

CENTERS FOR THE RE-EDUCATION AND ADVANCEMENT OF TEACHERS IN SPECIAL EDUCATION OF SOUTH CAROLINA

Personnel Preparation Project Funded by the
South Carolina Department of Education

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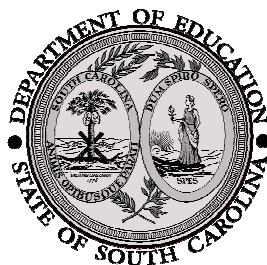
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EXECUTIVE SUMMARY

PROJECT CREATE–YEAR 9

CREATE (Centers for the Re-education and Advancement of Teachers in Special Education) is a personnel preparation initiative funded by the South Carolina Department of Education’s (SCDE) Office of Exceptional Children and the SCDE Office of Teacher Effectiveness. The chief mission of CREATE is to reduce the number of non-certified special education teachers while simultaneously growing a highly qualified and effective special education teacher work force in the South Carolina public/charter schools. CREATE awards tuition/textbook vouchers (i.e., course scholarships) to qualified participants to pursue add-on, alternative, or initial certification in special education. For Year 9 (2011-2012), the project delivered program course work through CREATE centers located at 12 South Carolina colleges and universities including Clemson 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, University of South Carolina Upstate, and Winthrop University. This Executive Summary highlights principal findings from the Year 9 final report. Specific topics addressed include (a) participants; (b) appropriateness of courses; (c) adequacy of course content; (d) progress of participants; (e) perceptions of participants; (f) enrollment in courses; (g) program completers; (h) recruitment, selection, and advising; (i) employment of completers; and (j) conclusion.

Participants. A total of 142 individuals qualified for the project, and 127 enrolled in one/more courses. Enrollees were employed full-time at 50 of the State’s 83 (60%) school districts and one (1) state operated program. The cohort was overwhelmingly female (86%) and mostly first-year or new participants (58%) to the project as opposed to returning (42%) participants. Almost one-third (30%) were African-American or Hispanic. The majority were pursuing Learning Disabilities (37%), Multi-categorical Special Education (20%), or Emotional Disabilities (19%) certification. Most (72%) were pursuing add-on/alternative certification.

Appropriateness of Courses. In order to serve the broadest geographic range of qualifying participants, particularly, those in remote areas of the State, consortium colleges offered both on-campus 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 Year 9, the 12 CREATE centers collectively offered 22 certification courses 116 times, 42 (36%) of which were online.

Adequacy of Course Content. A cluster mean rating of 3.44 (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.

Progress of Participants. Programmatic 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=18) was 76.9% (range of one to three courses). The average progress of participants pursuing add-on certification (n=74) was 44.0% (range of one to nine courses). The average progress of participants enrolled in initial certification programs at the bachelor’s or MAT level (n=35) was 29.0%; however, the range of needed course work was 1 to 23 courses. The weighted aggregated progress of the 127 participants was 44.5%. Academic progress was superb. Alternative/add-on certification candidates earned 92.3% A or B grades, and initial certification candidates earned 94.9% A or B grades.

Perceptions of Participants. Mean item ratings on online course evaluation items ranged from 3.36 to 3.63 (1=Strongly Disagree to 4=Strongly Agree). Three of the five item cluster means fell in the Average range, and two (Interaction Skills of Instructor; Course Syllabus) fell in the Strongly Agree range. The overall mean rating of 3.52 indicated participants strongly agreed they had received quality instruction. We judged the teacher perceptions of courses as exceedingly positive.

Enrollment in Courses. Participants were awarded 294 three-credit course scholarships, reflecting 84.5% of the 349 course scholarships available 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 62.33 (Fall 2011), 73 (Spring 2012), and 159 (Summer 2012).

Program Completers. A total of 67 participants (including participants from prior years, not counted in previous reports) completed all course work for their respective certification programs for Year 9. The completers were predominantly female (82%), and 25% were African-American or American Indian. Thirty-six percent finished course work in Learning Disabilities certification, followed by Emotional Disabilities (30%), Mental Disabilities (22%), Multi-categorical Special Education (8%), and Severe Disabilities (2%). The overwhelming majority (92%) were enrolled in add-on/alternative certification programs.

Recruitment, Selection, and Advising. Recruitment and selection of participants for the project was accomplished by a (a) dedicated Web site; (b) statewide mailing at the beginning of the grant year from the SC Office of Exceptional Children to district special education directors, directors of personnel, and school principals and (c) regular phone and email campaigns orchestrated by the project directors and center directors. Advising qualified participants on which certification courses would meet their needs was accomplished via phone and email. All 127 enrolled participants for Year 9 were verified to be non-certified in their area of special education certification need and were employed full-time in a SC public school district, charter school, or state operated program.

Employment of Completers. We verified the 2012–2013 employment of a subgroup of 61 (out of 67) program completers whose SC teaching certificate numbers were available; 100% remain employed in one of the State’s public school districts; and 52 (85.2%) were employed in the same district in which they were affiliated when they were participating in CREATE. Results from a self-report survey of a sample (n=31) of the completers indicated that 83.9% were presently teaching special education, and 92.3% were teaching in the same area of special education in which they received CREATE scholarship funds. We viewed these collective data as a strong indicator that the SCDE and local school districts, working cooperatively with the institutions of higher education, are effectively growing our own special educators.

Conclusion: Project leadership evaluated Year 9 of Project CREATE as *highly successful*. Noteworthy data collected and presented in this report that supports this conclusion include the following:

- ▶ Course scholarships available: 349
- ▶ Course scholarships awarded: 294
- ▶ Qualified participants enrolled: 127
- ▶ School districts represented: 50
- ▶ Certification program completers: 67

The nine-year cumulative total of 680 program completers provides compelling evidence that CREATE is effective at advancing SCDE’s mission of reducing the number of non-certified special education teachers while simultaneously growing our own highly qualified and effective special education teacher work force in South Carolina.

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FINAL REPORT

PROJECT CREATE–YEAR 9

HISTORY OF THE PROJECT

South Carolina public school districts have struggled over the last decade in sufficiently staffing special education classrooms with fully-licensed, highly qualified and effective 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 had catapulted to more than 400. Looming at the time was the federal mandate of *No Child Left Behind* (NCLB) that all states were to employ properly credentialed and highly qualified teachers by July 1, 2006.

In an effort to curtail the burgeoning population of non-credentialed special educators, the South Carolina Department of Education (SCDE) Office of Exceptional Children (OEC) adopted a ‘grow your own’ mission, and, subsequently, funded Year 1 of Project CREATE (Centers for the Re-education and Advance of Teachers in special education) in 2003–2004. Continuation funds from both OEC and the SCDE Division of Teacher Effectiveness were provided from 2004–2011 (Years 2 through 8), and, most recently, in 2011–2012 (Year 9). 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 and effective special education teacher work force in the State’s public and charter schools.

By underwriting 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. Key statistics on participants, schools districts, and outcomes are provided below:

Key Statistics for Project CREATE, 2003–2011.

Project Year ►	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	Yr. 8
▼ Project Descriptor	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Colleges in CREATE Consortium	3	4	6	11	11	11	11	11
Enrolled Participants	100	246	197	152	198	187	161	133
School Districts Represented	33	59	63	53	65	55	56	46
Courses Completed by Participants	121	411	288	279	484	367	304	257
Certification Progress	37%	63%	79%	57%	59%	60%	56%	56%
Program Completers	4	74	147	52	145	79	61	55

Data from annual, final reports (see <http://sccreate.org/reports.htm>) provide empirical evidence that CREATE, as a personnel preparation initiative of SCDE, has significantly closed the gap of non-certified special education teachers in public school classrooms. Notwithstanding, the potential for backsliding is ever present. Severe shortages of special educators persist in most states (American Association for Employment in Education, 2007; Higher Education Consortium in Special Education, n.d.). Moreover, employment in special education teaching is expected to increase by 17% by 2020 (U.S. Bureau of Labor Statistics, 2012) due to growth of students with disabilities and teacher demand. To address the shortage, many states have implemented ‘grow your own’ (GYO) programs (Butler, 2008; Mueller, 2012) that include alternative routes to certification (ARC) approaches (USBLS, 2008). CREATE’s continued operation reflects SCDE’s proactive effort to grow our own special education teacher work force, thereby minimizing the risk of another staffing crisis in South Carolina special education classrooms.

YEAR 9 OPERATION

As with previous years of the project, CREATE participant eligibility for Year 9 included all full-time SC public and charter school employees in both instructional and non-instructional positions, whose desire was to become highly qualified special education teachers. 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 (PACE-ED). For purposes of growing the State's potential pool of highly qualified and effective 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 and charter school staff in non-instructional work capacities (e.g., administrative assistants). 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 a master of arts in teaching (MAT) degree program in special education. Colleges in the CREATE consortium offered course work leading to certification of special educators as Board Certified Behavior Analysts (BCBA), as well as certification course work for the following traditional special education teaching areas: Early Childhood Special Education (ECSE); Emotional Disabilities (ED); Hearing Impairments (HI); Learning Disabilities (LD); Multi-categorical Special Education (MC); Mental/Intellectual Disabilities (MD); Severe Disabilities (SEV); and Visual Impairments (VI).

Qualified participants were awarded course scholarships on a first-come basis, which provided financial assistance to pay for tuition and textbook costs. Courses were delivered as regular/on-campus or online format and addressed add-on/alternative and initial certification needs of participants. Courses were scheduled and delivered during the Fall 2011, Spring 2012, and Summer 2012 semesters at CREATE centers established at the following 12 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. Pamela Stecker); College of Charleston (Dr. Michael Skinner); Columbia College (Dr. Tracy West); Converse College (Dr. Ansley Boggs); Francis Marion University (Dr. Shirley Bausmith); Furman University (Dr. Judy Stuart); Lander University (Dr. Dava O'Connor); SC State University (Dr. Gloria Hayes-Smith); Southern Wesleyan University (Dr. Harold Waters); USC Columbia (Dr. Kathleen Marshall); USC Upstate (Dr. Holly Pae); and Winthrop University (Dr. Debra Leach). Dr. Joe Sutton, special education consultant, continued his post as project director and principal investigator for Year 9.

ENROLLED PARTICIPANTS

We processed 275 applications during Year 9, from which 142 (52%) applicants qualified for scholarship funds. Of the qualified applicants, 127 (89%) enrolled in one or more courses during the project year. Representing 50 of 83 (60%) school districts and one state operated program (see Table 1, p. 17), enrollees were predominantly female (86%; see Figure 1, p. 18) and were mostly first-year or new participants (58%) to the project as opposed to returning (42%) participants (see Figure 2, p. 18). The majority of participants were seeking either Learning Disabilities (37%) or Multi-categorical Special Education (20%) certification (see Figure 3, p. 18), followed by Emotional Disabilities (19%), and Mental Disabilities (14%). Considerably fewer participants were pursuing Early Childhood Special Education (8%) and Hearing Impairments (2%) certification. None of the enrolled participants were pursuing the following additional certification areas that were available: Board Certified Behavior Analyst; Severe Disabilities; and Visual Impairments. Representation by ethnicity/race included Caucasians (71%), African-Americans (27%), and American Indian (2%; see Figure 4, p. 19). Participants were employed in a variety of full-time positions in SC public schools including general education classroom teachers (16%) seeking a career change into special education, special education teachers of emotional disabilities

enrolled in the State's *Program of Alternative Certification for Educators* (PACE) program (14%), special education teachers holding the restricted alternative certificate or RAC (3%), special education teachers holding neither the RAC nor PACE-ED but needing to obtain a certain special education certification to support their current teaching assignment or future re-assignment (31%), teacher assistants (28%), and other non-instructional staff (8%; see Figure 5, p. 19). Most of the participants were enrolled in add-on/alternative certification programs in special education (72%), with a smaller percentage enrolled in initial certification programs in special education via a bachelor of arts/science (BA/BS) degree program (12%) or the master of arts in teaching (MAT) degree program (16%; see Figure 6, p. 19).

EVALUATION OF THE PROJECT

The evaluation design described in the initial proposal for CREATE (2003–2004) required preparation of a final report after completion of each year of operation. As with previous years, the final report for Year 9 addressed the following questions (data for each evaluation question is provided and discussed in subsequent sections of this report):

1. How appropriate were the selection of courses in relation to certification 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 certification?
4. What are the participants' perceptions of the project?
5. Was anticipated enrollment maintained throughout the project period?
6. What percentage of the qualifying participants completed their respective certification programs?
7. How effective was 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. CREATE participants resided in virtually all geographic regions of the State. Therefore, 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 two course formats: (a) on-campus courses; and (b) online courses. By commuting to a college's main campus or extension site, participants were able to join other regional part-/full-time teachers-in-preparation in *campus courses* offered as part of the college's regular, late afternoon/evening semester schedule. Participants were also able to join a State-wide cadre of teachers in completing needed certification course work via Internet by enrolling in selected *online courses*, which, again were offered as part of the college's regular course schedule. Several of the CREATE centers also offered contract courses, which were designed to address specific certification course needs common to many participants. Contract courses required a minimum enrollment of 18 participants and were offered online.

Range of Course Options. In addition to having access to needed course work, appropriateness of courses was evaluated by determining the extent to which the project offered the range of needed add-on or PACE-ED certification courses to participants, who represented 72% of the participant group. Course contributions from each CREATE center and corresponding course formats for each of the three semesters (i.e., fall, spring, and summer) for Year 9 are provided in Tables 2, 3, and 4 (see pp. 20-21). The 12 colleges in the CREATE consortium offered 22 different certification courses a total of 116 times, 42 (36%) of which were available online.

Content of Courses. We also ascertained course appropriateness 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. CREATE center directors and the project director reviewed course syllabi and concluded that content was satisfactorily appropriate. Overall, the leadership for CREATE judged the access, range, and content of available certification courses as appropriate to meet the program needs of participants.

ADEQUACY OF COURSE CONTENT

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

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

Table 5 (see p. 21) provides the mean ratings of these four items that were gathered from 157 of 303 (57%) course evaluation surveys solicited. Results for participants pursuing *add-on/alternative* certification are reported based on the five (5) major types of course work required: Assessment (As); Behavior Management (BM); Characteristics (Char); Introduction to Exceptional Learners (EL); and Procedures/Methods (Proc). We reported results for participants pursuing *initial* certification by collapsing all required course work per degree program type: Bachelor’s (Bach); or Master of Arts in Teaching (MAT). We interpreted the individual and overall mean ratings as follows: 3.51–4.00=trending Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending Strongly Disagree.

With a mean rating of 3.61 (trending Strongly Agree), Add-on/alternative participants viewed Introduction to Exceptional Learners most favorably with regard to adequacy of course content. They generally agreed that Assessment (2.93), Behavior Management (3.43), Characteristics (3.49), and Methods/Procedures (3.41) courses provided satisfactory content. Participants pursuing initial certification through bachelor’s programs gave an adequacy rating for their course work that trended toward strong agreement (3.51), whereas participants pursuing initial certification through MAT programs generally agreed (3.44) that their content was adequate. Overall, project leadership believe CREATE participants were satisfied that course work was preparing them adequately.

PROGRESS OF PARTICIPANTS

The project awarded 303 course scholarships to 127 participants in Year 9. We evaluated the extent to which participants progressed at an appropriate rate toward completion of alternative/add-on or initial certification by analyzing the following:

- ▶ Percentage of participants who earned traditionally satisfactory grades of A, B, or C in their course work for the three semesters (See Tables 6 and 7, p. 22); these data represent academic progress of participants.
- ▶ Percentage of courses that participants completed out of courses prescribed in their respective certification programs (See Tables 8, 9, and 10, pp. 23-24); these data reflect program progress of participants.

Table 6 (see p. 22) reveals 70% of course work by participants seeking add-on/alternative certification resulted in A grades, and about one-fourth (23%) were B grades, indicating a high level of skill mastery. Minimally acceptable competency was demonstrated by 4% course work of C grades.

Approximately 4% of course work reflected D/F or I/W (i.e., incomplete or withdraw) grades. Overall, these data suggest generally high academic progress of participants pursuing add-on/alternative certification, as measured by final grades.

Grades in course work for participants seeking initial certification through bachelor's and MAT degree programs were equally impressive (see Table 7, p. 22). Seventy-seven percent (77%) of their grades were A grades, and 18% were B grades, totaling 95%, which was comparable to the combined A and B grades (93%) earned by add-on/alternative participants. Candidates for initial certification (see Table 8, p. 23), however, earned fewer (2%) grades of D/F and I/W than their add-on/alternative counterparts. Collectively, we evaluated these data as extremely positive for CREATE candidates pursuing initial certification.

Another measure of participants' individual progress toward completion of certification is the mathematical comparison of *completed* courses versus *needed* courses, as prescribed in their respective 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, would demonstrate 50% progress (i.e., $2 / 4 = 50\%$). Therefore, we separated the 127 participants into three groups—PACE-ED, add-on certification, and bachelor's/MAT—and we computed progress for each group.

The average course progress of participants seeking alternative certification in the PACE program (n=18) was 76.9% (see Table 8, p. 23). PACE participants, however, are required to take fewer courses (i.e., three graduate courses) for their certification programs. The average progress of participants pursuing add-on certification (n=74) was 44.0% (see Table 9, p. 23). The number of courses required for add-on certification range from one to nine. The average progress of participants enrolled in initial certification programs (n=35) was 29.0% (see Table 10, p. 24). The range of required courses for those enrolled in initial certification programs ranged from one to 23 courses; therefore, it was expected that their progress would be considerably less. The weighted aggregated progress of the 127 participants was 44.5%. Overall, these data suggest that 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. The course evaluation was voluntary, anonymous, and administered at the end of each semester. The survey included 30 items which participants rated using the following four-point Likert scale: 1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree. Survey items were subsumed under the following categories/clusters: Teaching Skills of Professor (9 items); Interaction Skills of Professor (5 items); Course Requirements (4 items); Evaluation of Learning (5 items); Course Syllabus (3 items); Course Content/Impact of Course (4 items). Note: Results of the four items for the category, Course Content/Impact of Course, was presented and discussed earlier in this report; see p. 10, Adequacy of Course Content).

A summary of mean ratings for the remaining 26 items on the course evaluations gathered from 157 course evaluations submitted out of the 303 course evaluations solicited (52% response rate) is provided in Table 11 (see p. 25). We interpreted mean ratings as follows: 3.51–4.00= trending Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending Strongly Disagree. Individual item mean ratings ranged from 3.18 to 3.57. The item cluster means ranged from 3.49 to 3.59. Three cluster mean ratings fell in the average range (i.e., Teaching Skills of Instructor, 3.49; Course Requirements, 3.50; Evaluation of Learning, 3.50 of the five item cluster means fell in the Average range, and two received mean ratings that trended Strongly Agree (i.e., Interaction Skills of Instructor, 3.59; Course Syllabus, 3.56). The overall mean rating of 3.52 also trended Strongly Agree. With no individual item or item cluster mean ratings falling below the Agree rating, the CREATE leadership judged teacher perceptions of courses offered by colleges in the CREATE consortium as overwhelmingly positive.

ENROLLMENT IN COURSES

Of the 349 three-credit course scholarships available through the 12 CREATE college centers for Year 9, the project awarded 294 (85%) to qualified participants. Table 12 (see p. 26) enumerates the course scholarships awarded out of available course scholarships for each CREATE center. Percentage of courses awarded out of courses available for individual centers ranged from 20% (Furman University) to 100% (Southern Wesleyan University). Figure 7 (see p. 26) depicts the number of course scholarships awarded for each of the three semesters across all CREATE centers, as follows: Fall 2011 (n=62.33); Spring 2012 (n=72.67); and Summer 2012 (n=159.2). Table 13 (see p. 27) provides the distribution of course scholarships awarded to SC school districts (n=50) and one State-operated program. The three school districts that received the greatest number of course scholarships were Greenwood 50 (n=21.66), Greenville 01 (n=20), and Abbeville 60 (n=19.33). Explanations for why these districts received more course awards varied. One reason was that these districts had greater numbers of enrolled participants. Another reason was that participants from these districts simply expressed greater interest. Nonetheless, the project consistently operated under a first-come policy for awarding course scholarships. Additionally, given that the total allocation of course scholarships was not depleted by the end of the grant year, the project had the ability to award more course scholarships to participants in other school districts, had more interest been expressed. Note: A course scholarship equates to 3-credits of course work. The 294 three-credit course scholarships awarded is admittedly a smaller number than the total of 303 *individual* courses completed by participants (and reported in Tables 8, 9, and 10; see pp. 23-24). The larger figure of 303, however, represents three-credit course scholarships that have been subdivided into 1-, 2-, and 3-credit courses completed by participants.

PROGRAM COMPLETERS

The project identified 67 participants who completed all course work for their respective certification programs (Note: This total includes 32 participants enrolled in Year 9 of the project and an additional 35 participants enrolled in prior years of the project who completed program requirements but were not counted in previous final reports.). Representing 32 of 83 districts (39%) and one State-operated program (SC School for the Deaf and Blind), Horry 01 District produced the greatest number of completers with 7, followed by Richland 01 District with 6, and Greenville 01 District with 5. The remaining districts ranged from 1 to 3 completers (see Table 14, p. 28). The completers were overwhelmingly female (82%; see Figure 8, p. 29), and largely Caucasian (75%), with 18% African-Americans (see Figure 9, p. 29). Figure 10 (see p. 29) reveals 36% of the completers finished course work in Learning Disabilities certification, followed by Emotional Disabilities (30%), Mental Disabilities (22%), Multi-categorical Special Education (8%), and Severe Disabilities and Visual Impairments, each with 2%.

The majority (32%) of completers were employed as non-RAC special education teachers (33%; see Figure 11, p. 30), followed by PACE-ED special education teachers (27%), and RAC special education teachers (18%). Completers finishing alternative programs (92%) outnumbered those finishing initial certification via bachelor's (4%) or MAT programs (4%) by a 9:1 ratio (see Figure 12, p. 30). Most completers received scholarships for three courses (34%) or two courses (19%) to complete their respective certification program requirements (see Figure 13, p. 30).

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. A continuously updated Web site provided a highly effective forum for year-round recruitment efforts. SCDE officially initiated recruitment at the beginning of the grant year by mailing a letter of information about the project 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 email campaigns to

qualified individuals who were either previously enrolled or new to the project. Having expended 85% of the project's available course scholarships for the year, the CREATE leadership evaluated the effectiveness of recruitment efforts as successful.

Selection. Consistently applying guidelines of viability and fairness allowed appropriate selection of participants for the project and for course scholarship awards. With regard to *viability*, project staff selected and enrolled only participants who were employed full-time in SC public schools, charter schools, or State-operated programs and who were non-certified in the special education area of need. We were able to verify that all 127 participants during Year 9 were employed full-time in their respective school districts and were non-certified in the area of special education of pursuit indicated on their application. As for *fairness*, CREATE office staff continued to enforce implementation of a first-come policy in awarding course scholarships. We believe this guideline was successful and equitable in the long-run, guaranteeing 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 50 of 83 (60%) school districts and one State-operated program. More importantly, sufficient grant funds precluded having to reject any course scholarship requests from qualifying participants. 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 12 CREATE center directors. Advising was accomplished through email, phone, and face-to-face meetings, and focused primarily on recommending appropriate course work to applicants as prescribed by their respective certification programs. We achieved a 100% concordance between courses in which participants enrolled and successfully completed, and the needed course work identified on their program checksheets. This allowed us to evaluate our advising process as highly successful.

EMPLOYMENT OF COMPLETERS

CREATE program completers are obligated by signed agreement with SCDE to secure employment in a South Carolina public/charter school that aligns with their newly-obtained certification area. Finalizing certification hinges on two (2) remaining actions, both of which are the sole initiative of the completer and outside the purview of Project CREATE: (a) completion of Practicum, if required in the certification program, and (b) taking/passing the appropriate Praxis II[®] exam(s) required by the State Board.

In evaluating this component of the project, we determined whether program completers were still employed as educators in South Carolina. With access to the Certification Portal granted by SCDE Certification Office officials, we verified the 2012–2013 employment of 61 of the 67 program completers who were enrolled in add-on or PACE-ED certification programs. Of this subgroup of 61 completers, 100% remain employed in South Carolina school districts. Fifty-two (85.2%) were employed in the same district in which they were affiliated when they were participating in CREATE. The remaining nine (9) completers transferred employment to a different South Carolina school district. Note: Because SDE certification numbers of the six (6) completers in the bachelor's and MAT programs were unavailable to the project, determining their school district employment status was not possible through the Portal.

Next, we surveyed the current teaching assignment of the program completers using self-report information gathered through a secure online survey. The survey assessed (a) whether completers were presently teaching special education, (b) the specific area of their special education teaching assignment, and (c) whether completers were teaching in the same area of special education in which they received CREATE scholarship funds for certification course work. We obtained a 46.3% response rate to the survey, which we believe is generally representative of the total group of completers. Results indicated that 83.9% (26 of 31) were presently teaching special education, and 92.3% (24 of 26) were teaching in the same area of special education in which they received CREATE scholarship funds for certification

course work. Taken collectively, we viewed these collective data as a strong indicator that the SCDE and local school districts, working cooperatively with the institutions of higher education, are effectively growing our own special educators.

CONCLUSION

Project leadership evaluated Year 9 of Project CREATE as *highly successful*. Noteworthy data collected and presented in this report that supports this conclusion include the following:

- ▶ Course scholarships available: 349
- ▶ Course scholarships awarded: 294
- ▶ Qualified participants enrolled: 127
- ▶ School districts represented: 50
- ▶ Certification program completers: 67

The nine-year cumulative total of 680 program completers provides strong evidence that CREATE is effective at advancing SCDE's mission of reducing the number of non-certified special education teachers while simultaneously growing our own highly qualified and effective special education teacher work force in South Carolina.

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Submitted to SCDE: February 1, 2013

TABLES AND FIGURES
PROJECT CREATE–YEAR 9

 Table 1. *School District Affiliation of Enrolled Participants (n=127), Project CREATE, 2011–2012*

District	No.	District	No.
Abbeville 60	6	Hampton 02	
Aiken 01	4	Horry 01	12
Allendale 01		Jasper 01	
Anderson 01		Kershaw 01	3
Anderson 02		Lancaster 01	2
Anderson 03		Laurens 55	2
Anderson 04		Laurens 56	1
Anderson 05	1	Lee 01	2
Bamberg 01	4	Lexington 01	1
Bamberg 02		Lexington 02	1
Barnwell 19		Lexington 03	
Barnwell 29		Lexington 04	3
Barnwell 45	1	Lexington 05	2
Beaufort 01	2	Marion 01	1
Berkeley 01	4	Marlboro 01	
Calhoun 01	1	McCormick 01	
Charleston 01	2	Newberry 01	1
Cherokee 01	3	Oconee 01	2
Chester 01	1	Orangeburg 03	
Chesterfield 01		Orangeburg 04	
Clarendon 01	3	Orangeburg 05	1
Clarendon 02	1	Pickens 01	
Clarendon 03		Richland 01	10
Colleton 01	5	Richland 02	3
Darlington 01	1	Saluda 01	1
Dillon 03		Spartanburg 01	2
Dillon 04	2	Spartanburg 02	1
Dorchester 02	1	Spartanburg 03	2
Dorchester 04		Spartanburg 04	
Edgefield 01	1	Spartanburg 05	
Fairfield 01	1	Spartanburg 06	2
Florence 01		Spartanburg 07	3
Florence 02	1	Sumter 01	2
Florence 03	1	Union 01	
Florence 04		Williamsburg 01	
Florence 05		York 01	
Georgetown 01		York 02	1
Greenville 01	9	York 03	
Greenwood 50	6	York 04	1
Greenwood 51	1	Charter Schools	
Greenwood 52	2	Palmetto USD	
Hampton 01		SCSDB	1
		TOTAL	127

Figure 1. Gender of Enrolled Participants (n=127), Project CREATE, 2011–2012

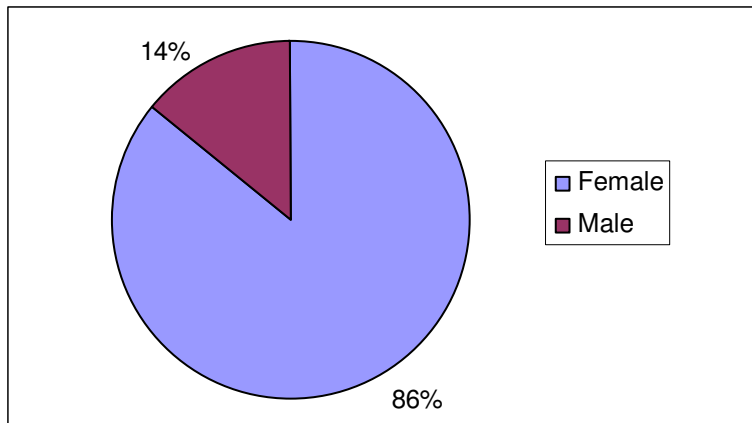


Figure 2. New or Returning Status of Enrolled Participants (n=127), Project CREATE, 2011–2012

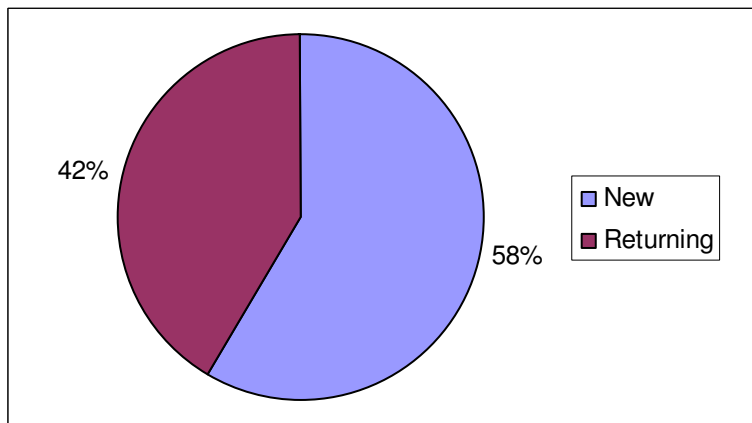
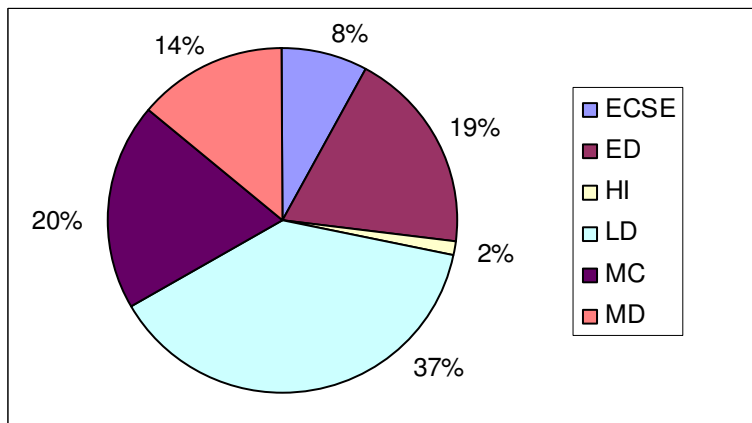


Figure 3. Certification Area Pursued by Enrolled Participants (n=127), Project CREATE, 2011–2012



ECSE=Early Childhood Special Education; ED=Emotional Disabilities; HI=Hearing Impairments; LD=Learning Disabilities; MC=Multi-categorical; MD=Mental Disabilities.

Figure 4. *Ethnicity/Race of Enrolled Participants (n=127), Project CREATE, 2011–2012*

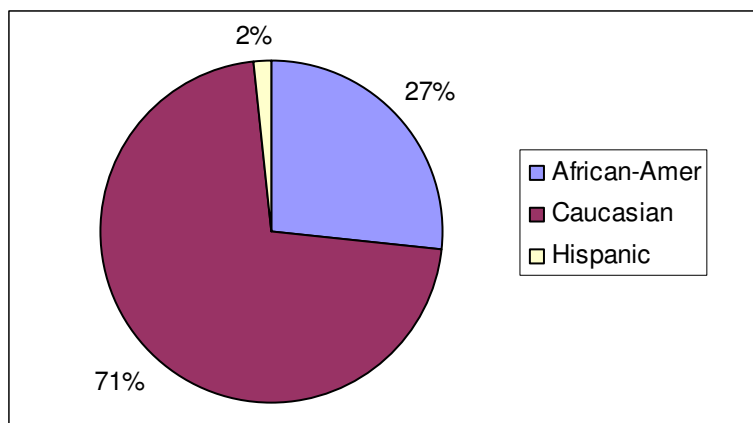
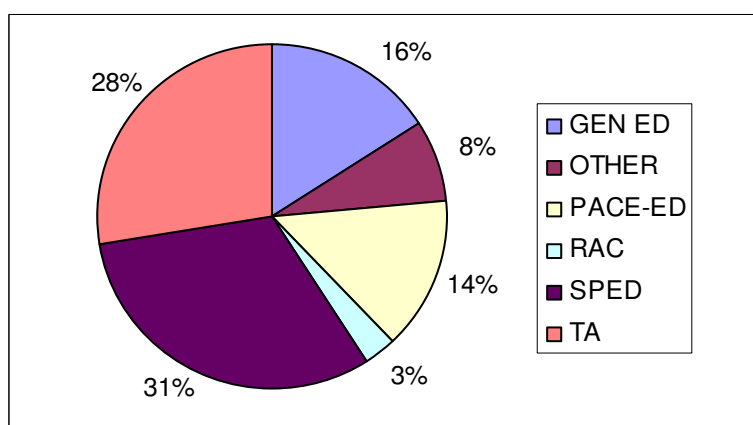
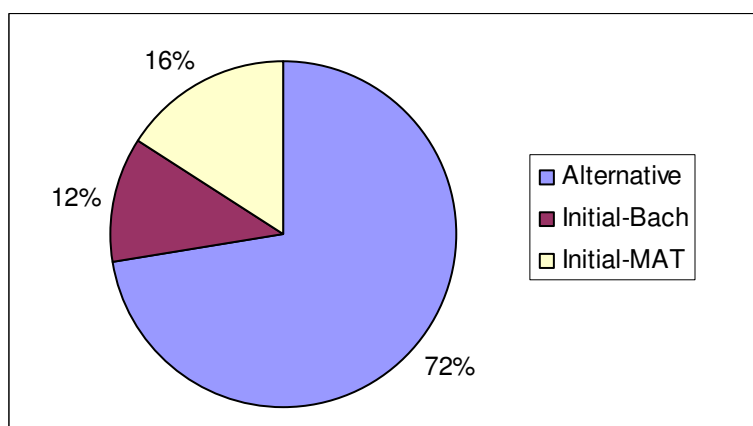


Figure 5. *Employment Status of Enrolled Participants (n=127), Project CREATE, 2011–2012*



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

Figure 6. *Certification Program of Enrolled Participants (n=127), Project CREATE, 2011–2012*



Note: Alternative includes participants who were pursuing add-on and PACE-ED certification.

Table 2. *Certification Courses and Formats, Fall 2011 Semester, Project CREATE, 2011–2012*

COLLEGE ►	CU	CofC	ColaC	CnvC	FMU	FU	LU	SCSU	SWU	USCC	USCU	WU
▼ COURSE												
Introduction to Exceptional Learners		C		C	C	C	O	O	O	O		
Characteristics: Emotional Disabilities				C						O		C
Characteristics: Learning Disabilities			C	C			C			C		C
Characteristics: Mental Disabilities			C				C			C		
Characteristics: Severe Disabilities										C		
Methods: Mental Disabilities				C					C			C
Methods: Severe Disabilities										C		C
Behavior Management				C	O					O		C
Teaching Reading in Gen/Spec Educ				C	C					C	C	C
Assessment for Exceptional Learners				C	C					C		
Braille–Reading & Writing											C	
Teaching Reading for Visual Impair											C	
Psychology of Hearing Impairments				C								

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; WU=Winthrop University; O=Online course; C=campus course.

Table 3. *Certification Courses and Formats, Spring 2012 Semester, Project CREATE, 2011–2012*

COLLEGE ►	CU	CofC	ColaC	CnvC	FMU	FU	LU	SCSU	SWU	USCC	USCU	WU
▼ COURSE												
Introduction to Exceptional Learners			C	C			O	O		O	O	
Introduction to Early Child Spec Ed			C									
Characteristics: Emotional Disabilities		C				C						
Characteristics: Learning Disabilities		C				C						C
Characteristics: Mental Disabilities		O		C					C			
Procedures: Emotional Disabilities				C								C
Procedures: Learning Disabilities			C	C	O					C		C
Procedures: Mental Disabilities			C									
Behavior Management										C		
Teaching Reading in Gen/Spec Educ		C		C								C
Assessment for Exceptional Learners		C		C	O			O	O		C	
Teaching Reading for Visual Impair											C	
Procedures for Visual Impair											C	

Note: See legend in Table 2.

Table 4. *Certification Courses and Formats, Summer 2012 Semester, Project CREATE, 2011–2012*

College ►	CU	CoFC	ColaC	CnVC	FMU	FU	LU	SCSU	SWU	USCC	USCU	WU
▼ Course												
Introduction to Exceptional Learners				C			O		O	O	O	C
Characteristics: Emotional Disabilities		O		C			O					
Characteristics: Learning Disabilities	O			C	B		O		O		O	
Characteristics: Mental Disabilities							O					
Procedures: Early Childhood SpEd										C		
Procedures: Emotional Disabilities				C			O					
Procedures: Learning Disabilities					B						O	
Procedures: Mental Disabilities					O							
Behavior Management		C	O		O	C				O		C
Teaching Reading in Gen/Spec Educ				C	B	C	O					C
Assessment for Exceptional Learners							O		O		O	
Nature & Needs: Visual Impairment											C	
Anatomy & Physiology of the Eye											O	
Orientation & Mobility: Visual Impair.											C	
Intro. Early Childhood Special Educ.					B							
Soc./Emot. Develop. Young Children					B					C		

Note: See legend in Table 2.

Table 5. *Mean Ratings of Items Reflecting Adequacy of Course Content from Participant Course Evaluations (n=157), Project CREATE, 2011–2012*

Certification Program ►		Add-on/Alternative					Initial		All
Evaluation Item ▼	Course ►	As n=7	BM n=20	Char n=21	EL n=7	Meth n=27	Bach n=30	MAT n=45	Total n=157
Provided more knowledge/skills about instruction in special education		2.86	3.45	3.38	3.57	3.48	3.47	3.44	3.43
Made more relevant applications to the real world of the classroom		2.86	3.40	3.57	3.71	3.37	3.50	3.44	3.44
Broadened my perspective more in how to teach learners with disabilities		3.14	3.45	3.48	3.57	3.41	3.53	3.47	3.46
Significantly contributed to my overall preparation in special education		2.86	3.40	3.52	3.57	3.37	3.53	3.47	3.44
Item Cluster Mean:		2.93	3.43	3.49	3.61	3.41	3.51	3.46	3.44

Note. Data based on a 4-point Likert scale and reflected 157 course evaluations submitted voluntarily out of 303 solicited course evaluations (52% response rate). Total means were weighted per type of course. As=Assessment for Exceptional Learners; BM=Behavior Management; Char=Characteristics of Emotional/Hearing/Learning/Mental/Severe/Visual Disabilities; EL=Introduction to Exceptional Learners; Meth=Methods for Emotional/Hearing/Learning/Mental/Severe/Visual Disabilities and Teaching Reading; Bach=Bachelor's degree program; MAT=Master of Arts in Teaching degree program.

Table 6. *Final Grades for Participants (n=92) Enrolled in Courses (n=167) Leading to Add-on/Alternative Certification, Project CREATE, 2011–2012*

Certification Courses	Final Grades*					
	A	B	C	D/F	I/W	Total
Introduction to Exceptional Learners	7	3				7
Characteristics: Early Childhood Spec Ed	3					3
Characteristics: Emotional Disabilities	8	6		1		15
Characteristics: Hearing Impairments	2					2
Characteristics: Learning Disabilities	20	5	2	1		28
Characteristics: Mental Disabilities	7			2		9
Methods: Early Childhood Spec Ed	2					2
Methods: Emotional Disabilities	11	2	2		2	17
Methods: Learning Disabilities	19	5				24
Methods: Mental Disabilities	4	2				6
Teaching Reading: General/Special Educ.	3					3
Behavior Management	22	8				30
Assessment for Exceptional Learners	9	7	4			20
Social/Emot. Develop.: Early Child Spec Ed	9					9
Language: Hearing Impairments	2					2
All Certification Courses	116	38	7	4	2	167
Percent	69.5	22.8	4.2	2.4	1.2	100

* I/W=Incomplete or withdrawn; Percentages are rounded.

Table 7. *Final Grades for Participants (n=35) Enrolled in Degree Program Courses (n=136) Leading to Initial Certification, Project CREATE, 2011–2012*

Program Courses	Final Grades*					
	A	B	C	D/F	I/W	Total
Bachelor's Degree Program–BA/BS	47	22	3		1	73
Master's Degree Program–MAT	57	3	2		1	63
All Courses	104	25	5	0	2	136
Percent	76.5	18.4	3.7	0	1.5	100

* I/W=Incomplete or withdrawn. Percentages are rounded.

Table 8. *Progress of Participants (n=18) Enrolled in PACE Certification Programs, Project CREATE, 2011–2012*

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%	1	100%			
3 Courses	33%	2	67%	4	100%	2
Total		11		4		2

* Positive progress reported for 17 of 18 participants. The remaining participant made 0% progress toward his/her respective program due to an Incomplete grade for one course attempted.

Table 9. *Progress of Participants (n=74) Enrolled in Add-on Certification Programs, Project CREATE, 2011–2012*

No. Courses in Program ▼	No. Courses Completed*									
	1 Course		2 Courses		3 Courses		4 Courses		5 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	3								
2 Courses	50%	4	100%	1						
3 Courses	33%	3	67%	7	100%	1				
4 Courses	25%	2	50%	4	75%	4	100%	1		
5 Courses	20%	5	40%	6	60%	2	80%	1		
6 Courses	17%	12	33%	7	50%	1	67%	1		
7 Courses			29%	1					71%	1
8 Courses	13%	1					50%	1		
10 courses	10%	1					40%	1		
11 courses			18%	2						
Total		31		28		8		5		1

* Positive progress reported for 73 of 74 participants. The remaining participant made 0% progress toward his/her respective program due to an F grade in one course attempted.

Table 10. *Progress of Participants (n=35) Enrolled Initial Certification Programs (Bachelor's or Master of Arts in Teaching Degrees), Project CREATE, 2011–2012*

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%	3						
3 Courses					100%	1		
7 Courses					43%	1		
8 Courses					38%	1		
9 Courses					33%	1		
10 Courses			20%	1				
12 Courses							25%	1
14 Courses			14%	1	21%	1		
16 Courses					19%	1		
17 Courses	6%	2	12%	1			24%	1
19 Courses			11%	1	16%	1	21%	1
21 Courses					14%	1		
23 Courses	4%	1						
Total		6		4		8		3

Table 10. *Progress of Participants (n=35) Enrolled Initial Certification Programs (Bachelor's or Master of Arts in Teaching Degrees), Project CREATE, 2011–2012 (cont.)*

No. Courses in Program ▼	No. Courses Completed*					
	5 Courses		6 Courses		7 Courses	
	Progress	No.	Progress	No.	Progress	No.
6 Courses	100%	1				
10 Courses					70%	1
13 Courses					54%	1
15 Courses			49%	1		
16 Courses	31%	1	38%	2		
17 Courses	29%	1	35%	2	41%	1
18 Courses					39%	1
21 Courses			29%	1		
22 Courses						1
Total		3		6		5

Table 11. Mean Item and Cluster Ratings from Course Evaluations (n=157), Project CREATE, 2011–2012

Course Evaluation Items	Mean*	Rating
<i>Teaching Skills of Instructor</i>	3.49	A
Communicated subject matter clearly	3.52	SA
Caused me to think critically	3.56	SA
Showed enthusiasm and made classes interesting and engaging	3.49	A
Used examples, illustrations, and/or demonstrations to explain ideas	3.54	SA
Embellished/expanded on textbook material, rather than just repeated it	3.46	A
Used allocated class time for critical, more important material	3.43	A
Presented information in an organized, logical, and sequential manner	3.52	SA
Integrated media, guest speakers, and/or other resources with lecture	3.36	A
Inspired, motivated, and stimulated a desire to want to learn more	3.52	SA
<i>Interaction Skills of Instructor</i>	3.59	SA
Showed genuine interest in students' success	3.62	SA
Was available during office hours (or by phone/e-mail) for consultation	3.53	SA
Showed respect towards the opinions of students	3.63	SA
Encouraged student participation in class	3.61	SA
Responded to student questions in a clear, supportive manner	3.56	SA
<i>Course Requirements</i>	3.50	A
Readings (textbook, etc.) that improved my understanding of the subject	3.43	A
Assignments that were well developed and related to course content	3.55	SA
Assignments that were creative, hands-on (e.g., case studies, research)	3.50	SA
Assignments that were paced and timed appropriately for the semester	3.51	SA
<i>Evaluation of Learning</i>	3.50	A
Provided meaningful, constructive feedback on tests and other work	3.50	A
Graded tests/projects according to criteria published in the syllabus	3.57	SA
Prepared me for tests (e.g., gave overviews of test content/format)	3.47	A
Assessed knowledge and conceptual understanding on tests/projects	3.51	SA
Returned graded tests and projects on, or by, the promised date	3.47	A
<i>Course Syllabus</i>	3.56	SA
Stated goals/objectives and included a schedule of course content	3.59	SA
Gave instructions for successful completion of course assignments	3.59	SA
Provided clear criteria for grading projects and assignments	3.52	SA
<i>Overall Mean</i>	3.52	SA

* Data reflect 157 course evaluations submitted voluntarily out of 303 solicited course evaluations (52%). Mean ratings are based on a 4-point Likert rating. SA=Strongly Agree; A=Agree.

Table 12. *Course Scholarships Available (n=349) and Awarded (n=294) per CREATE Center, Project CREATE, 2011–2012*

CREATE Center	Type	Available	Awarded	Percent
Clemson University	O	18	15	83.3
College of Charleston	C,O	36	25	69.4
Columbia College	C,O	10	6	60.0
Converse College	C	36	35.5	98.6
Francis Marion University	C,O	83.33	82.33	98.8
Furman University	C	5	1	20.0
Lander University	C,O	91	76.33	83.9
SC State University	C,O	10	8	80.0
Southern Wesleyan University	C,O	5	5	100.0
USC Columbia	C,O	29	26	93.1
USC Upstate	C,O	21	11	52.4
Winthrop University	C	5	3	60.0
Total		349.33	294.16	84.5

O=online course; C=campus course. A course scholarship equates to 3-credits of course work. The 294 three-credit course scholarships awarded is admittedly a smaller number than the total of 303 *individual* courses completed by participants (and reported in Tables 8, 9, and 10). The greater figure of 303, however, represents three-credit course scholarships that have been subdivided into 1-, 2-, and 3-credit courses completed by participants.

Figure 7. *Course Scholarships (n=294) Awarded per Semester, Project CREATE, 2011-2012*

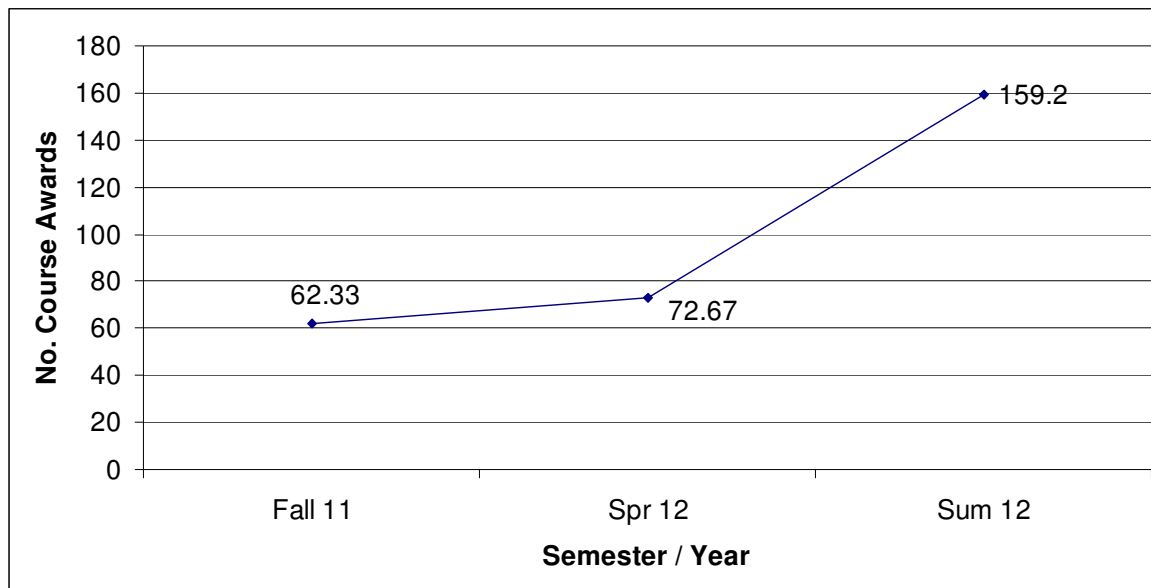


Table 13. *Course Scholarships (n=294) Awarded per School District, Project CREATE, 2011-2012*

District	No.	District	No.
Abbeville 60	19.33	Hampton 02	
Aiken 01	10	Horry 01	32
Allendale 01		Jasper 01	
Anderson 01		Kershaw 01	5
Anderson 02		Lancaster 01	3
Anderson 03		Laurens 55	7.16
Anderson 04		Laurens 56	1
Anderson 05	1	Lee 01	4
Bamberg 01	13	Lexington 01	1
Bamberg 02		Lexington 02	2
Barnwell 19		Lexington 03	
Barnwell 29		Lexington 04	4
Barnwell 45	1	Lexington 05	5
Beaufort 01	2	Marion 01	1
Berkeley 01	13	Marlboro 01	
Calhoun 01	1	McCormick 01	
Charleston 01	3	Newberry 01	6.16
Cherokee 01	5	Oconee 01	3
Chester 01	2	Orangeburg 03	
Chesterfield 01		Orangeburg 04	
Clarendon 01	10	Orangeburg 05	3
Clarendon 02	4	Pickens 01	
Clarendon 03		Richland 01	15
Colleton 01	9	Richland 02	5
Darlington 01	4	Saluda 01	2
Dillon 03		Spartanburg 01	8
Dillon 04	2	Spartanburg 02	2
Dorchester 02	3	Spartanburg 03	7.33
Dorchester 04		Spartanburg 04	
Edgefield 01	1	Spartanburg 05	
Fairfield 01	1	Spartanburg 06	3.2
Florence 01		Spartanburg 07	7
Florence 02	2	Sumter 01	5.33
Florence 03	1	Union 01	
Florence 04		Williamsburg 01	
Florence 05		York 01	
Georgetown 01		York 02	2
Greenville 01	20	York 03	
Greenwood 50	21.66	York 04	1
Greenwood 51	3	Charter Schools	
Greenwood 52	4	Palmetto USD	
Hampton 01		SCSDB	2
		TOTAL	294.16

Table 14. *School District Affiliation of Program Completers (n=67), Project CREATE, 2011-2012*

District	No.	District	No.
Abbeville 60		Hampton 02	
Aiken 01	2	Horry 01	7
Allendale 01		Jasper 01	
Anderson 01		Kershaw 01	3
Anderson 02		Lancaster 01	1
Anderson 03		Laurens 55	2
Anderson 04		Laurens 56	
Anderson 05		Lee 01	
Bamberg 01	1	Lexington 01	
Bamberg 02	1	Lexington 02	
Barnwell 19		Lexington 03	
Barnwell 29		Lexington 04	1
Barnwell 45	2	Lexington 05	
Beaufort 01		Marion 01	2
Berkeley 01	2	Marlboro 01	
Calhoun 01		McCormick 01	
Charleston 01	3	Newberry 01	1
Cherokee 01		Oconee 01	2
Chester 01		Orangeburg 03	
Chesterfield 01	2	Orangeburg 04	1
Clarendon 01		Orangeburg 05	1
Clarendon 02		Pickens 01	
Clarendon 03		Richland 01	6
Colleton 01	1	Richland 02	1
Darlington 01		Saluda 01	1
Dillon 03		Spartanburg 01	
Dillon 04	2	Spartanburg 02	
Dorchester 02		Spartanburg 03	2
Dorchester 04		Spartanburg 04	
Edgefield 01		Spartanburg 05	
Fairfield 01	1	Spartanburg 06	
Florence 01	2	Spartanburg 07	2
Florence 02		Sumter 01	3
Florence 03	1	Union 01	
Florence 04		Williamsburg 01	
Florence 05		York 01	1
Georgetown 01		York 02	
Greenville 01	5	York 03	
Greenwood 50		York 04	1
Greenwood 51	1	Charter Schools	
Greenwood 52		Palmetto USD	
Hampton 01		SCSDB	3
		TOTAL	67

Note. Includes 35 completers from prior years of CREATE who were not counted in previous CREATE Final Reports.

Figure 8. Gender of Program Completers (n=67), Project CREATE, 2011–2012

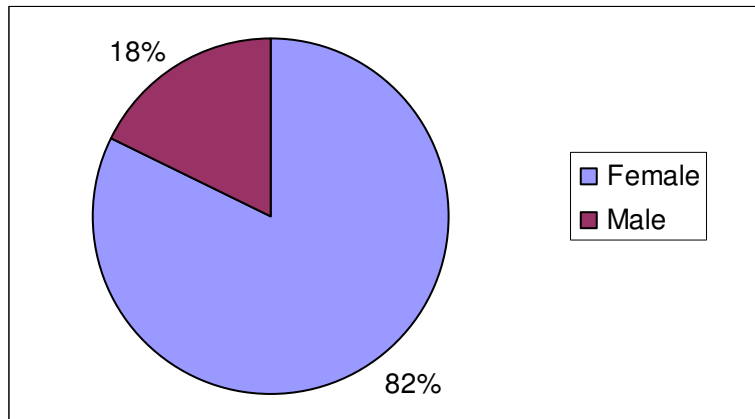


Figure 9. Ethnicity/Race of Program Completers (n=67), Project CREATE, 2011–2012

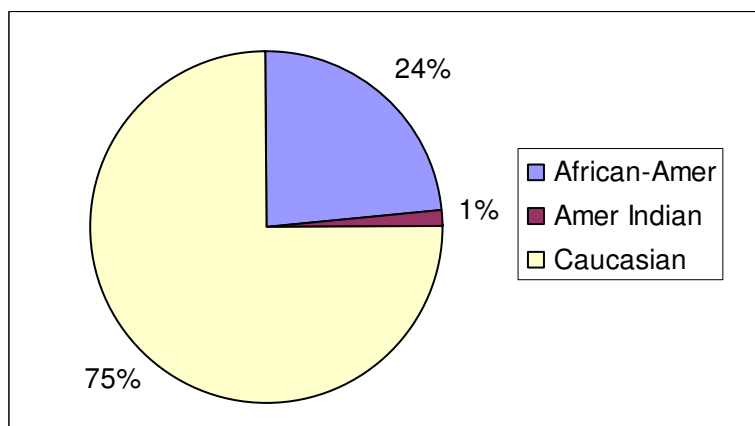
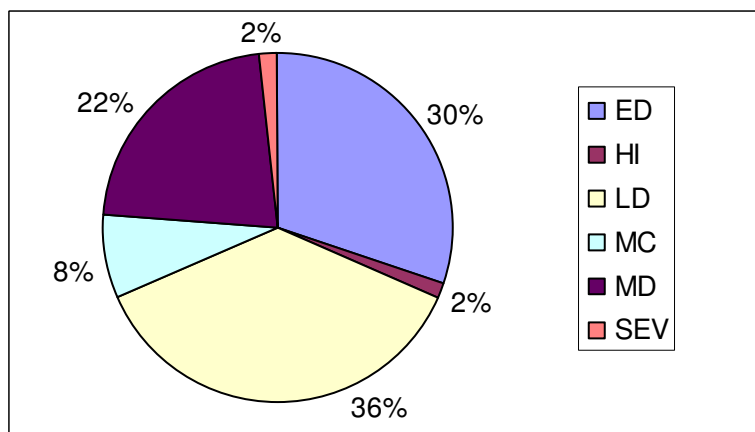
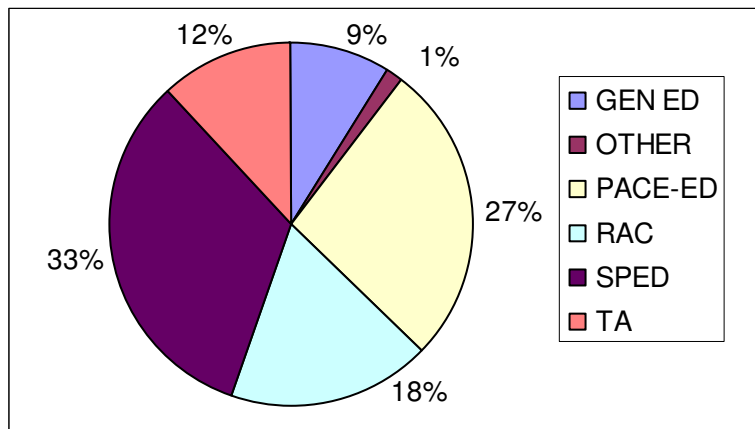


Figure 10. Certification Area of Program Completers (n=67), Project CREATE, 2011–2012



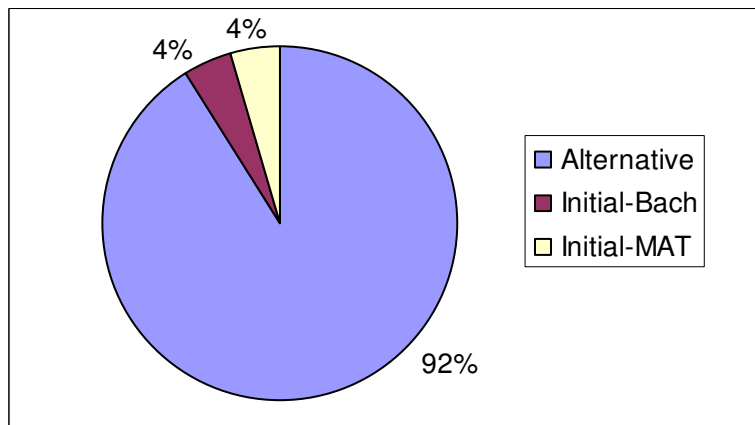
ED=Emotional Disabilities; HI=Hearing Impairments; LD=Learning Disabilities; MC=Multi-categorical Special Education; MD=Mental Disabilities; SEV=Severe Disabilities.

Figure 11. *Employment Status of Program Completers (n=67), Project CREATE, 2011–2012*



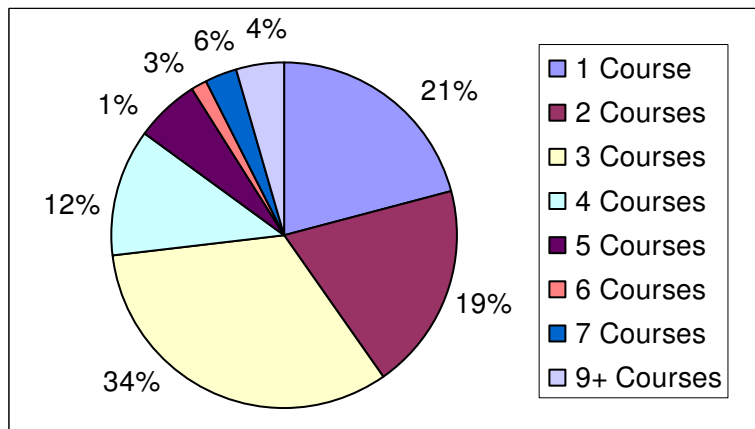
GEN ED=General education teachers; OTHER=Other non-instructional staff; PACE-ED=Program of Alternative Certification for Educators–Emotional Disabilities; RAC=Restricted Alternative Certificate in special education; SPED=Special education teachers who are not RAC or PACE-ED status; TA=Teacher assistants.

Figure 12. *Certification Program of Completers (n=67), Project CREATE, 2011–2012*




Alternative includes add-on certification and PACE-ED completers.

Figure 13. *Scholarship-funded Courses Awarded to Completers (n=67), Project CREATE, 2011–2012*



*The Project Director certifies that a total of 31 pages
comprises the CREATE Final Report for Year 9.*

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