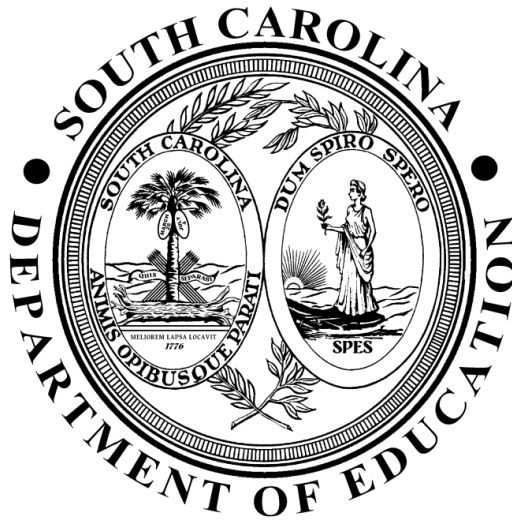


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



**SC-CREATE: South Carolina Centers for the Re-Education and
Advancement of Teachers in Special Education and
Related Services Personnel**

FINAL REPORT | YEAR 17 | 2019-2020

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

May 24, 2021

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Executive Summary

The South Carolina Centers for the Re-Education and Advancement of Teachers (SC-CREATE, or CREATE) in Special Education and Related Services Professionals is an ongoing personnel preparation initiative funded by the South Carolina Department of Education (SCDE) Office of Special Education Services. Since its inception in 2003, CREATE's chief mission has been to reduce the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified workforce in South Carolina public schools. CREATE is a scholarship loan program that underwrites tuition and textbook costs for individuals pursuing add-on, alternative, or initial State licensure in special education or national certification in related services areas.

For Year 17 (2019-2020) operation, the program provided funds for coursework delivered through 15 CREATE centers located at 13 South Carolina colleges and universities: The Citadel; Clemson University; Coastal Carolina University; College of Charleston; Columbia College; Converse College; Francis Marion University; Furman University; Lander University; Southern Wesleyan University; University of South Carolina Aiken; University of South Carolina Columbia; and University of South Carolina Upstate.

This Executive Summary highlights principal findings from the Year 17 report, including (a) participants; (b) appropriateness of courses; (c) adequacy of course content; (d) enrollment in courses; (e) progress of participants; (f) perceptions of participants; (g) program completers; (h) recruitment, selection, and advising; (i) employment of completers; and (j) conclusion.

Participants. From 635 applications processed for the year, a total of 250 (39.4%) individuals qualified for CREATE scholarship funds, of which 231 (92.4%) enrolled in one/more licensure courses. Participants were employed full-time in instructional or non-instructional/staff positions at 52 of 81 (64.2%) school districts and one State-operated program. Participants were overwhelmingly female (90%). More were continuing participants (57%) than new, first-year participants (43%). Almost one-third (31%) were African-American, Asian-American or Hispanic. The majority were seeking licensure in Learning Disabilities (36%) or Multi-categorical special education (26%). About as many (51%) were pursuing an add-on/alternative licensure program as were seeking initial licensure through a degree program (49%).

Appropriateness of Courses. In order to serve the state-wide, geographic range of qualifying participants, in particular, those in remote areas of the State, the consortium colleges offered both campus and online courses. Course content outlined in course syllabi was evaluated for alignment with the Council for Exceptional Children Standards, and determined to be appropriate. The 15 CREATE centers collectively offered 44 different licensure courses a total of 112 times, 93 (83%) of which were available online.

Adequacy of Course Content. A cluster mean rating of 3.29 (on a Likert-type scale of 1=Strongly Disagree to 4=Strongly Agree) on course evaluations indicated that participants agreed that courses taken through the program, when compared with previous special education and related services courses taken outside CREATE-sponsored courses, (a) provided more knowledge/skills

about instruction/intervention in special education, (b) made more relevant applications to the real world of the classroom, (c) broadened their perspective more in how to teach/treat students with disabilities, and (d) significantly contributed to their overall preparation.

Enrollment in Courses. Participants were awarded 849 course scholarships, reflecting 77% of the 1,102 course scholarships available for the year. The number of course scholarships awarded per participant ranged from one to ten. Across the CREATE centers, the aggregate number of course scholarships awarded per semester was Fall 2019 (n=198.67); Spring 2020 (n=281.67); and Summer 2020 (n=368.67).

Progress of Participants. Programmatic progress was calculated by dividing the number of courses that participants completed by the number of courses prescribed in their respective licensure programs. The average progress of participants seeking alternative licensure in the PACE program (n=61) was 69.1% (range of one to three required courses). The average progress of participants pursuing add-on licensure (n=58) was 48.1% (range of one to twelve required courses). The average progress of participants (n=112) enrolled in initial licensure programs (Bachelor's and MAT) and advanced licensure programs (MSSLP and Specialist in school psychology) was 50.5% (range of one to thirty-two required courses). The weighted, aggregated progress of the 231 participants was 54.8%. Academic progress was outstanding. A total of 95% of grades for the alternative/add-on candidates were A or B, and 94% of grades for degree program candidates were A or B.

Perceptions of Participants. Course evaluation survey item mean ratings ranged from 3.28 to 3.46 (on a Likert-type scale of 1=Strongly Disagree to 4=Strongly Agree). Item clusters reflected teaching skills of instructors, interaction skills of instructors, course requirements, and course syllabus. Cluster means ranged from 3.36 to 3.43. With none of the individual item or item cluster mean ratings falling below the Agree rating range, the CREATE leadership judged participant perceptions of program courses as satisfactorily positive.

Recruitment, Selection, and Advising. Recruitment and selection of participants for the program was accomplished by a (a) dedicated website; (b) state-wide email at the beginning of the grant year from the SCDE Office of Special Education Services to district special education directors and directors of personnel; and (c) phone and email campaigns orchestrated by the program director and center directors. Advising qualified participants on which licensure courses would meet their needs was accomplished via phone and email. All 231 enrolled participants for Year 17 were verified to be non-licensed in their area of special education licensure or related services certification pursuit, and all were employed full-time in a SC public school district or SCDE-operated program.

Program Completers. A total of 80 participants completed licensure programs in Year 17, including participants from prior years not counted in previous reports. The completers were predominantly female (94%), and 35% were African-American or Asian-American. Almost half (45%) finished coursework in Emotional Disabilities, followed by Learning Disabilities (27%) and Multi-categorical special education (9%). The balance (19%) of completers reflected the areas of Board Certified Behavior Analyst, Early Childhood Special Education, Hearing Impairments, Intellectual Disabilities, Speech-Language Pathology, and Visual Impairments.

Employment of Completers. CREATE leadership verified the 2020-2021 employment in SC school districts of the 80 completers, subsequent to completion of their licensure programs of coursework, as follows: same SC district (90%); other SC district (9%); and no SC school district (1%). Most of the completers (99%) had successfully passed appropriate exams for their new licensure area. There was an 84% alignment of completers' new licensure areas and post-CREATE employment positions. These data suggest that CREATE is effective in assisting school districts in special education teacher and related services capacity-building.

Conclusion. Leadership evaluated Year 17 of CREATE as *highly successful*. Data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 231
- ▶ Districts/ SCDE programs represented: 53
- ▶ Course scholarships available: 1,102
- ▶ Course scholarships awarded: 849
- ▶ Participant program completers: 80

The 17-year cumulative total of 1,252 program completers provides compelling evidence that CREATE is effectively advancing SCDE's mission of reducing the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified workforce in State-supported schools.

Leadership

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CREATE Final Report | Year 17 | 2019-2020

For decades, South Carolina has struggled in fully staffing special education teacher and related services personnel in public schools. With the launch of each new school year, the number of vacant positions in special education, in particular, continues to be higher than in any other teaching specialty. According to the [2020-21 South Carolina Annual Educator Supply and Demand Report](#), the Center for Educator Recruitment, Retention, and Advancement (CERRA, 2021), 19.8% of teacher vacancies in SC public schools were in special education, followed by 15.1% in early childhood/elementary education, and 13% in mathematics. The 700 vacant teaching and related service positions at the opening of the 2020-2021 school year represented a 26% increase over the previous year.

The State of South Carolina is not an outlier in battling special education teacher shortage. It is a nationwide dilemma. Although the number of students with disabilities receiving special education has swelled 30% over the last decade (National Education Association, 2020), the U.S. Department of Education (2016) reported that 49 states experienced special education teacher and related services personnel shortages in 2015-2016.

Basis for CREATE

Historically, building capacity in special education has been a monumental challenge for local school districts and the South Carolina Department of Education (SCDE). In 2002–2003, the number of special education teachers inappropriately licensed had catapulted state-wide to more than 400. Looming at the time was the federal mandate of *No Child Left Behind* (NCLB) which required all states to employ properly credentialed and highly qualified teachers by July 1, 2006.

In an effort to curtail the burgeoning population of non-licensed special educators, the [South Carolina Department of Education](#) (SCDE) [Office of Special Education Services](#) (OSSES) adopted a *grow your own* (GYO) mission in 2003. Year 1 of the South Carolina Centers for the Re-education and Advancement of Teachers in Special Education (SC-CREATE or simply, CREATE) was subsequently funded in 2003–2004. Continuation funds from OSSES were provided from 2004–2019 (Years 2 through 16), and, most recently, in 2019–2020 (Year 17). From the outset, the chief mission of CREATE has been to reduce the number of non-licensed special education teachers while simultaneously growing a highly qualified teacher and related services workforce in the State’s public schools and SCDE-operated programs.

By channeling funds through SC colleges and universities and underwriting tuition and textbook costs, qualified CREATE participants have been able to complete needed coursework for add-on, alternative, or initial State licensure or national certification in special education and related services fields. Data from previous [CREATE Final Reports](#) provide evidence that CREATE has contributed to the increase in the number of licensed special educators in South Carolina public schools. Table A (see p. 2) provides key statistics for the last 16 years of the program.

Table A. Key Statistics for CREATE, Years 1-16, 2003-2019

Program Year	No. Consortium Colleges	SC School Districts Represented	No. Participants Enrolled in Courses	No. Course Scholarships	Licensure Progress	No. Program Completers
Year 1: 2003-2004	3	33	100	121	37%	4
Year 2: 2004-2005	4	59	246	411	63%	74
Year 3: 2005-2006	6	63	197	288	79%	145
Year 4: 2006-2007	11	53	152	279	57%	47
Year 5: 2007-2008	11	65	198	484	59%	142
Year 6: 2008-2009	11	55	187	367	60%	78
Year 7: 2009-2010	11	56	161	304	56%	59
Year 8: 2010-2011	11	46	133	257	56%	54
Year 9: 2011-2012	12	50	127	294	45%	67
Year 10: 2012-2013	13	58	174	432	48%	66
Year 11: 2013-2014	13	53	185	576	50%	52
Year 12: 2014-2015	13	60	179	517	58%	71
Year 13: 2015-2016	13	56	184	455	59%	81
Year 14: 2016-2017	13	49	185	501	60%	85
Year 15: 2017-2018	12	49	179	569	49%	56
Year 16: 2018-2019	12	53	219	596	57%	91

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

Success of CREATE

With a cumulative 16-year total of 1,172 program completers, the success of CREATE has been recognized nationally by the broader professional education community (e.g., Njuguna, 2011, DuRant, Poda, & Sutton, 2007; Poda & Sutton, 2007; Sutton, Bausmith, O'Connor, & Pae, 2009, 2010; Sutton, Bausmith, O'Connor, Pae, & Skinner, 2012, 2014; Sutton & DuRant, 2007, 2008a, 2008b; Sutton & Pae, 2012). In addition, the National Association of State Directors of Special Education's (NASDSE) Personnel Improvement Center (Mueller, 2011; 2012; Sutton & McGovern, 2013) identified CREATE as one of a few model, state-level GYO initiatives in special education teacher preparation in the country.

More recently, CREATE received the [*Exemplary Special Education Program for In-service/Pre-Service Preparation*](#) award in 2015 from the American Council on Rural Special Education (ACRES, 2021). Among the peer-reviewed, published articles that reported CREATE research (i.e., Sutton, Bausmith, Pae, Bishop, & Boshamer, 2013; Sutton, Pae, Bausmith, O'Connor, & DuRant, 2010), the most recent published study on teacher-capacity building effects of CREATE (Sutton, Bausmith, O'Connor, Pae, & Payne, 2014) was selected for the [*Outstanding Article award*](#) for research in 2014 by the [*Rural Special Education Quarterly*](#) (RSEQ) editorial board.

Ongoing Need for CREATE

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

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

Many states, like South Carolina, have implemented GYO programs (Butler, 2008; Mueller, 2012) that include alternative routes to certification (ARC) approaches (Dukes, Darling, & Doan, 2014; Rosenberg & Walther-Thomas, 2014; USBLS, 2008). CREATE's continued operation, then, as a GYO program is imperative and reflects SCDE's proactive effort to grow its own special education teacher and related services workforce, thereby minimizing the risk of another staffing crisis in South Carolina school districts.

Year 17 Operation

CREATE for Year 17, 2019-2020, was implemented as initially designed in 2003-2004. Eligible participants included all full-time employees in SC public schools, as well as SCDE-operated programs, in instructional and non-instructional positions whose desire was to become a credentialed special education (SpEd) teacher or a related services professional, including behavior interventionist (BI), orientation-mobility specialist (O&M), school psychologist (SPSY), secondary transition specialist (STS), or speech-language pathologist (SLP).

Participant groups included currently employed SpEd teachers not holding full licensure in special education, specifically, (a) permitted SpEd teachers, and (b) SpEd teachers enrolled in the State's [*Program of Alternative Certification for Educators*](#) (PACE) program in Emotional Disabilities, Learning Disabilities, and Multi-categorical Special Education. Other targeted groups included (a) SpEd teachers required by school district officials to fill vacant/other special education teacher positions of projected need in which the teacher was not properly licensed; (b) general education teachers who expressed interest in making a career change into SpEd; (c)

teacher assistants wanting to upgrade by obtaining initial licensure; and (d) long-term/permanent substitute teachers, and various other public school staff in full-time non-instructional work capacities (e.g., administrative and clerical assistants). Once qualified, participants were awarded scholarship funds for programs of coursework leading to add-on/alternative State licensure (in SpEd), initial State licensure (in SpEd), or national certification (related services areas).

SCDE operated [CREATE centers](#) at the following 12 SC colleges and universities, all with CAEP/SCDE-approved programs in SpEd teacher preparation: The Citadel; Clemson University; Coastal Carolina University; College of Charleston; Columbia College; Converse College; Francis Marion University; Furman University; Lander University; Southern Wesleyan University; USC Aiken; USC Columbia; and USC Upstate. Center directors' names are provided on p. vi.

Consortium colleges and universities offered add-on and alternative licensure coursework for the following traditional SpEd teaching fields recognized by SCDE for educator licensure: Early Childhood Special Education (ECSE); Emotional Disabilities (ED); Deaf/Hard of Hearing (D/HH); Learning Disabilities (LD); Multi-categorical Special Education (MC); Intellectual Disabilities (ID); Severe Disabilities (SEV); and Visual Impairments (VI). Bachelor's degree programs leading to initial licensure were offered at the following sites: Columbia College; Lander University; and USC Aiken. MAT degree programs leading to initial licensure were available at College of Charleston, Converse College, Francis Marion University, and USC Columbia.

Advanced preparation of related services professionals was also a focus of CREATE. Participants desiring to become BIs were provided a program of add-on coursework leading to national certification as a Board Certified Behavior Analyst (BCBA) approved by the national Behavior Analyst Certification Board. CREATE assisted individuals pursuing the BCBA credential through Francis Marion University and USC Columbia. The center director's name is provided on p. vi.

Advanced preparation for O&M specialists was available through a program of add-on coursework leading to national certification as a Certified Orientation and Mobility Specialist (COMS) approved by the national Academy for Certification of Vision Rehabilitation and Education Professionals. CREATE assisted individuals pursuing the COMS credential through USC Upstate. The center director's name is provided on p. vi.

Advanced preparation for STS was provided through a program of add-on coursework prescribed by SCDE leading to State licensure. CREATE assisted individuals pursuing the STS credential through USC Columbia. The center director's name is provided on p. vi.

Since January 1, 2015, SCDE regulation 43-68 has required all individuals providing speech-language services in SC public schools minimally to hold a master's degree in SLP. Therefore, CREATE offered scholarship assistance to (a) lingering bachelor's-level speech language therapists licensed by SCDE and currently employed full-time in SC public schools, and (b) other full-time employees who wanted to pursue a career in SLP. One CREATE center for SLP

preparation was stationed at USC Columbia. USCC offers a fully distance/online master’s degree in SLP program. The center director's name is provided on p. vi.

Preparation of school psychologists (SPSY) was available through Francis Marion University and The Citadel. FMU's program is fully distance/online and has the potential to serve a state-wide audience of participants. The Citadel's programs is campus-only and serves a regional audience. The center directors' name is provided on p. vi.

In addition to completing an online application, which enabled tracking and monitoring of program data, CREATE applicants were required to gather and submit other documentation in order to qualify for course scholarship funds (see Table B, p. 5). Qualified participants were then awarded course scholarships on a first-come basis, which provided financial assistance to pay for tuition (100%) and textbook costs (up to \$150 per three-credit course). Courses were delivered in campus or online formats and addressed initial licensure, add-on/alternative licensure, or advanced certification needs of participants. Courses were scheduled and delivered at colleges and universities in the CREATE consortium during the Fall 2019, Spring 2020, and Summer 2020 semesters.

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

Employment Status	Loan Agree-ment ^a	Course Work-sheet ^b	HR Director Letter ^c	Accept Letter ^d	Degree Work-sheet ^e
Special Education Teacher w/ Permit ^f					
PACE ^g Special Education Teacher		✓			
Other Special Education Teacher ^h	✓	✓	✓		
General Education Teacher	✓	✓			
Long-term/Permanent Substitute Teacher	✓	✓			
Non-licensed Teacher Assistant	✓			✓	✓
Other Non-instructional Staff	✓			✓	✓

^aParticipant commits to 3 years of return service to the State upon acceptance of scholarship funds.

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

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

^dIssued by a CREATE-sponsored college for admission into a Bachelor’s/MAT degree resulting in initial licensure.

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

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

^g*Program of Alternative Certification for Educators (PACE)*-Emotional/Learning Disabilities/Multi-categorical.

^hHolds a valid license in special education, but district is requiring another area of special education licensure.

Enrolled Participants

The CREATE Office processed 635 applications in 2019-2020, from which 250 (39.4%) participants were determined to qualify for scholarship funds after submitting additional documentation. Of the qualified applicants, 231 (92.4%) enrolled in one or more licensure program courses during the year. Representing 52 of 81 (64.2%) school districts and one state-operated program (SC School for the Deaf and the Blind; see Table 1, p. 17), enrollees were

predominantly female (90%; see Figure 1, p. 18) and were more likely to be continuing (57%) than new (43%) participants to the program (see Figure 2, p. 18).

The majority of participants were seeking either Learning Disabilities (36%), Emotional Disabilities (28%), or Multi-categorical special education (13%) licensure (see Figure 3, p. 19). Considerably fewer participants were pursuing Speech-Language Pathology (6%), Board Certified Behavior Analyst (4%), Early Childhood Special Education (4%), School Psychology (4%), and Visual Impairments (3%). Fewer participants still were pursuing Intellectual Disabilities (1%), Secondary Transition Specialist (1%), Hearing Impairments (<1%), and Severe Disabilities (<1%)

Representation by ethnicity/race varied as follows: Caucasians (69%); African-Americans (29%); Asian-Americans (1%); and Hispanics (1%; see Figure 4, p. 19). Participants were employed in a variety of full-time positions in SC public schools including teacher assistants (36%), PACE teachers (27%), special education teachers (19%), general education teachers (11%), other non-instructional staff (6%), long-term/permanent substitute teachers (<1%), and permitted special education teachers (less than 1%; see Figure 5, p. 20). The licensure pathway pursued by most of the participants was add-on/alternative (51%), with smaller percentages enrolled in initial licensure programs via the MAT degree (29%) or a Bachelor of Arts/Science degree (10%). Those pursuing a Master's degree in SLP program (6%) or a Specialist degree in school psychology (4%) rounded-off the balance of the participants for Year 17 (see Figure 6, p. 20).

Evaluation of the Program

The evaluation design outlined in the initial proposal for CREATE (Year 1, 2003-2004) required preparation of a final report after completion of each year of operation. As with previous years, the current report for Year 17 addresses the following questions (data for each evaluation question are presented in subsequent sections of this report):

1. How appropriate were the selection of courses in relation to licensure course needs of the qualifying participants?
2. Was the content of the coursework adequate in providing instruction for needed skills and competencies of participants?
3. Did participants progress at an appropriate rate toward completion of licensure?
4. What are the participants' perceptions of the program?
5. Was anticipated enrollment maintained throughout the program period?
6. What percentage of the qualifying participants completed their respective licensure programs?
7. How effective was the recruitment, selection, and advising process? and
8. Have participants been employed in positions that align with their new licensure areas?

Appropriateness of Courses

Access to Program Courses. CREATE participants represented all major geographic regions of the State. Therefore, appropriateness of courses was evaluated by determining the extent to which the program provided participants with *access* to courses, whether they resided within driving proximity of a nearby CREATE center or whether they lived in more remote, rural areas of the State. We believe the program maximized the opportunity for virtually all participants to avail themselves of needed coursework by offering two course formats: (a) campus courses; and (b) online courses. By commuting to a college's main campus or extension site, participants were able to join other non-CREATE part- or full-time students-in-preparation enrolled in *campus courses* offered as part of the college's regular, late afternoon/evening semester schedule. Participants were also able to join a state-wide cadre of other CREATE and non-CREATE teachers in licensure coursework via the Internet by enrolling in selected *online courses*, also offered as part of the college's regular course schedule. In addition, several of the CREATE centers offered *contract online courses*, designed to address specific licensure course needs common to many participants. Contract courses allowed a maximum enrollment of 18 participants and were offered online during the summer semester which optimized enrollment for participants whose full-time school positions were in recess. In an effort to increase access for MAT program applicants needing initial teacher licensure who lived in the most remote areas of the State, Francis Marion University offered a fully distance/online MAT-LD program and Specialist program in school psychology. Similarly, USC Columbia offered a distance/online SLP program.

Range of Course Options. In addition to having *access* to needed coursework, appropriateness of courses was evaluated by determining the extent to which the program sponsored the *range* of preparation coursework needed by participants. For the 49% of CREATE participants who were pursuing licensure through a degree program (i.e., Bachelor's, MAT, MSSLP, or Specialist), the range of needed coursework was ensured through program-sequenced courses made available at the respective colleges in which the participant was enrolled. But for the majority (51%) of CREATE participants who were obtaining licensure through an alternative program (add-on or PACE), the range of needed coursework was dependent upon the variety of courses offered collectively by the 15 CREATE college centers. Participants pursuing alternative licensure were not limited to available coursework at a single college. Rather, they availed themselves of the range of courses offered at multiple colleges in the CREATE consortium. For example, a general education teacher pursuing add-on licensure in LD and whose SCDE-issued worksheet specified five needed courses could potentially take these courses at up to five different SC colleges. Add-on and PACE course contributions offered at each of the CREATE centers and corresponding course formats (campus or online) for each of the three semesters (i.e., fall, spring, and summer) for Year 17 are provided in Tables 2, 3, and 4 (see pp. 21-23). Consortium colleges offered 44 different licensure courses a total of 112 times, 93 (83%) of which were available online.

Content of Courses. We also ascertained course appropriateness by evaluating *course content*, as outlined in course syllabi, and determined the extent to which it corresponded with the professional standards of special education preparation espoused by the Council for Exceptional Children, as adopted by the SCDE. CREATE center directors and the program director reviewed

course syllabi and concurred that content was satisfactorily appropriate. Overall, the leadership for CREATE judged the access, range, and content of available licensure courses appropriate to meet the licensure program needs of participants.

Adequacy of Course Content

We assessed the adequacy of course content in meeting competency needs of participants through a 30-item online course evaluation, administered at the end of each semester. When prompted with the statement, “In comparison with other 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/intervention in special education;
- ▶ made more relevant applications to the “real-world” classroom;
- ▶ broadened my perspective more in how to teach/treat learners with disabilities; and
- ▶ significantly contributed to my overall preparation in special education.

Table 5 (see p. 24) provides the mean ratings of these four items that were gathered from 365 of 926 (39.4%) course evaluation surveys solicited during Year 17. Results for participants pursuing add-on and alternative licensure are reported based on the six major types of coursework required: Assessment (As); Behavior Management (BM); Characteristics (Char); Introduction to Exceptional Learners (EL); Procedures/Methods (Meth); and Practicum (Prac). Reported are results for participants pursuing *initial* licensure by collapsing all required coursework for Bachelor’s and MAT candidates, and for *advanced* licensure for and MSSLP and Specialist in school psychology candidates. 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 the highest mean item cluster rating of 3.59 for Practicum, participants seeking add-on/alternative licensure strongly agreed these two courses provided adequate course content. Mean ratings for coursework in Methods (3.45), Characteristics (3.36), Behavior Management (3.36), and Exceptional Learners (3.13) all reflected agreement among add-on/alternative licensure participants that course content was satisfactory in comparison to other special education courses they have taken previously. Participants pursuing initial licensure in special education through Bachelor’s (3.04), Specialist in SPSY (3.05), MAT (3.34), and the MSSLP (3.40) degree programs of coursework were also in agreement their course content was sufficiently adequate. An overall item cluster mean rating of 3.29 was an indication that CREATE participants agreed that coursework was preparing them satisfactorily.

Progress of Participants

The 231 participants who received CREATE scholarship funds enrolled in 926 courses, which included one- to five-credit courses, and internship/directed teaching courses (varying credits). The extent to which participants progressed at an appropriate rate toward completion of respective alternative/add-on or initial licensure was assessed by calculating the following:

- ▶ *Academic Progress*: Percentage of participants who earned traditionally satisfactory grades (e.g., A, B, or C) in their respective program coursework for the three fall, spring, and summer semesters (see Tables 6 and 7, p. 25); and
- ▶ *Program Progress*: Percentage of courses that participants completed out of courses prescribed in their respective licensure programs (see Tables 8, 9, and 10, pp. 27-28).

Approximately 84% of the final grades of participants (n=119) seeking add-on/alternative licensure were A grades (see Table 6, p. 25), and about 11% were B grades, collectively totaling 95% and indicating a high level of skill mastery. Less than one percent of course grades fell in the C range, and 4.5% of grades were D/F/WF or I/W (i.e., incomplete or withdraw) grades. Overall, these data indicate high academic progress of participants pursuing add-on/alternative licensure.

Grades for degree-seeking participants (n=112) pursuing initial licensure through Bachelor's and MAT degree programs and advanced certification through an MSSLP and Specialist in SPSY degree program were also impressive (see Table 7, p. 25). Approximately 83% of completed coursework for degree-seeking candidates resulted in A grades, and about 10% were B grades. The collective total of 94% was comparable to the combined A and B grades earned by add-on/alternative participants. About 4% of course grades were in the C range, and 2.5% received D/F/WF or I/W grades. The CREATE leadership evaluated these data as very positive for candidates pursuing initial and advanced licensure.

Another measure of participants' individual progress toward completion of licensure is the mathematical comparison of *completed* courses versus *needed* courses, as prescribed in their respective programs of coursework and study. For example, a participant seeking add-on licensure in LD who completed two out of four needed courses, would demonstrate 50% progress (i.e., $2/4 = 50\%$). Therefore, we separated the 231 participants into three groups: PACE (n=61), add-on licensure (n=58), and Bachelor's, MAT, MSSLP, and Specialist in SPSY (n=112). We then computed mean progress for each group.

The average course progress of participants seeking alternative licensure in the PACE program (n=61) was 69.1% (see Table 8, p. 26). PACE participants, however, are required to take fewer courses (i.e., three graduate courses) for their licensure programs than the other two groups of participants. The average progress of participants pursuing add-on licensure (n=58) was 48.1% (see Table 9, p. 26). The number of courses required for add-on licensure ranged from 1 to 12. The average progress of participants (n=112) enrolled in initial special education degree programs (i.e., Bachelor's and MAT) and advanced licensure degree programs (i.e., MSSLP and Specialist in school psychology) was 50.5% (see Tables 10a and 10b, pp. 27-28). The range of required courses for those enrolled in degree programs ranged from 1 to 32 courses. The weighted, aggregated progress of the 231 participants was 54.8%. Overall, these data suggest that participants demonstrated significant progress toward completing licensure in Year 17.

Participant Perceptions

CREATE leadership assessed the perceptions of participants of their licensure preparation coursework by gathering their views and opinions through an online course evaluation survey. The course evaluation was voluntary, anonymous, and administered at the end of each semester. The survey included 30 items which participants rated using the following four-point Likert scale: 1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree. Survey items were subsumed under the following categories/clusters: Teaching Skills of Professor (9 items); Interaction Skills of Professor (5 items); Course Requirements (4 items); Evaluation of Learning (5 items); Course Syllabus (3 items); Course Content/Impact of Course (4 items). Note: Results of the four items for the category, Course Content/Impact of Course, was presented and discussed earlier in this report in the Adequacy of Course Content section (see p. 7).

A summary of mean ratings for 26 out of 30 total items on the course evaluations gathered from 365 submitted out of the 926 solicited (39.4% response rate) is provided in Table 11 (see p. 29). Mean ratings are interpreted as follows: 3.51–4.00= trending Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending Strongly Disagree. Individual item mean ratings ranged from 3.28 to 3.46. Item cluster means ranged from 3.36 (Agree), Teaching Skills of Instructor to 3.43 (Agree), Interaction Skills of Instructor/Course Syllabus. With none of the individual item or item cluster mean ratings falling below the Agree rating, the CREATE leadership assessed participant perceptions of program courses as satisfactorily positive.

Course Scholarships

Of the 1,102 course scholarships available through the CREATE college centers, 849 (77%) were awarded to qualified participants. For program accounting purposes, a course scholarship equated to a standard course of three-credit value, an internship course (varying credits) or a directed teaching course (varying credits). The 926 individual *program courses* in which CREATE recipients enrolled varied from one-credit to twelve credits each and mathematically converted to 849 *course scholarships*.

Table 12 (see p. 31) enumerates the course scholarships awarded out of available course scholarships for each CREATE center. The percentage of actual course scholarships awarded divided by the courses scholarships available for individual centers ranged from 0% (Southern Wesleyan University) to 100% (The Citadel; Converse College; and Furman University). Figure 7 (see p. 30) displays the number of course scholarships awarded for each of the three semesters across all CREATE centers, as follows: Fall 2019 (n=198.67); Spring 2020 (n=281.67); and Summer 2020 (n=368.67).

Table 13 (see p. 31) provides the distribution of the 849 course scholarships awarded to SC school districts (n=56) and one state-operated program (SC School for the Deaf and the Blind). The three school districts that received the highest number of course scholarships were Oconee 01 (n=60.33), Greenville 01 (n=57.67), and Horry 01 (n=53.33). Explanations for why these districts received more course awards vary. One reason is that these districts have more qualified participants. Although CREATE awards course scholarships equitably (e.g., one or two course

award per participant per semester) as requests are received and processed, it stands to reason that a district with more qualified applicants collectively would receive more course scholarships. Another reason is that more participants from these three districts simply expressed greater interest, and they acted on this interest more frequently each semester. In any given semester, about one-third of the qualified participants choose not to submit a course scholarship request.

Nonetheless, CREATE consistently operated under a first-come policy for awarding course scholarships. In addition, given that the total allocation of course scholarships was not depleted by the end of the program year, we had the ability to award more course scholarships to participants in all school districts, had more interest been expressed.

Program Completers

A total of 80 CREATE participants completed all coursework for their respective licensure programs for Year 17. This total includes two subgroups: participants (n=69) enrolled in the current year of CREATE operation; and participants (n=11) enrolled in previous years who were not included in the total count of program completers published in earlier years of CREATE Final Reports. The latter subgroup occurs for several reasons. Some previously enrolled participants disqualified themselves due to unsatisfactory grades, academic disciplinary infractions, etc., which precluded their eligibility to continue receiving CREATE funds. They subsequently completed their licensure programs with their own/other funding.

Other previously enrolled participants become inactive for a host of reasons. Regardless of disqualified and inactive status, a number of these participants are identified each year who received CREATE funds in prior years and who subsequently completed their licensure programs with their own/other funds.

The 80 program completers were affiliated with 34 of 81 districts (42%) and one state-operated program (SCSDB), and ranged from one to eight completers per district. Horry 01 (n=8), Florence 01 and Lex-Rich 05 (n=6 each), and Greenville 01 (n=5) had the highest number of completers. The remaining districts ranged from one to four completers each (see Table 14, p. 32).

The completers were overwhelmingly female (94%; see Figure 8, p. 33) and largely Caucasian (65%). Representation of minority races/ethnicities included African-American (34%) and Asian-American (1%; see Figure 9, p. 33). Forty-five percent (45%) completed Emotional Disabilities licensure programs, and slightly more than one-fourth (27%) completed Learning Disabilities licensure programs (see Figure 10, p. 34). The balance (19%) of completers reflected the areas of Board Certified Behavior Analyst, Early Childhood Special Education, Hearing Impairments, Intellectual Disabilities, Speech-Language Pathology, and Visual Impairments.

Special education teachers required by their respective districts to obtain another area of special education licensure represented a plurality (39%; see Figure 11, p. 33). Slightly more than one-fourth (26%) were PACE-ED teachers, followed by teacher assistants (14%), and general

education teachers and other non-instructional staff (10% each), and long-term/permanent substitute teachers (1%).

The overwhelming majority (79%) of completers pursued an alternative pathway to licensure either through add-on or PACE programs (see Figure 12, p. 35). More completed initial licensure programs through an MAT degree program (14%) than a Bachelor's degree program (4%). Those completing an MSSLP degree program comprised 3% of the completers. Slightly more than three-fourths (77%) of the completers received scholarship funds for one to seven courses (see Figure 13, p. 35), while 23% received CREATE funds for eight or more program courses.

Recruitment, Selection, and Advising

Recruitment. Recruiting participants for CREATE was the joint responsibility of the SCDE Office of Special Education Services and the CREATE leadership, including center directors. A continuously updated website provided a highly effective forum for year-round communication and recruitment efforts. SCDE officially initiated recruitment at the beginning of the grant year by distributing an email about CREATE to all district directors of special education and directors of human resources/personnel in the State. More targeted recruitment efforts included direct email campaigns and announcements each semester to school district officials and to qualified individuals who were either previously enrolled or new to the program. Having expended 77% (849 of 1,102) of the program's available course scholarship funds for the year, CREATE leadership evaluated the effectiveness of recruitment efforts as successful.

Selection. Consistently applying guidelines of *candidate viability* and *fairness* allowed appropriate selection of participants for the program and for awarding course scholarship funds. With regard to *candidate viability*, program staff selected only participants who were employed full-time in SC public schools or SCDE-operated programs. We verified that all 231 enrolled participants who received scholarship funds (a) were employed full-time in their respective school districts, (b) were non-licensed in the special education or related services area of licensure for which they were requesting funds, and (c) submitted a signed *CREATE Scholarship Loan Agreement* which committed the participant to returning three years of teaching service in the newly-completed area of licensure. As for *fairness*, the CREATE program director consistently enforced the program's first-come policy with regard to awarding course scholarships. This traditional guideline has been highly successful in ensuring equitable and broad participation among qualified participants across the State. A review of Table 1 (see p. 17) reveals that we enrolled one or more participants from 52 of 81 (64.2%) school districts and one state-operated program (SCSDB). More importantly, ample funds allocated to the CREATE centers prevented the rejection of any course scholarship requests from qualified participants who requested within college registration deadline dates. Therefore, we evaluated the effectiveness of the CREATE selection process as highly successful.

Advising. Advising teacher applicants was the responsibility of the program director and the 15 CREATE center directors. Advising was accomplished through email, phone and face-to-face meetings, and focused primarily on recommending appropriate coursework to applicants as prescribed by their respective licensure programs. A 97% concordance was achieved between

participant's (a) *completed* courses [n=898] that resulted in satisfactory grades, and (b) *prescribed* courses [n=926] that were verified on program checksheets. Unsatisfactory grades included failing F grades, WF, and incomplete grades for all participants, as well as D grades for those seeking add-on licensure, and C grades for participants enrolled in PACE, MAT and MSLP degree programs. The CREATE leadership evaluated the advising process that resulted in satisfactory completion of prescribed coursework as highly successful.

Employment of Completers

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

Assessing the post-CREATE employment of program completers required the use of the online SCDE licensure portal and an email survey. We verified the following: (a) employment in the same SC district or SCDE-operated program or other SC district or SCDE-operated program; (b) licensure status in the newly-obtained area; and (c) employment in a position that is aligned with the newly-obtained licensure area.

Of 80 total completers, 72 (90%) remained employed in 2020-2021 (i.e., the year following Year 17) in the same SC school district or SCDE-operated program with which they were affiliated when they were completing licensure coursework and receiving CREATE funds. Seven of 80 (9%) were employed in a different SC district or SCDE-operated program from the one in which they were employed when they were qualified for, and received, CREATE scholarship funds (see Figure 14; p. 36). One (1%) completer was not employed in an SC district or SCDE-operated program.

An impressive 99% of the completers (n=79) had obtained their respective licenses at the time of the audit for this report (see Figure 15, p. 36). As for employment position, 65 of 77 (84%) completers had obtained an employment position that aligned with their newly-obtained licensure area, while 12 of 77 completers (16%) were employed in positions in which their new licensure was not aligned (see Figure 16, p. 37). Three of the 80 completers were classified as 'second-time completers' and, thus, were not included in this analysis. They used coursework completed with CREATE funds for a first area of special education licensure (e.g., ED in the PACE program) to subsequently complete a second area of licensure (e.g., Multi-categorical in an add-on program) on their own initiative. They were not required to be employed in a position

that was aligned with the second area of completed licensure. These data collectively suggest that CREATE is effective in assisting school districts in capacity-building in special education and related services.

Conclusion

Leadership evaluated Year 17 of CREATE as *highly successful*. Data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 231
- ▶ Districts/programs represented: 53
- ▶ Course scholarships available: 1,102
- ▶ Course scholarships awarded: 849
- ▶ Participant program completers: 80

The 17-year cumulative total of 1,252 program completers provides compelling evidence that CREATE is effectively advancing SCDE's mission of reducing the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified workforce in State public schools.

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Appendix-Tables and Figures

Table 1. *School District Affiliation of Enrolled Participants (n=231), CREATE, 2019-2020*

District	No.	District	No.	District	No.
Abbeville 60		Dorchester 04		Marlboro 01	2
Aiken 01	3	Edgefield 01	2	McCormick 01	
Allendale 01		Fairfield 01	1	Newberry 01	1
Anderson 01	3	Florence 01	8	Oconee 01	12
Anderson 02		Florence 02		Orangeburg 05	3
Anderson 03	1	Florence 03		Pickens 01	5
Anderson 04	1	Florence 04		Richland 01	11
Anderson 05	1	Florence 05		Richland 02	11
Bamberg 01	3	Georgetown 01	1	Saluda 01	2
Bamberg 02		Greenville 01	19	Spartanburg 01	1
Barnwell 19		Greenwood 50	4	Spartanburg 02	1
Barnwell 29		Greenwood 51		Spartanburg 03	
Barnwell 45	1	Greenwood 52		Spartanburg 04	
Beaufort 01	1	Hampton 01	1	Spartanburg 05	3
Berkeley 01	10	Hampton 02		Spartanburg 06	7
Calhoun 01		Horry 01	14	Spartanburg 07	6
Charleston 01	6	Jasper 01		Sumter 01	13
Cherokee 01	2	Kershaw 01	6	Union 01	3
Chester 01	5	Lancaster 01	4	Williamsburg 01	
Chesterfield 01		Laurens 55	1	York 01	
Clarendon 01		Laurens 56	1	York 02	2
Clarendon 02	1	Lee 01	1	York 03	6
Clarendon 03		Lexington 01	8	York 04	4
Colleton 01		Lexington 02		Charter of Erskine	2
Darlington 01		Lexington 03		SC Public Charter	8
Dillon 03		Lexington 04	1	SCDJJ*	
Dillon 04	1	Lex-Rich 05	12	SCSDB^	1
Dorchester 02	3	Marion 10	1	Total	231

*SCDJJ = South Carolina Department of Juvenile Justice

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

Figure 1. Gender of Enrolled Participants (n=231), CREATE, 2019-2020

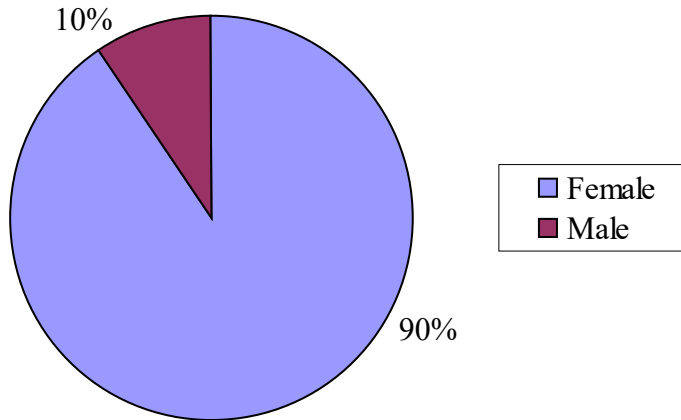


Figure 2. Continuing or New Status of Enrolled Participants (n=231), CREATE, 2019-2020

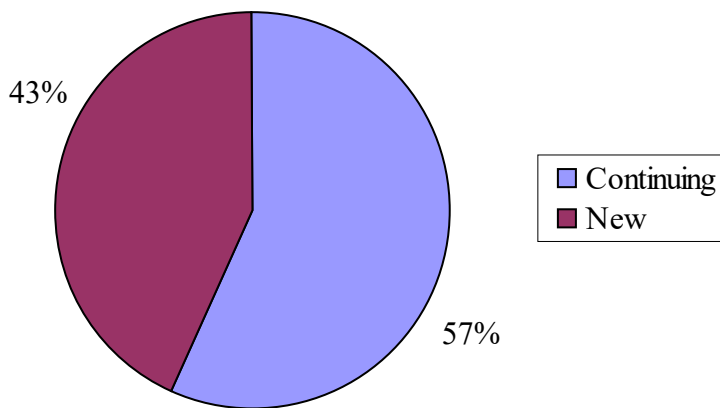
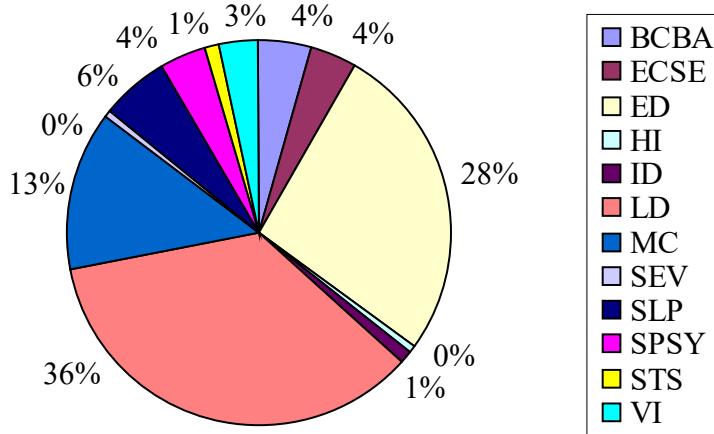


Figure 3. *Licensure Area Pursued by Enrolled Participants (n=231), CREATE, 2019-2020*



Note. BCBA=Board Certified Behavior Analyst; ECSE=Early Childhood Special Education; ED=Emotional Disabilities; HI=Hearing Impairments; ID=Intellectual Disabilities LD=Learning Disabilities; MC=Multi-categorical; SEV=Severe Disabilities; SLP=Speech-Language Pathology; SPSY=School Psychology; STS=Secondary Transition Specialist; and VI=Visual Impairments.

Figure 4. *Ethnicity/Race of Enrolled Participants (n=231), CREATE, 2019-2020*

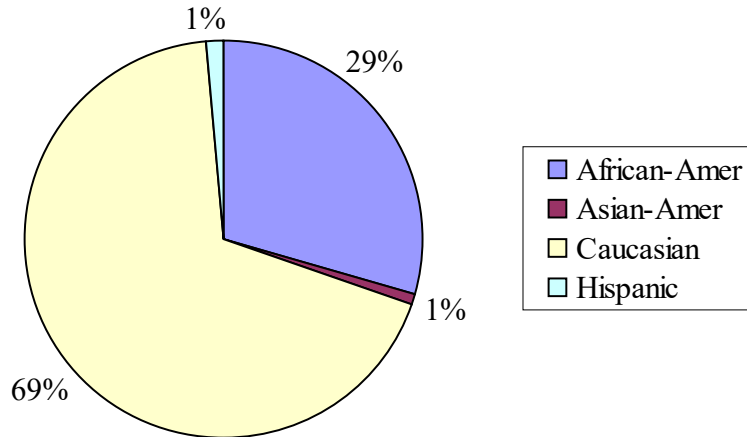
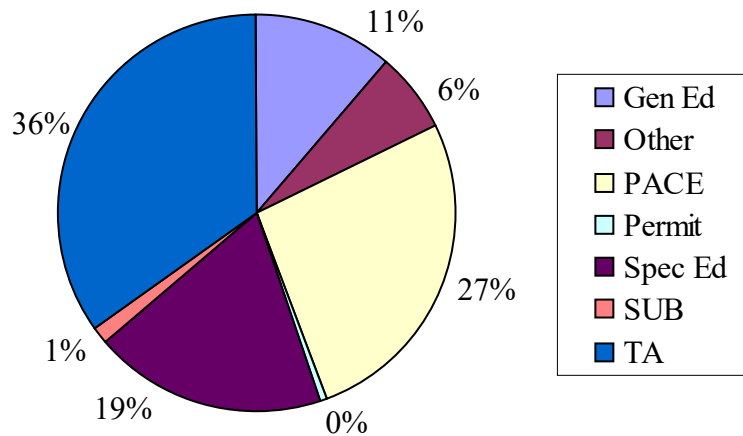
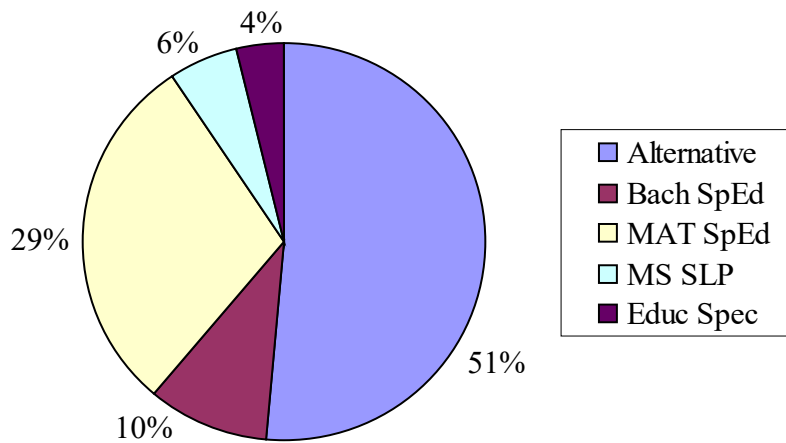


Figure 5. *Employment Position of Enrolled Participants (n=231), CREATE, 2019-2020*



Note. Gen Ed=general education teachers; Other=other non-instructional staff; PACE=program of alternative licensure for educators (ED, LD, MC); Permit=out of field permit; Spec Ed=special education teachers who are not Permit or PACE status; SUB=long-term substitute teacher; and TA=teacher assistants.

Figure 6. *Licensure Pathway of Enrolled Participants (n=231), CREATE, 2019–2020*



Note. Alternative=add-on and PACE-ED programs in special education, BCBA, and O&M; Bach Spec Ed=Bachelor’s degree program in special education; MAT Spec Ed=Master of Arts in Teaching degree program in special education; and MS SLP= Master’s of Science degree program in speech-language pathology; and Educ Spec=Educational Specialist program in school psychology.

Table 2. *Licensure Courses and Formats Sponsored by CREATE, Fall 2019 Semester*

COURSE	CCU	CU	CofC	ColaC	CnvC	FMU	FU	LU	SWU	USCA	USCC	USCU
Introduction: Excep Learners					O		C	O			O	
Characteristics: Emotional Disabilities	O				C					O	O	
Characteristics: Learning Disabilities	O			C	O					O	O	
Characteristics: Intellectual Disabilities	O			C					O		O	
Characteristics: Severe Disabilities	O											
Methods: Early Childhood Special Educ											O	
Methods: Emotional Disabilities										O		
Methods: Severe Disabilities											C	
Low Vision												O
Teaching Reading Gen/Special Educ						O					O	O
Partnerships Early Child. Special Educ											O	
Behavior Management					O						O	
Applied Behavior Analysis											O	
Functional Behavioral Assessment											O	
Assessment for Excep Learners	O			C							O	
Reading Assess/Instruction HI					O							
Foundations of Secondary Transition											O	
Secondary Transition Assess/Planning											O	
Practicum: BCBA											C	
Practicum: Emotional Disabilities								O				
Practicum: Intellectual Disabilities								O				
Practicum: Learning Disabilities					O			O				
Practicum: Visual Impairments												O

Note. CU=Clemson University; CCU=Coastal Carolina University; CofC=College of Charleston; ColaC=Columbia College; CnvC=Converse College; FMU= Francis Marion University; FU=Furman University; LU=Lander University; SWU=Southern Wesleyan University; USCA=USC Aiken; USCC=USC Columbia; USCU=USC Upstate; O=online course; and C=campus course.

Table 3. *Licensure Courses and Formats Sponsored by CREATE, Spring 2020 Semester*

COURSE	CCU	CU	CoFC	ColaC	CnVC	FMU	FU	LU	SWU	USCA	USCC	USCU
Introduction: Excep Learners				C	C		O				O	
Characteristics: Emotional Disabilities							O					
Characteristics: Intellectual Disabilities					C					O		
Characteristics: Learning Disabilities					O	O	O					
Methods: Emotional Disabilities	O			C	C							
Methods: Intellectual Disabilities	O			C						O		
Methods: Learning Disabilities	O				C						O	
Methods: Severe Disabilities	O										C	
Methods: Visual Impairments												O
Teaching Reading Gen Ed or Spec Ed					C							
Soc/Emot Dev Young Child w/ Delays											O	
Promoting Student Outcomes Collab											O	
Career Prep & Employ for Disabilities											O	
Sec. Curriculum, Strats. & Transition											O	
Behavior Management										O		
Behavioral Assessment & Intervention						O						
Functional Behavioral Assessment											C	
Assessment for Excep Learners						O		O	O	O		
Single-case Research Design Spec Educ											C	
Practicum: BCBA											C	
Practicum: Consultation & Intervention						O						
Practicum: Emotional Disabilities								O				
Practicum: Intellectual Disabilities								O				
Practicum: Learning Disabilities					O			O			O	
Practicum: Severe Disabilities											O	
Practicum: Visual Impairments												O

Note: See legend in Table 2.

Table 4. *Licensure Courses and Formats Sponsored by CREATE, Summer 2020 Semester*

COURSE	CCU	CU	CoFC	CnVC	Colac	FMU	FU	LU	SWU	USCA	USCC	USCU
Introduction: Excep Learners	O				O	O					O	
Characteristics: Emotional Disabilities			O									
Characteristics: Learning Disabilities								O				
Introduction Early Child Special Educ											O	
Nature of Autism											O	
Methods: Emotional Disabilities								O			O	
Methods: Learning Disabilities								O				
Behavior Management	O				O	O		O			O	
Assessment for Excep Learners						O						
Assessment for Early Child Special Educ											O	
Promoting Student Outcomes/Collab											O	
Research & Ethics of Behavior Analysis											O	
Resaarch Meth in Applied Beh Analysis						O						
Ethics & Prof Practice in Beh Analysis						O						
Teaching Reading General/Special Educ	O											
Nature & Needs: Visual Impairments												O
Anatomy/Physiology Visual Impairments												O
Practicum: BCBA											O	

Note: See legend in Table 2.

Table 5. Mean Ratings of Items Reflecting Adequacy of Course Content from Participant Course Evaluations (n=365), CREATE, 2019-2020

Evaluation Item	As n=0	BM n=19	Char n=18	EL n=2	Meth n=38	Prac n=11	Bach n=51	MAT n=151	MSSLP n=29	Spec n=46	Total n=365
Provided more knowledge/skills about instruction (intervention)	NA	3.42	3.33	3.00	3.45	3.64	3.04	3.34	3.34	3.04	3.28
Made more relevant applications to the real world of the classroom	NA	3.37	3.44	3.00	3.47	3.64	3.12	3.35	3.41	3.11	3.32
Broadened my perspective more in how to teach/treat learners	NA	3.32	3.33	3.00	3.45	3.64	2.98	3.32	3.41	3.00	3.26
Significantly contributed to my overall preparation	NA	3.32	3.33	3.50	3.42	3.45	3.02	3.34	3.41	3.04	3.27
Item Cluster Mean	NA	3.36	3.36	3.13	3.45	3.59	3.04	3.34	3.40	3.05	3.29

Note. Based on a 4-point Likert scale, data reflected 365 course evaluations submitted voluntarily out of 926 solicited course evaluations (39.4% response rate). Totals represent average weighted means. As=Assessment for Exceptional Learners; BM= Behavior Management (incl. Applied Behavior Analysis); Char=Characteristics of Autism/Early Childhood Special Education/Emotional/Hearing/Intellectual/Learning/Severe/Visual Disabilities; EL=Introduction to Exceptional Learners; Meth=Methods for Early Childhood Special Education/Emotional/Hearing/Intellectual/Learning/Severe/Visual Impairments, Teaching Reading, BCBA, and orientation and mobility courses; Prac=Practicum; Bach=bachelor's degree program; MAT=master of arts in teaching degree program; MSSLP=master of science degree in speech-language pathology; and Spec=education specialist degree in school psychology.

Table 6. *Final Grades of Participants (n=119) Enrolled in Program Courses (n=223) Leading Alternative (Add-on and PACE) Licensure, CREATE, 2019-2020*

Licensure Courses*	A	B	C	D/F/WF	I/W	Total
Assessment	5	2				7
Behavior Management	41	2				43
Characteristics	48	2		1		51
Intro. Exceptional Learners	3					3
Methods/Procedures	70	18	1	6	2	97
Practicum	21			1		22
Total	188	24	1	8	2	223
Percent	84.3%	10.8%	0.4%	3.6%	0.9%	100%

Note. WF=withdraw fail; I/W=Incomplete or withdrawn; Percentages are rounded.

* See legend in Table 5. Includes licensure programs in special education and Board Certified Behavior Analyst (BCBA).

Table 7. *Final Grades of Participants (n=112) Enrolled in Degree Program Courses (n=703) Leading to Initial or Advanced Licensure, CREATE, 2019-2020*

Degree Program Courses	A	B	C	D/F/WF	I/W	Total
Bachelor's degree-BA/BS*	91	27	19	4		141
Master's degree-MAT*	335	21	8		5	369
Master's degree-SLP^	81	16			7	104
Specialist degree-EdS/SPSY^	79	9			1	89
Total degrees	586	73	27	4	13	703
Percent	83.3%	10.4%	3.8%	0.6%	1.9%	100%

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

* Initial State licensure in special education.

^ Advanced State licensure in speech-language pathology or school psychology.

Table 8. *Progress of Participants (n=61) Enrolled in the PACE Alternative Licensure Program in Special Education, CREATE, 2019-2020*

Courses Remaining*	1 Course Completed	2 Courses Completed	3 Courses Completed
1 Course	12 (100%)		
2 Courses	4 (50%)	13 (100%)	
3 Courses	14 (33.3%)	7 (66.7%)	6 (100%)
Total	30	20	6

*Raw number represents number of CREATE students. Percent represents number of students who completed one/more course(s) out of course(s) remaining. Positive progress reported for 56 of 61 participants. Five participants made 0% progress. Six students collectively earned Inc/W/F grades in six courses.

Table 9. *Progress of Participants (n=58) Enrolled in Add-on Alternative Licensure Programs in Special Education or Related Services, CREATE, 2019-2020*

Courses Remaining*	1 Course Completed	2 Courses Completed	3 Courses Completed	4 Courses Completed	5 Courses Completed
1 Course	4 (100%)				
2 Courses	8 (50%)	2 (100%)			
3 Courses	5 (33.3%)	2 (66.7%)			
4 Courses		2 (50%)			
5 Courses	1 (20%)	2 (40%)	1 (60%)	1 (80%)	
6 Courses	1 (16.7%)	1 (33.3%)	5 (50%)	1 (66.7%)	1 (83.3%)
7 Courses			6 (42.9%)	1 (57.1%)	
8 Courses			5 (37.5%)		
9 Courses	1 (11.1%)	2 (22.2%)			
10 Courses			1 (30%)	1 (40%)	1 (50%)
12 Courses			1 (25%)		
Total	20	11	19	4	2

*Raw number represents number of CREATE students. Percent represents number of students who completed one/more course(s) out of course(s) remaining. Positive progress reported for 56 of 58 participants. Two participants made 0% progress. Four students collectively earned Inc/W/F grades in four courses.

Table 10a. *Progress of Participants (n=112) Enrolled in a Degree Program for Initial or Advanced Licensure, CREATE, 2019-2020*

Courses Remaining	1 Course Completed	2 Courses Completed	3 Courses Completed	4 Courses Completed	5 Courses Completed	6 Courses Completed
1 Course	1 (100%)					
2 Courses	1 (50%)					
3 Courses	1 (33.3%)		2 (100%)			
4 Courses			3 (75%)			
5 Courses				2 (80%)	1 (100%)	
6 Courses					1 (83.3%)	
7 Courses						1 (85.7%)
8 Courses	1 (12.5%)		1 (37.5%)			
9 Courses						
10 Courses						
11 Courses						1 (54.5%)
12 Courses					1 (41.7%)	
13 Courses						1 (46.2=%)
14 Courses					1 (35.7%)	
15 Courses					1 (33.3%)	
16 Courses						
17 Courses	2 (5.9%)	1 (11.8%)	13 (17.6%)	1 (23.5%)	4 (29.4%)	5 (35.3%)
19 Courses				1 (21.1%)		1 (31.6%)
21 Courses						
22 Courses			1 (13.6%)			1 (27.3%)
23 Courses						1 (26.1%)
24 Courses				1 (16.7%)		
25 Courses						
26 Courses						
27 Courses		1 (7.4%)	1 (11.1%)			
28 Courses			2 (10.7%)			
29 Courses						
31 Courses					1 (16.1%)	
32 Courses						
35 Courses			1 (8.6%)			
39 Courses				1 (10.3%)		1(15.4%)
Total	6	2	24	6	10	12

Table 10b. *Progress of Participants (n=112) Enrolled in a Degree Program for Initial or Advanced Licensure, CREATE, 2019-2020*

Courses Remaining	7 Courses Completed	8 Courses Completed	9 Courses Completed	10 Courses Completed	11 Courses Completed
1 Course					
2 Courses					
3 Courses					
4 Courses					
5 Courses					
6 Courses					
7 Courses					
8 Courses					
9 Courses		1 (88.9%)	1 (100%)		
10 Courses	1 (70%)				
11 Courses					
12 Courses	1 (58.3%)			1 (83.3%)	
13 Courses	1 (53.8%)	1 (61.5%)	1 (69.2%)	8 (76.9%)	
14 Courses				1 (71.4%)	
15 Courses		1 (53.3%)			
16 Courses	1 (43.8%)	2 (50%)			
17 Courses	1 (41.2%)		3 (52.9%)	2 (58.8%)	
19 Courses	1 (36.8%)				
21 Courses					1 (52.4%)
22 Courses	1 (31.8%)				2 (50%)
23 Courses					
24 Courses	1 (29.2%)	1 (33.3%)		1 (41.7%)	
25 Courses				1 (40%)	
26 Courses	2 (26.9%)	1 (30.8%)		1 (38.5%)	
27 Courses			1 (33.3%)	1 (37%)	
28 Courses	1 (25%)	2 (28.6%)			
29 Courses		1 (27.6%)			
31 Courses	1 (22.6%)			1 (32.3%)	
32 Courses				4 (31.3%)	
35 Courses					
39 Courses					
Total	12	10	6	21	3

*Raw number represents number of CREATE students. Percent represents number of students who completed one/more course(s) out of course(s) remaining. Positive progress reported for all 112 students. Twelve students collectively earned 14 Inc/F/W grades in 14 courses.

Table 11. Mean Item and Cluster Ratings from Course Evaluations (n=365), CREATE, 2019-2020

Course Evaluation Items	Mean*	Rating
<i>Teaching Skills of Instructor</i>	<u>3.36</u>	<u>A</u>
Communicated subject matter clearly	3.40	A
Caused me to think critically	3.45	A
Showed enthusiasm and made classes interesting and engaging	3.34	A
Used examples, illustrations, and/or demonstrations to explain ideas	3.40	A
Embellished/expanded on textbook material, rather than just repeated it	3.34	A
Used allocated class time for critical, more important material	3.32	A
Presented information in an organized, logical, and sequential manner	3.38	A
Integrated media, guest speakers, and/or other resources with lecture	3.28	A
Inspired, motivated, and stimulated a desire to want to learn more	3.32	A
<i>Interaction Skills of Instructor</i>	<u>3.43</u>	<u>A</u>
Showed genuine interest in students' success	3.45	A
Available during office hours (or by phone/e-mail) for consultation	3.46	A
Showed respect towards the opinions of students	3.44	A
Encouraged student participation in class	3.42	A
Responded to student questions in a clear, supportive manner	3.39	A
<i>Course Requirements</i>	<u>3.40</u>	<u>A</u>
Readings that improved my understanding of the subject	3.40	A
Assignments that were well developed and related to course content	3.42	A
Assignments that were creative, hands-on (e.g., case studies, research)	3.40	A
Assignments that were paced and timed appropriately for the semester	3.37	A
<i>Evaluation of Learning</i>	<u>3.37</u>	<u>A</u>
Provided meaningful, constructive feedback on tests and other work	3.37	A
Graded tests/projects according to criteria published in the syllabus	3.42	A
Prepared me for tests (e.g., gave overviews of test content/format)	3.32	A
Assessed knowledge and conceptual understanding on tests/projects	3.40	A
Returned graded tests and projects on, or by, the promised date	3.36	A
<i>Course Syllabus</i>	<u>3.43</u>	<u>A</u>
Stated goals/objectives and included a schedule of course content	3.44	A
Gave instructions for successful completion of course assignments	3.42	A
Provided clear criteria for grading projects and assignments	3.42	A
<i>Overall Mean</i> ^	<u>3.39</u>	<u>A</u>

* Data reflect 365 course evaluations submitted voluntarily out of 926 solicited course evaluations (39.4% response rate). Mean ratings are based on a 4-point Likert rating. SA=Strongly Agree; A=Agree. ^ Weighted.

Table 12. *Course Scholarships Available (n=1,102) and Awarded (n=849), CREATE Centers, 2019-2020*

Total	Course Formats	Available	Awarded	Percent
The Citadel	C	6	6	100%
Clemson University	O	18	0	0%
Coastal Carolina University	O	35	28	80%
College of Charleston	C / O	25	22	88%
Columbia College	C / O	189	116.67	61.7%
Converse College	C / O	50	50	100%
Francis Marion University	O	307	269.67	87.9%
Francis Marion University (SPSY)	O	71	70.33	99.1%
Furman University	C / O	3	3	100%
Lander University	O	44	32	72.7%
Southern Wesleyan University	O	10	0	0%
USC Aiken	O	35	33.33	95.2%
USC Columbia	C / O	176	112	63.6%
USC Columbia (SLP)	O	90	88	97.8%
USC Upstate	O	43	18	41.9%
Total		1,102	849	77%

Note. A course scholarship equates to a standard three-credit course, internship, or directed teaching course. The 849 course scholarships expended resulted in a total of 926 individual program courses (one/more credits each) completed by participants and reported in Tables 8, 9, 10a, and 10b. C=campus course; O=online course; SPSY=school psychology; SLP=speech-language pathology.

Figure 7. *Course Scholarships (n=849) Awarded Per Semester, CREATE, 2019-2020*

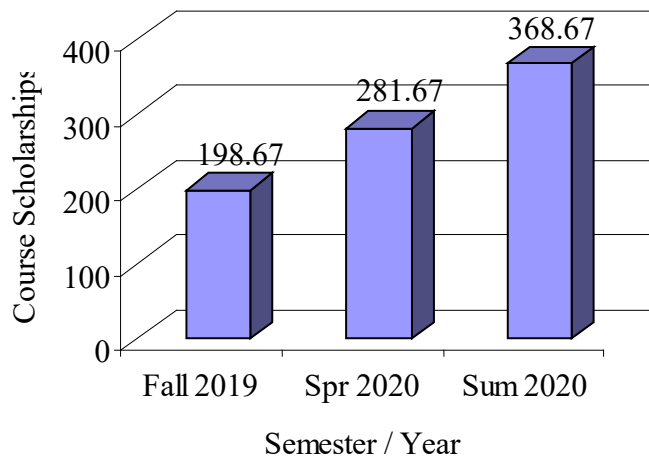


Table 13. *Course Scholarships (n=849) Awarded per School District, CREATE, 2019-2020*

District	No.	District	No.	District	No.
Abbeville 60		Dorchester 04		Marlboro 01	10.67
Aiken 01	13.67	Edgefield 01	11	McCormick 01	
Allendale 01		Fairfield 01	1	Newberry 01	3
Anderson 01	10	Florence 01	20.33	Oconee 01	60.33
Anderson 02		Florence 02		Orangeburg 05	6
Anderson 03	3	Florence 03		Pickens 01	28.66
Anderson 04	1	Florence 04		Richland 01	44.33
Anderson 05	3	Florence 05		Richland 02	52
Bamberg 01	5	Georgetown 01	1	Saluda 01	9.67
Bamberg 02		Greenville 01	57.67	Spartanburg 01	2.33
Barnwell 19		Greenwood 50	19	Spartanburg 02	3
Barnwell 29		Greenwood 51		Spartanburg 03	
Barnwell 45	4	Greenwood 52		Spartanburg 04	
Beaufort 01	2	Hampton 01	8.66	Spartanburg 05	5.33
Berkeley 01	26.33	Hampton 02		Spartanburg 06	26.67
Calhoun 01		Horry 01	53.33	Spartanburg 07	26.33
Charleston 01	30.33	Jasper 01		Sumter 01	50.33
Cherokee 01	5	Kershaw 01	23.33	Union 01	5
Chester 01	21.67	Lancaster 01	12.33	Williamsburg 01	
Chesterfield 01		Laurens 55	3	York 01	
Clarendon 01	4	Laurens 56		York 02	10.67
Clarendon 02	2.33	Lee 01	1	York 03	18.33
Clarendon 03		Lexington 01	35.67	York 04	22.67
Colleton 01		Lexington 02		Charter of Erskine	5
Darlington 01		Lexington 03		SC Public Charter	22.67
Dillon 03		Lexington 04	2	SCDJJ*	
Dillon 04	1	Lex-Rich 05	42	SCSDB^	1
Dorchester 02	8.33	Marion 10	3	Total	849

Note. A course scholarship reflects three-credit, internship, or directed teaching courses.

* SCDJJ=South Carolina Department of Juvenile Justice.

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

Table 14. *School District Affiliation of Program Completers (n=80), CREATE, 2019-2020*

District	No.	District	No.	District	No.
Abbeville 60	1	Dorchester 04		Marlboro 01	1
Aiken 01	2	Edgefield 01		McCormick 01	
Allendale 01		Fairfield 01		Newberry 01	1
Anderson 01	1	Florence 01	6	Oconee 01	1
Anderson 02		Florence 02		Orangeburg 05	
Anderson 03		Florence 03		Pickens 01	2
Anderson 04		Florence 04		Richland 01	3
Anderson 05		Florence 05		Richland 02	3
Bamberg 01	2	Georgetown 01		Saluda 01	
Bamberg 02		Greenville 01	5	Spartanburg 01	
Barnwell 19		Greenwood 50	2	Spartanburg 02	
Barnwell 29		Greenwood 51		Spartanburg 03	
Barnwell 45	1	Greenwood 52		Spartanburg 04	
Beaufort 01		Hampton 01		Spartanburg 05	1
Berkeley 01	4	Hampton 02		Spartanburg 06	3
Calhoun 01		Horry 01	8	Spartanburg 07	2
Charleston 01	2	Jasper 01		Sumter 01	3
Cherokee 01		Kershaw 01	1	Union 01	2
Chester 01	2	Lancaster 01	1	Williamsburg 01	
Chesterfield 01		Laurens 55	1	York 01	
Clarendon 01		Laurens 56		York 02	1
Clarendon 02		Lee 01		York 03	2
Clarendon 03		Lexington 01	2	York 04	1
Colleton 01		Lexington 02		Erskine Charter	1
Darlington 01		Lexington 03		SC Public Charter	3
Dillon 03		Lexington 04		SCDJJ*	
Dillon 04		Lex-Rich 05	6	SCSDB^	1
Dorchester 02	2	Marion 10		Total	80

Note. Includes 11 completers from prior years who were not counted in previous *CREATE Final Reports*. Data in Table 14 represent completers' initial district employment at the time they qualified for, and began receiving, course scholarship funds. Some completers changed school district employment subsequent to completion of their respective licensure programs, per Figure 14, in order to return their three years of service to the State for CREATE funds received pursuant to terms outlined in the *Scholarship Loan Agreement*.

* SCDJJ = South Carolina Department of Juvenile Justice

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

Figure 8. Gender of Program Completers (n=80), CREATE, 2019-2020

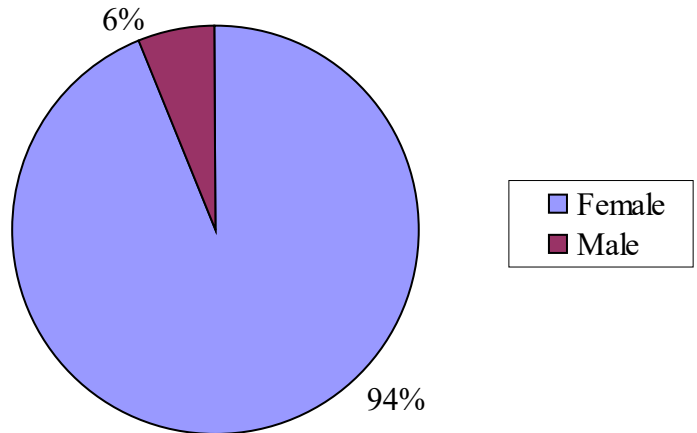


Figure 9. Ethnicity/Race of Program Completers (n=80), CREATE, 2019-2020

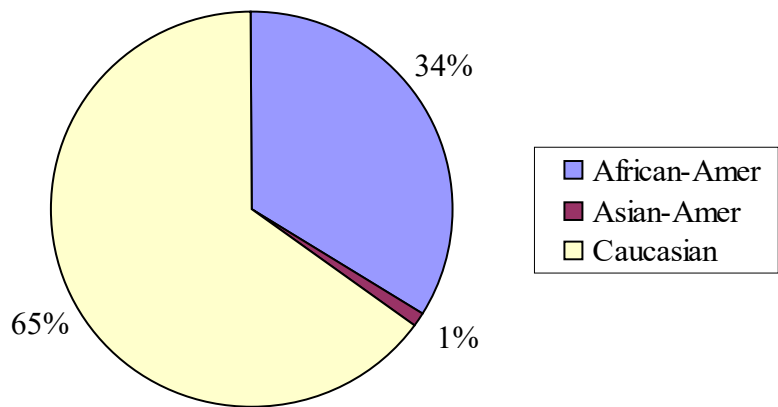
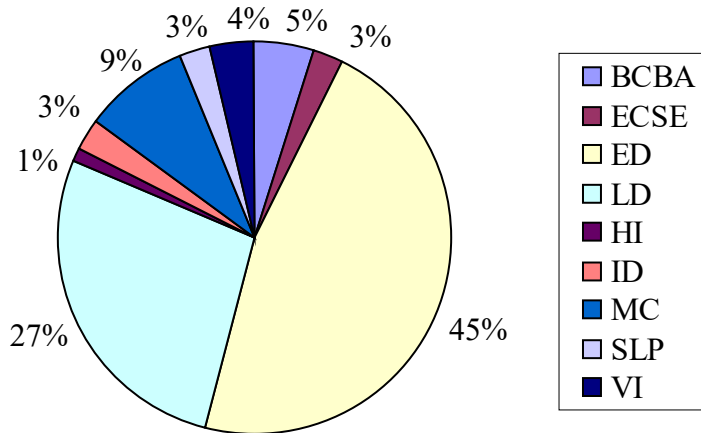
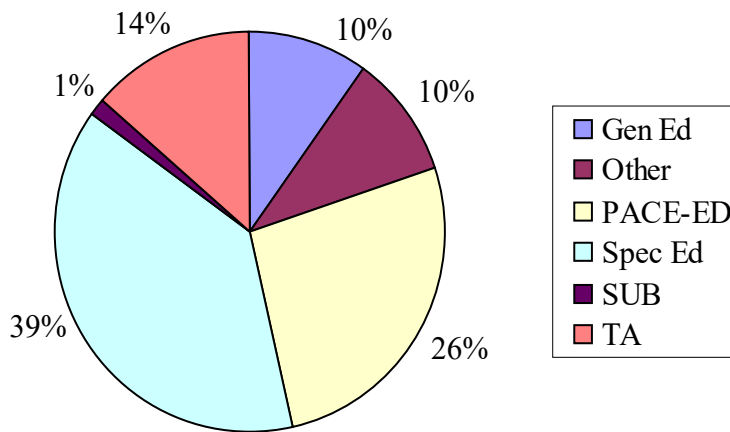


Figure 10. *Licensure Area Pursued by Program Completers (n=80), CREATE, 2019-2020*



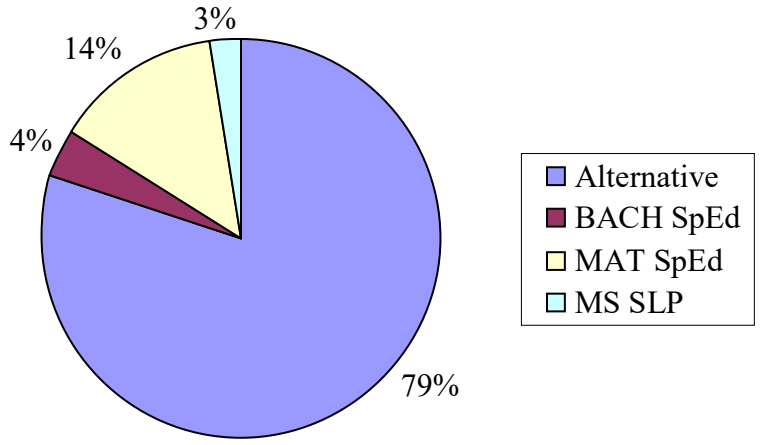
Note. BCBA=Board Certified Behavior Analysis; ECSE=Early Childhood Special Education; ED=Emotional Disabilities; HI=Hearing Impairment; ID=Intellectual Disabilities; LD=Learning Disabilities; MC=Multi-categorical; SLP=Speech-Language Pathology; and VI=Visual Impairments.

Figure 11. *Initial Employment Position of Program Completers (n=80), CREATE, 2019-2020*



Note. Gen Ed=general education teachers; Other=other non-instructional staff; PACE=program of alternative licensure for educators (ED, LD, MC); Permit=teachers holding out-of-field teaching permits; Spec Ed=special education teachers who are not Permit or PACE status; and TA=teacher assistants and paraeducators.

Figure 12. *Licensure Pathway of Program Completers (n=80), CREATE, 2019-2020*



Note. Alternative=Add-on and PACE programs in special education (ED, LD, MC); Bach SpEd=Bachelor’s degree program in special education; MAT SpEd=Master of Arts in teaching (MAT) degree program in special education; and MS SLP=Master’s degree program in speech-language pathology.

Figure 13. *CREATE-funded Courses Awarded to Program Completers (n=80), CREATE, 2019-2020*

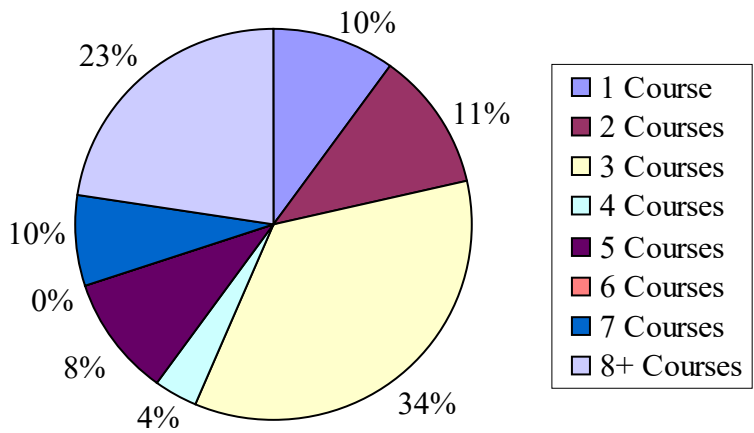
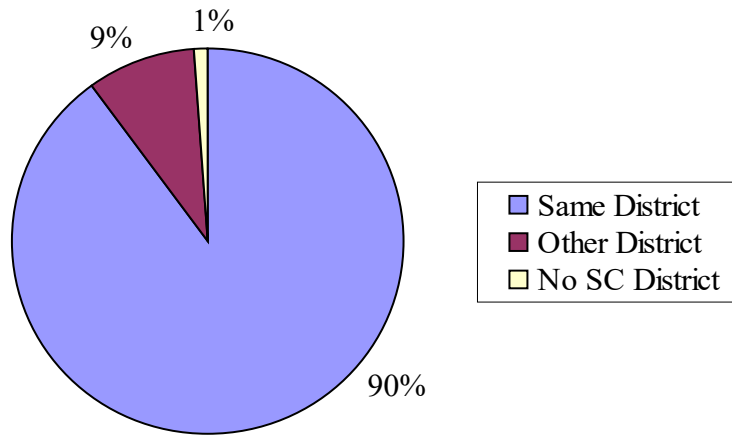


Figure 14. *South Carolina Employment of Program Completers (n=80) After Completion of Licensure Program, CREATE, 2019-2020*



Note. Same District means the program completer remained employed in the same SC district or SCDE-operated program that s/he was employed at the time s/he qualified for, and received, CREATE scholarship funds. Other District means the program completer obtained employment in another SC district or SCDE-operated program in order to begin returning service to the State in the new area of licensure, per to their Scholarship Loan Agreement.

Figure 15. *State Licensure/National Certification in New Area Obtained by Program Completers (n=80), CREATE, 2019-2020*

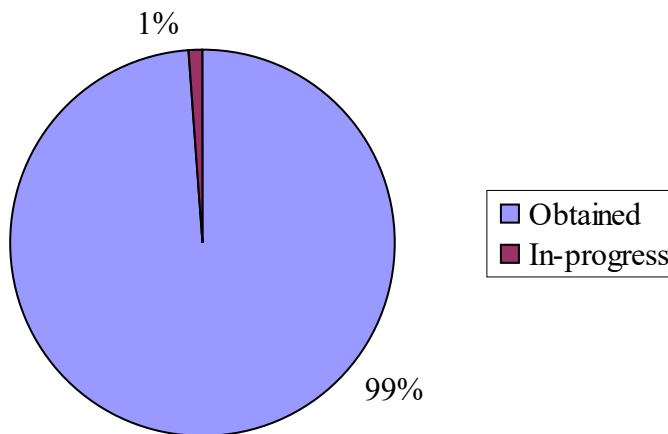
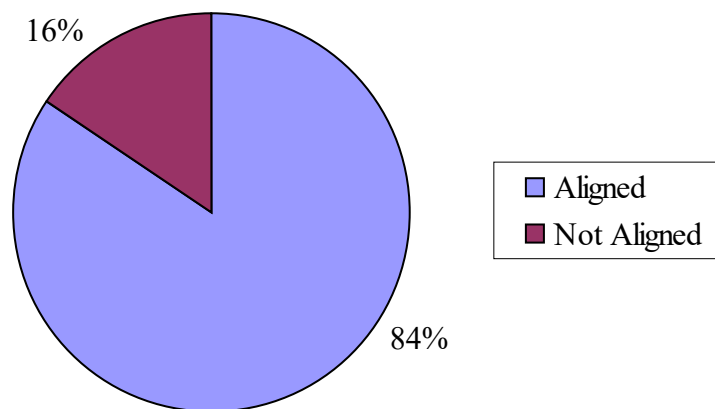
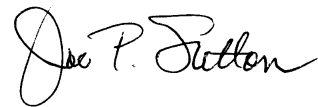


Figure 16. *Employment Position of Program Completers' (n=80) Aligned with New Area of State Licensure/National Certification, CREATE, 2019-2020*



Note. Data include 77 of the 80 completers. Three (3) of the 80 completers used coursework completed with CREATE funds for a first area of special education licensure (e.g., ED) and subsequently completed a second area of licensure (e.g., MC) on their own initiative.

The CREATE Program Director certifies that 39 pages
comprise the CREATE Final Report for Year 17.

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