

No. Courses in Program ▼	No. Courses Completed					
	1 Course*		2 Courses		3 Courses	
	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	8				
2 Courses	50%	2	100%	3		
3 Courses	33%	18	67%	11	100%	5
Total		28		14		5

* Sum of participants includes 3 participants who enrolled in 1 certification course for the year, but earned a C or F grade; therefore, the course must be repeated for credit.

Table 9. *Progress of Participants (n=88) Enrolled in Add-on Certification Programs, Project CREATE, 2008–2009*

No. Courses in Program ▼	No. Courses Completed							
	1 Course*		2 Courses		3 Courses^		4 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	16						
2 Courses	50%	10	100%	13				
3 Courses	33%	6	67%	3	100%	8		
4 Courses	25%	2	50%	5	75%	4	100%	1
5 Courses			40%	7	60%	4		
6 Courses	17%	2	33%	2	50%	1		
7 Courses	14%	2						
8 Courses	13%	1						
10 Courses			20%	1				
Total		39		31		17		1

* Sum of participants includes 1 participant who enrolled in 1 certification course, but earned an F grade; therefore, the course must be repeated for credit. ^ Sum of participants includes 2 participants who enrolled in 3 certifications for the year, but earned an F grade in one/more courses; therefore, those courses must be repeated for credit.

Table 10. *Progress of Participants (n=52) Enrolled in Initial BA/BS or MAT Certification Programs, Project CREATE, 2008–2009*

No. Courses in Program ▼	No. Courses Completed							
	1 Course		2 Courses		3 Courses		4 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	2						
2 Courses			100%	1				
3 Courses					100%	4		
4 Courses			50%	1			100%	7
5 Courses	20%	1						
6 Courses							67%	1
9 Courses							44%	1
10 Courses			20%	1				
11 Courses	9%	1						
12 Courses					25%	2		
13 Courses			15%	1	23%	3		
15 Courses			13%	1	20%	1		
16 Courses	6.3%	1			19%	1		
17 Courses			12%	2	18%	1		
18 Courses	5.6%	1			17%	2		
19 Courses	5.3%	1			16%	1		
20 Courses			10%	1	15%	1		
Total		7		8		16		9

Table 11. *Progress of Participants (n=52) Enrolled in Initial BA/BS or MAT Certification Programs, Project CREATE, 2008–2009 (cont.)*

No. Courses in Program ▼	No. Courses Completed*					
	5 Course		6 Courses		7 Courses	
	Progress	No.	Progress	No.	Progress	No.
1 Course						
2 Courses						
3 Courses						
4 Courses						
5 Courses	100%	1				
6 Courses						
9 Courses						
10 Courses						
11 Courses						
12 Courses			50%	1	58%	1
13 Courses						
15 Courses	33%	1				
16 Courses						
17 Courses						
18 Courses						
19 Courses						
20 Courses						
Total		2		1		1

*Data unavailable on 8 of 52 initial BA/BS/MAT candidates.

Table 12. *Mean Item and Cluster Ratings from Course Evaluations (n=156), Project CREATE, 2008–2009*

Course Evaluation Items	Mean*	Rating
<i>Teaching Skills of Instructor</i>	3.49	A
Communicated subject matter clearly	3.54	SA
Caused me to think critically	3.54	SA
Showed enthusiasm and made classes interesting and engaging	3.51	SA
Used examples, illustrations, and/or demonstrations to explain ideas	3.58	SA
Embellished/expanded on textbook material, rather than just repeated it	3.53	SA
Used allocated class time for critical, more important material	3.40	A
Presented information in an organized, logical, and sequential manner	3.52	SA
Integrated media, guest speakers, and/or other resources with lecture	3.32	SA
Inspired, motivated, and stimulated a desire to want to learn more	3.47	A
<i>Interaction Skills of Instructor</i>	3.59	SA
Showed genuine interest in students' success	3.61	SA
Was available during office hours (or by phone/e-mail) for consultation	3.54	SA
Showed respect towards the opinions of students	3.62	SA
Encouraged student participation in class	3.61	SA
Responded to student questions in a clear, supportive manner	3.58	SA
<i>Course Requirements</i>	3.48	A
Readings (textbook, etc.) that improved my understanding of the subject	3.52	SA
Assignments that were well developed and related to course content	3.47	A
Assignments that were creative, hands-on (e.g., case studies, research)	3.47	A
Assignments that were paced and timed appropriately for the semester	3.46	A
<i>Evaluation of Learning</i>	3.49	A
Provided meaningful, constructive feedback on tests and other work	3.48	A
Graded tests/projects according to criteria published in the syllabus	3.55	SA
Prepared me for tests (e.g., gave overviews of test content/format)	3.45	A
Assessed knowledge and conceptual understanding on tests/projects	3.46	A
Returned graded tests and projects on, or by, the promised date	3.49	A
<i>Course Syllabus</i>	3.56	SA
Stated goals/objectives and included a schedule of course content	3.58	SA
Gave instructions for successful completion of course assignments	3.56	SA
Provided clear criteria for grading projects and assignments	3.53	SA
<i>Overall Mean</i>	3.52	SA

* Data reflect 156 course evaluations submitted voluntarily out of 367 course scholarships awarded (43%). Mean ratings are based on a 4-point Likert rating. SA=Strongly Agree; A=Agree.

Table 13. *Course Scholarships Available (n=467) and Awarded (n=367) per CREATE Center, Project CREATE, 2008–2009*

CREATE Center	Scholarships Available		Scholarships Awarded	
	Type	Number	Number	Percent
Clemson University	O	18	12	66.0
Coastal Carolina University	R	10	10	100.0
College of Charleston	O,R	30	30	100.0
Columbia College	O,R	20	12	60.0
Converse College	R	38	38	100.0
Francis Marion University	O,R	78	74	94.9
Lander University	O,R	81	80	98.8
SC State University	D,R	33	18	54.5
USC Columbia	D,O,R	87	34	39.1
USC Upstate	O,R	67	54	80.6
Winthrop University	R	5	5	100.0
Total		467	367	78.6

D=distance/ETV course; O=online course; R=regular campus course.

Figure 7. *Course Scholarships (n=367) Awarded per Semester, Project CREATE, 2008-2009*

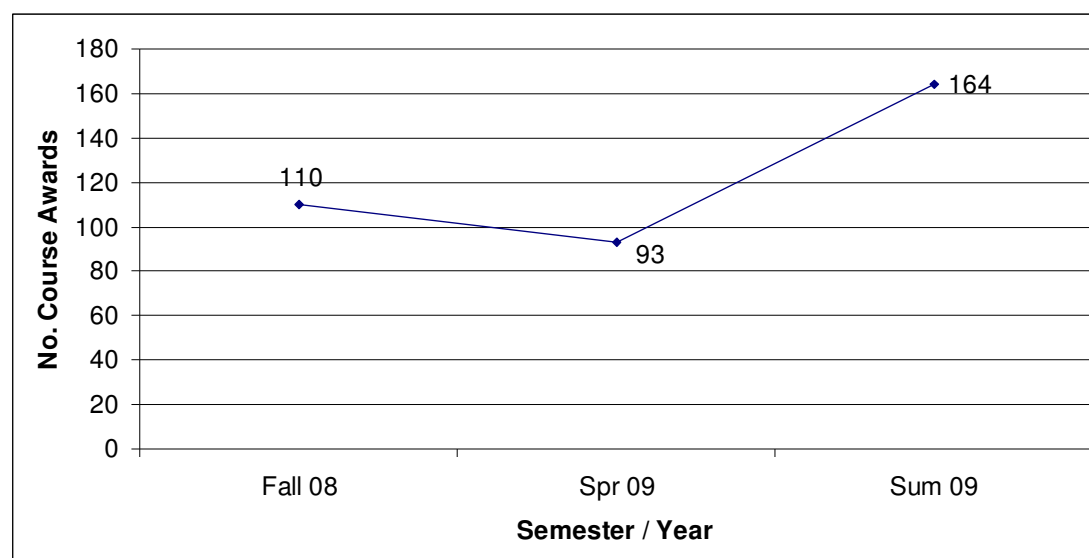


Table 14. *Course Scholarships Awarded per School District (n=367), Project CREATE, 2008-2009*

District	No.	District	No.
Abbeville 60	7	Horry 01	14
Aiken 01	3	Jasper 01	4
Allendale 01		Kershaw 01	7
Anderson 01	4	Lancaster 01	2
Anderson 02		Laurens 55	10
Anderson 03		Laurens 56	
Anderson 04		Lee 01	
Anderson 05	9	Lexington 01	1
Bamberg 01	1	Lexington 02	1
Bamberg 02		Lexington 03	
Barnwell 19		Lexington 04	1
Barnwell 29		Lexington 05	7
Barnwell 45	2	Marion 01	2
Beaufort 01	3	Marion 02	6
Berkeley 01	8	Marion 07	
Calhoun 01		Marlboro 01	
Charleston 01	21	McCormick 01	4
Cherokee 01		Newberry 01	8
Chester 01		Oconee 01	5
Chesterfield 01	3	Orangeburg 03	
Clarendon 01	4	Orangeburg 04	
Clarendon 02		Orangeburg 05	
Clarendon 03		Pickens 01	4
Colleton 01	2	Richland 01	8
Darlington 01	12	Richland 02	8
Dillon 01	4	Saluda 01	8
Dillon 02	6	Spartanburg 01	4
Dillon 03	5	Spartanburg 02	3
Dorchester 02	5	Spartanburg 03	
Dorchester 04		Spartanburg 04	2
Edgefield 01	3	Spartanburg 05	3
Fairfield 01		Spartanburg 06	7
Florence 01	24	Spartanburg 07	10
Florence 02	3	Sumter 02	6
Florence 03		Sumter 17	6
Florence 04		Union 01	10
Florence 05		Williamsburg 01	
Georgetown 01	3	York 01	4
Greenville 01	37	York 02	1
Greenwood 50	13	York 03	3
Greenwood 51	6	York 04	1
Greenwood 52		SCSDB	18
Hampton 01		DJJ	
Hampton 02		TOTAL	367

Table 15. *School District Affiliation of Program Completers (n=79), Project CREATE, 2008-2009*

District	No.	District	No.
Abbeville 60	2	Horry 01	4
Aiken 01		Jasper 01	1
Allendale 01		Kershaw 01	2
Anderson 01	1	Lancaster 01	1
Anderson 02		Laurens 55	2
Anderson 03		Laurens 56	
Anderson 04		Lee 01	1
Anderson 05	4	Lexington 01	
Bamberg 01	1	Lexington 02	
Bamberg 02		Lexington 03	
Barnwell 19		Lexington 04	
Barnwell 29		Lexington 05	2
Barnwell 45	1	Marion 01	1
Beaufort 01	2	Marion 02	1
Berkeley 01	1	Marion 07	
Calhoun 01		Marlboro 01	1
Charleston 01	3	McCormick 01	
Cherokee 01		Newberry 01	1
Chester 01		Oconee 01	
Chesterfield 01		Orangeburg 03	
Clarendon 01		Orangeburg 04	
Clarendon 02		Orangeburg 05	
Clarendon 03		Pickens 01	
Colleton 01	2	Richland 01	2
Darlington 01	3	Richland 02	1
Dillon 01	1	Saluda 01	3
Dillon 02	2	Spartanburg 01	1
Dillon 03		Spartanburg 02	1
Dorchester 02		Spartanburg 03	
Dorchester 04		Spartanburg 04	1
Edgefield 01	1	Spartanburg 05	1
Fairfield 01		Spartanburg 06	
Florence 01	5	Spartanburg 07	1
Florence 02	2	Sumter 02	
Florence 03		Sumter 17	1
Florence 04		Union 01	1
Florence 05		Williamsburg 01	
Georgetown 01	6	York 01	3
Greenville 01		York 02	
Greenwood 50	2	York 03	3
Greenwood 51	1	York 04	1
Greenwood 52		SCSDB	2
Hampton 01		DJJ	
Hampton 02		TOTAL	79

Figure 8. Gender of Program Completers (n=79), Project CREATE, 2008–2009

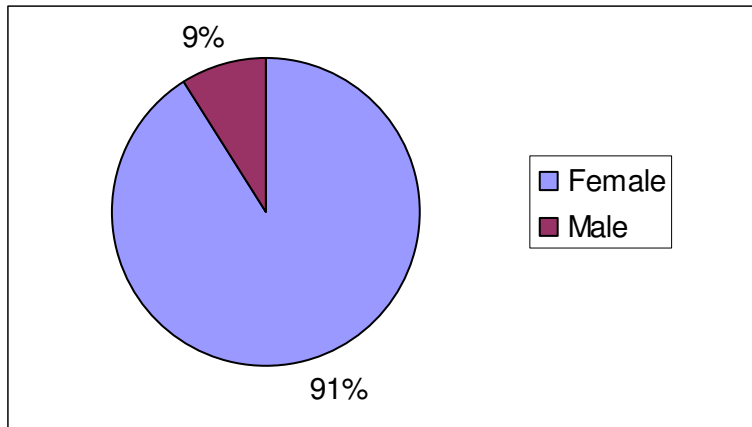


Figure 9. Race of Program Completers (n=79), Project CREATE, 2008–2009

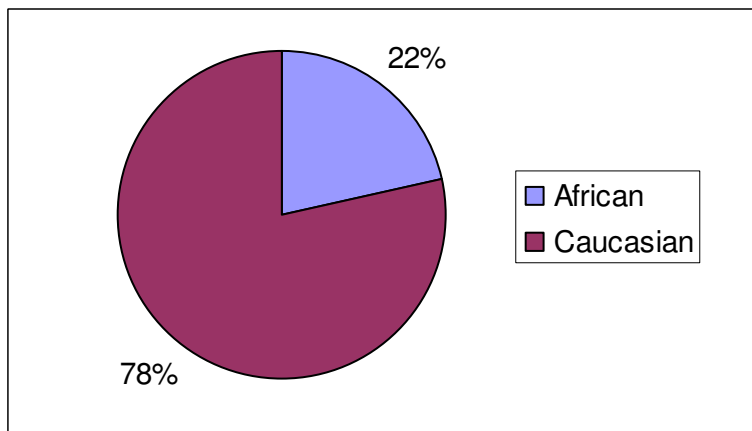
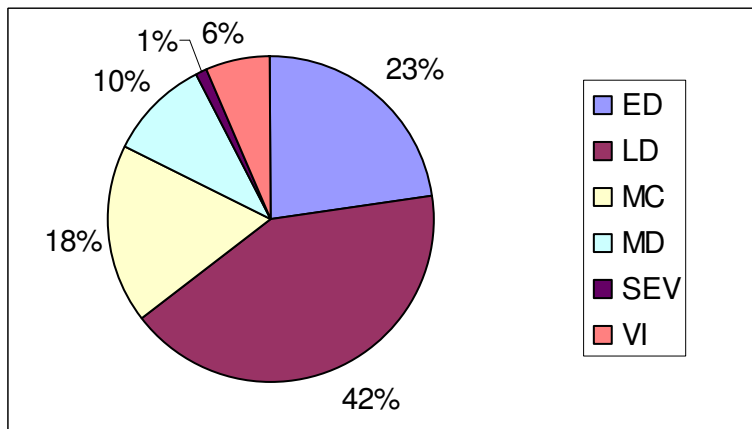
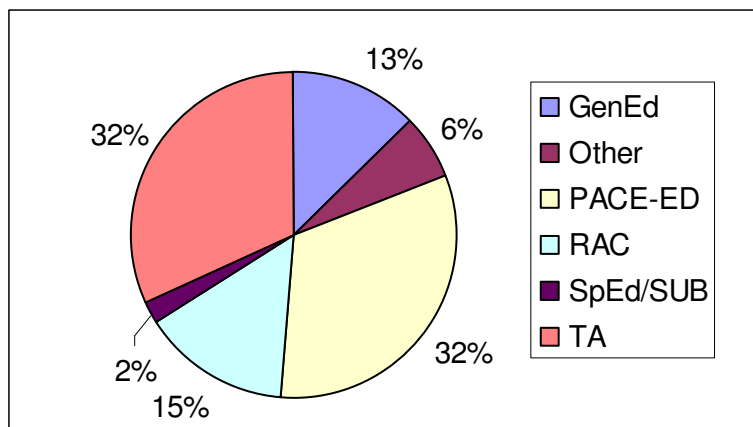


Figure 10. Certification Area of Program Completers (n=79), Project CREATE, 2008–2009



ED=Emotional Disabilities; LD=Learning Disabilities; MC=Multi-categorical/Generic; MD=Mental Disabilities; SEV=Severe.

Figure 11. *Employment Status of Program Completers (n=79), Project CREATE, 2008–2009*



GenEd=General education teachers; Other=includes non-instructional staff; PACE-ED=Program of Alternative Certification for Educators–Emotional Disabilities; RAC=Restricted Alternative Certificate in special Education; SpEd/Sub=Special education teachers and long-term substitutes not of RAC or PACE-ED status; TA=Teacher assistants.

Figure 12. *Certification Program of Completers (n=79), Project CREATE, 2008–2009*

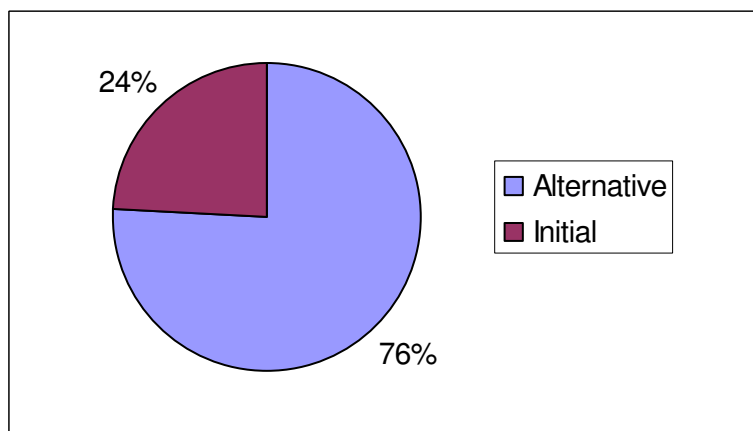


Figure 13. *CREATE-sponsored Courses Taken by Program Completers (n=79), Project CREATE, 2008–2009*

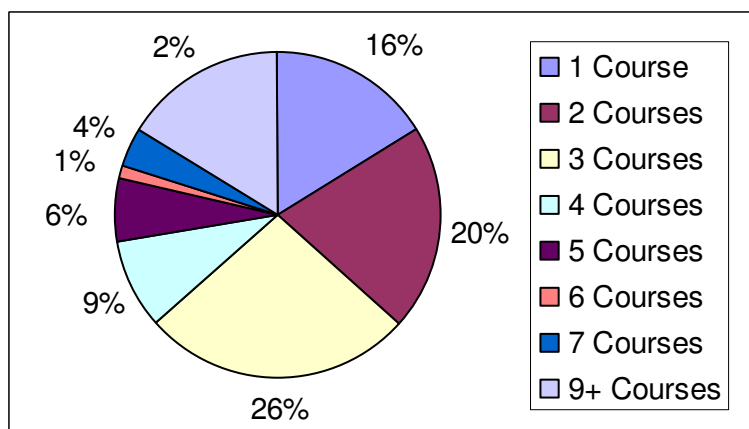
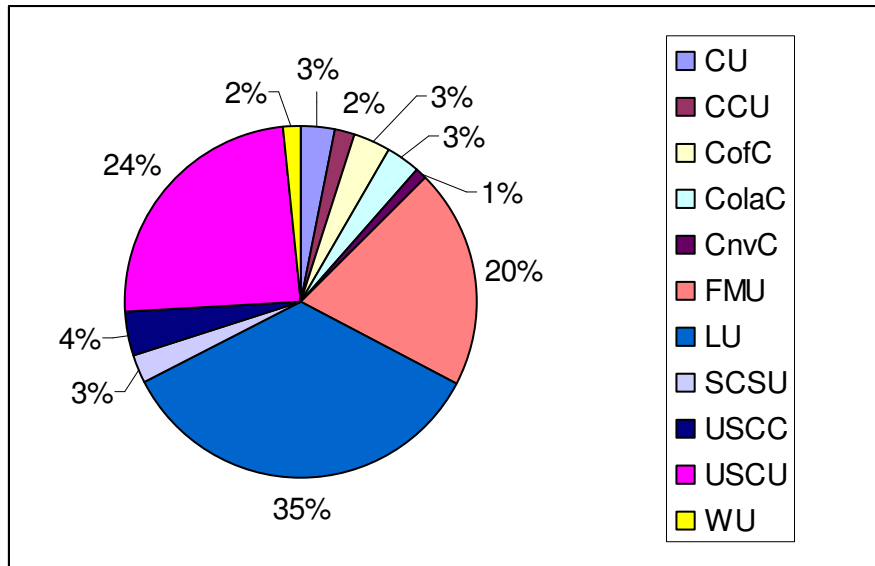


Figure 14. *Course Contribution (Percentage) of CREATE Colleges toward Completers' (n=79) Certification Programs, Project CREATE, 2008–2009*




CU=Clemson University; CCU=Coastal Carolina University; CofC=College of Charleston; ColaC=Columbia College; FMU=Francis Marion University; LU=Lander University; SCSU=South Carolina State University; USCC=USC Columbia; USCU=USC Upstate; WU=Winthrop University; UOP=University of Phoenix.

Table 16. *Course Contribution (Frequency) of CREATE Colleges toward Completers' (n=79) Certification Programs, Project CREATE, 2008–2009*

CREATE College	Number Courses*
Clemson University	11
Coastal Carolina University	8
College of Charleston	12
Columbia College	12
Converse College	4
Francis Marion University	76
Lander University	130
SC State University	10
USC Columbia	15
USC Upstate	91
Winthrop University	6
TOTAL	375

* Several of the 79 completers identified in Tables 15 and 16 were not enrolled in Year 6, but rather in prior years of the project, but were not included in completer count in a previous year's CREATE annual report. Additionally, the total of number of course scholarships (i.e., n=375) awarded to the completers includes all courses completed in the present and prior years (i.e., total years of participation in the project) by these completers. See pp. 11-12 in this report for further explanation.

*Project personnel certify that a total of 31 pages
comprise the final report for Year 6.*

A handwritten signature in black ink that reads "Joe P. Fallon". The signature is written in a cursive style with a large initial "J" and a distinct "P" and "F".