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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 15 | 2017-2018

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

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Executive Summary

Funded by the South Carolina Department of Education (SCDE) Office of Special Education Services, 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. Since its inception in 2003, CREATE's chief mission has been to reduce the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified workforce in South Carolina public/charter schools. CREATE 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 15 (2017-2018), the program provided funds for coursework delivered through 15 CREATE centers located at 13 South Carolina colleges and universities: Clemson University, Coastal Carolina University, College of Charleston, Columbia College, Converse College, Francis Marion University, Furman University, Lander University, SC State University, Southern Wesleyan University, University of South Carolina Aiken, University of South Carolina Columbia, and University of South Carolina Upstate.

This Executive Summary highlights principal findings from the Year 15 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 428 applications processed for the year, a total of 198 (46.3%) individuals qualified for CREATE scholarship funds, of which 179 (90.4%) enrolled in one/more licensure courses. Participants were employed full-time in instructional or non-instructional/staff positions at 49 of 82 (59.8%) school districts and two State-operated programs. Participants were overwhelmingly female (89%). More were apt to be continuing participants (58%) than new, first-year participants (42%). Slightly more than one-fourth (28%) were African-American or Hispanic. The majority were seeking Learning Disabilities (38%) or Multi-categorical Special Education (18%) licensure to teach. Most (58%) were pursuing an add-on/alternative licensure program.

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 37 different licensure courses across three semesters a total of 133 times, 92 (69.2%) of which were available in online format.

Adequacy of Course Content. A cluster mean rating of 3.37 (on a Likert-type scale of 1=Strongly Disagree to 4=Strongly Agree) on course evaluations indicated that participants agreed that courses taken through the program, when compared with previous special education and related services courses taken outside CREATE-sponsored courses, (a) provided more knowledge/skills

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

Enrollment in Courses. Participants were awarded 569 three-credit course scholarships, reflecting 65.9% of the 684 course scholarships available for the year. The number of course scholarships awarded per participant ranged from one to 12. Across the CREATE centers, the aggregate number of course scholarships awarded per semester was Fall 2017 (n=140.33); Spring 2018 (n=189.5); and Summer 2018 (n=239.33).

Progress of Participants. Programmatic progress was calculated by dividing the number of courses that participants completed by the number of courses prescribed in their respective licensure programs. The average progress of participants seeking alternative licensure in the PACE-ED program (n=25) was 50.7% (range of one to three courses). The average progress of participants pursuing add-on licensure (n=80) was 44% (range of one to ten courses). The average progress of participants enrolled in initial licensure programs (Bachelor's or MAT) and the master's in SLP program (n=73) was 53% (range of one to 27 courses). The weighted, aggregated progress of the 179 participants was 48.6%. Academic progress was outstanding. A total of 88% of grades for the alternative/add-on candidates were A or B, and 93% of grades for degree program candidates were A or B.

Perceptions of Participants. Course evaluation survey item mean ratings ranged from 3.29 to 3.55 (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 3.40 to 3.56. With none of the individual item or item cluster mean ratings falling below the Agree rating, the CREATE leadership judged participant perceptions of program courses as satisfactorily positive.

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 179 enrolled participants for Year 15 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, charter school, or SCDE-operated program.

Program Completers. A total of 57 participants completed all coursework for their respective licensure programs for Year 15, including participants from prior years, not counted in previous reports. The completers were predominantly female (82%), and 35% were African-American or Hispanic. Slightly more than one-third (36%) finished coursework in Learning Disabilities licensure, followed by Multi-categorical Special education (24%), Emotional Disabilities (18%), Hearing Impairments. Speech-Language Pathology (5% each), and Board Certified Behavior Analyst, Early Childhood Special Education, and Visual Impairments (4% each).

Employment of Completers. CREATE leadership verified the 2018-2019 SC school district employment of the 57 completers, subsequent to finishing their licensure programs of coursework, as follows: same SC district (89%); other SC district (9%); and unemployed (2%). Most of the completer cohort (84%) had successfully passed appropriate exams for their new licensure area. There was an 81% 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. Program leaders evaluated Year 15 of CREATE as *highly successful*. Data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 179
- ▶ School districts represented: 49
- ▶ Course scholarships available: 684
- ▶ Course scholarships awarded: 569
- ▶ Participant program completers: 57

The 15-year cumulative total of 1,082 program completers provides compelling evidence that CREATE is effectively advancing its mission of reducing the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified workforce in South Carolina public/charter schools and SCDE-operated programs.

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CREATE Final Report | Year 15 | 2017-2018

South Carolina has experienced a critical shortage of teachers for many years. The number of unfilled teacher positions in special education, in particular, continues to be higher than in any other teaching specialty. According to the [2019 South Carolina Annual Educator Supply and Demand Report](#), the Center for Educator Recruitment, Retention, and Advancement (2019), 17% of teacher vacancies in SC public schools were in special education, followed by 16% in early childhood/elementary, and 10% in mathematics.

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

Basis for CREATE

Staffing public school special education classrooms with fully-licensed teachers has remained a challenge in South Carolina. In 2002–2003, the number of special education teachers inappropriately licensed had catapulted state-wide to more than 400. Looming at the time was the federal mandate of *No Child Left Behind* (NCLB) which required all states to employ properly credentialed and highly qualified teachers by July 1, 2006.

In an effort to curtail the burgeoning population of non-licensed special educators, the [South Carolina Department of Education](#) (SCDE) [Office of Special Education Services](#) (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 2004–2017 (Years 2 through 14), and, most recently, in 2017–2018 (Year 15). From the outset, the chief mission of CREATE has been to reduce the number of non-licensed special education teachers, while simultaneously growing a highly qualified teacher and related services workforce in the State's public and charter schools and SCDE-operated programs.

By channeling funds through SC colleges and universities and underwriting tuition and textbook costs, qualified 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 areas. Data from previous [CREATE Final Reports](#) provide evidence that CREATE has contributed to the increase in the number of licensed special educators in South Carolina public and charter schools. Table A (p. 2) provides a synopsis of key statistics for the last 14 years of the program.

Success of the Program

With a cumulative 14-year total of 1,025 program completers, CREATE has been recognized nationally by the broader professional education community (e.g., Njuguna, 2011, DuRant,

Poda, & Sutton, 2007; Poda & Sutton, 2007; Sutton, Bausmith, O'Connor, & Pae, 2009, 2010; Sutton, Bausmith, O'Connor, Pae, & Skinner, 2012, 2014; Sutton & DuRant, 2007, 2008a, 2008b; Sutton & Pae, 2012). In addition, the National Association of State Directors of Special Education's (NASDSE) Personnel Improvement Center (Mueller, 2011; 2012; Sutton & McGovern, 2013) identified CREATE as one of a few model, state-level GYO initiatives in special education teacher preparation in the country.

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

Table A. Key Statistics for CREATE, Years 1-14, 2003-2017

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

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

Continued Need for CREATE

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

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

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

Year 15 Operation

As with previous years, CREATE for Year 15, 2017-2018, was implemented as initially designed in 2003-2004. Eligible participants included all full-time employees in SC public and charter schools, as well as SCDE-operated programs, in both instructional and non-instructional positions whose desire was to become a credentialed special education (SpEd) teacher or a related services professional, including behavior interventionist (BI), orientation-mobility specialist (O&M), secondary transition specialist (STS), or speech-language pathologist (SLP).

Targeted participant groups included currently employed SpEd teachers not holding full licensure in special education, specifically, (a) permitted SpEd teachers, and (b) SpEd teachers of emotional disabilities enrolled in the State's [Program of Alternative Certification for Educators \(PACE\)](#) program in Emotional Disabilities [PACE-ED]. 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 SpEd 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 substitute teachers, and various other public and charter school staff in full-time non-instructional work capacities (e.g., administrative and clerical assistants). Once qualified, participants 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 13 SC colleges and universities, all with CAEP/SCDE-approved programs in SpEd teacher preparation: Clemson University; Coastal Carolina University; College of Charleston; Columbia College; Converse College; Francis

Marion University; Furman University; Lander University; SC State University; Southern Wesleyan University; USC 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 for educator licensure by SCDE: Early Childhood Special Education (ECSE); Emotional Disabilities (ED); Deaf/Hard of Hearing (D/HH); Learning Disabilities (LD); Multi-categorical Special Education (MC); Intellectual Disabilities (ID); Severe Disabilities (SEV); and Visual Impairments (VI). Bachelor's degree programs leading to initial licensure were offered at the following sites: Columbia College; Lander University; and 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 USC Columbia. The center director's name is provided on p. vi.

Advanced preparation for O&M specialists was provided 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 and charter 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 or charter schools, and (b) other full-time employees who wanted to pursue a career in SLP. CREATE centers for SLP preparation were stationed at two graduate schools in the State, both with SCDE-approved SLP programs: South Carolina State University; and USC Columbia. SCSU offers an on-campus master of arts degree in SLP, and USCC offers a fully online master's degree in communication disorders program (Note: For purposes of this report, master's degree in SLP, or MSLP, will be used for both programs.). Center directors' names are provided on p. vi.

In addition to completing an online application, which 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 2017, Spring 2018, and Summer 2018 semesters.

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

Documentation ►	Loan Agreement ^a	Course Worksheet ^b	HR Director Letter ^c	Degree Program	
▼ Employment Status				Accept Letter ^d	Worksheet ^e
Special Educ. Teacher w/ Permit ^f		✓			
PACE-ED ^g Special Educ. Teacher		✓			
Other Special Education Teacher ^h	✓	✓	✓		
General Education Teacher	✓	✓			
Long-term Substitute Teacher	✓	✓			
Non-licensed Teacher Assistant	✓			✓	✓
Other Non-instructional Staff	✓			✓	✓

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

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

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

^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-Emotional Disabilities (PACE-ED)*.

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

Enrolled Participants

The CREATE Office processed 428 applications during Year 15, from which 198 (46.3%) participants qualified for scholarship funds after submitting additional documentation. Of the qualified applicants, 179 (90.4%) enrolled in one or more licensure program courses during the year. Representing 49 of 82 (59.8%) school districts and two state-operated programs (SC School for the Deaf and Blind; SC Department of Juvenile Justice; see Table 1, p. 17), enrollees were predominantly female (89%; see Figure 1, p. 18) and more apt to be continuing (58%) than new participants (42%) to the program (see Figure 2, p. 18).

The majority of participants were seeking either Learning Disabilities (38%) or Multi-categorical Special Education (18%), followed by Emotional Disabilities (15%) licensure (see Figure 3, p. 19). Considerably fewer participants were pursuing Board Certified Behavior Analyst (6%), Orientation and Mobility Specialist (6%), Speech-Language Pathology (6%), Visual Impairments (5%), Hearing Impairments (2%), Intellectual Disabilities (2%), Severe Disabilities (1%), and Secondary Transition Specialist (1%).

Representation by ethnicity/race varied as follows: Caucasians (72%), African-Americans (27%), and Hispanics (1%; see Figure 4, p. 19). Participants were employed in a variety of full-

time positions in SC public/charter schools including teacher assistants (33%), special education teachers (28%), PACE-ED teachers (14%), general education teachers (13%), other non-instructional staff (8%), permitted special education teachers (2%), and long-term/permanent substitute teachers at 1% (see Figure 5, p. 20). The licensure pathway pursued by most of the participants was add-on/alternative (58%), with smaller percentages enrolled in initial licensure programs via the MAT degree (28%) or a Bachelor of Arts/Science degree (8%). Those pursuing a Master's degree in SLP program (6%) rounded-off the balance of the participants for Year 15 (see Figure 6, p. 20).

Evaluation of the Program

The evaluation design outlined in the initial proposal for CREATE (Year 1, 2003-2004) required preparation of a final report after completion of each year of operation. As with previous years, the *Final Report* for Year 15 addresses the following questions (data for each evaluation question are presented in subsequent sections of this report):

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

Appropriateness of Courses

Access to Program Courses. CREATE participants represented all 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 rural, more remote areas of the State. We believe the program maximized the opportunity for virtually all participants to avail themselves of needed coursework by offering two course formats: (a) campus courses; and (b) online courses. By commuting to a college's main campus or extension site, participants were able to join other non-CREATE part- or full-time teachers-in-preparation enrolled in *campus courses* offered as part of the college's regular, late afternoon/evening semester schedule. Participants were also able to join a state-wide cadre of other CREATE and non-CREATE teachers in licensure coursework via the Internet by enrolling in selected *online courses*, also offered as part of the college's regular course schedule. In addition, several of the CREATE centers offered *contract courses*, designed to address specific licensure course needs common to many participants. Contract courses allowed a maximum enrollment of 18 participants and were offered online. In an effort to increase access for 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. Similarly, USC Columbia offered a distance/online SLP program.

Range of Course Options. In addition to having *access* to needed coursework, appropriateness of courses was evaluated by determining the extent to which the program sponsored the *range* of preparation coursework needed by participants. For the more than 40% of CREATE participants who were pursuing licensure through a degree program (i.e., Bachelor’s, MAT, MSLP), the range of needed coursework was ensured through program-sequenced courses made available at the respective colleges in which the participant was enrolled. But for the majority of CREATE participants who were obtaining licensure through alternative programs, the range of needed coursework was dependent upon the variety of courses offered collectively by the 13 CREATE college centers. Participants pursuing alternative licensure through add-on or PACE-ED programs were not limited to available coursework at a single college. Rather, they 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-ED course contributions offered at each of the CREATE centers and corresponding course formats for each of the three semesters (i.e., fall, spring, and summer) for Year 15 are provided in Tables 2, 3, and 4 (see pp. 21-23). The 13 colleges offered 37 different licensure courses a total of 133 times, 92 (69.2%) of which were available in online format.

Content of Courses. We also ascertained course appropriateness by evaluating *course content*, as outlined in course syllabi, and determined the extent to which it corresponded with the professional standards of special education preparation espoused by the Council for Exceptional Children, as adopted by the SCDE. CREATE center directors and the program director reviewed course syllabi and concurred that content was satisfactorily appropriate. Overall, the leadership for CREATE judged the access, range, and content of available licensure courses appropriate to meet the licensure program needs of participants.

Adequacy of Course Content

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

- ▶ provided more knowledge/skills about instruction in special education;
- ▶ made more relevant applications to the “real-world” classroom;
- ▶ broadened my perspective more in how to teach/treat learners with disabilities; and
- ▶ significantly contributed to my overall preparation in special education.

Table 5 (see p. 24) provides the mean ratings of these four items that were gathered from 249 of 630 (39.5%) course evaluation surveys solicited during Year 15. Results for participants pursuing add-on and alternative licensure are reported based on the six major types of coursework required: Assessment (As); Behavior Management (BM); Characteristics (Char); Introduction to Exceptional Learners (EL); Procedures/Methods (Meth); and Practicum (Prac). Reported are results for participants pursuing *initial* licensure by collapsing all required coursework per degree program type: Bachelor's, MAT, and MSLP. We interpreted the individual and overall mean ratings as follows: 3.51-4.00=trending Strongly Agree; 2.51-3.50=Agree; 1.51-2.50=Disagree; and 1.50 or less=trending Strongly Disagree.

With higher mean item cluster ratings of 3.50 for Practicum, 3.49 for Behavior Management, and 3.49 for Characteristics, participants agreed these add-on/alternative programs courses provided adequate course content. Mean ratings for Introduction to Exceptional Learners (3.42), Methods (3.33), and Assessment (2.60) all reflected agreement among participants that course content was satisfactory in comparison to other special education courses they have taken previously. Participants pursuing initial licensure in special education through Bachelor's (3.51) and MAT (3.65) program coursework were in strong agreement their course content was adequate. Those enrolled in MSLP (3.37) program coursework agreed their course content was satisfactorily adequate. An overall item cluster mean rating of 3.37 was an indication that CREATE participants agreed that coursework was preparing them satisfactorily.

Progress of Participants

The 179 participants who received CREATE scholarship funds in Year 15 enrolled in 569 courses, which included one-, two-, three-credit courses, and directed teaching/internships. The extent to which participants progressed at an appropriate rate toward completion of respective alternative/add-on or initial licensure was assessed by calculating the following:

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

Approximately 70% of the final grades of participants seeking add-on/alternative licensure were A grades (see Table 6, p. 25), and about 19% were B grades, collectively totaling 88% and indicating a high level of skill mastery. Three percent (3%) of courses in the C grade range reflected minimally acceptable competency. Nine percent (9%) of courses resulted in D/F/WF grades or classified as I/W (i.e., incomplete or withdraw) grades. Overall, these data indicate high academic progress of participants pursuing add-on/alternative licensure.

Grades for participants seeking initial licensure through Bachelor's and MAT degree programs, and advanced certification through an MSLP degree program were also impressive (see Table 7, p. 25). Approximately 73% of completed coursework resulted in A grades, and about 19% were B grades. The collective total of approximately 93% was comparable to the combined A and B

grades earned by add-on/alternative participants. About 5% were C grades. Fewer than 3% of the courses were assigned D/F/WF grades or classified as I/W. The CREATE leadership evaluated these data as very positive for candidates pursuing initial and advanced licensure.

Another measure of participants' individual progress toward completion of licensure is the mathematical comparison of *completed* courses versus *needed* courses, as prescribed in their respective programs of coursework and study. For example, a participant seeking add-on licensure in LD who completed two out of four needed courses, would demonstrate 50% progress (i.e., $2 / 4 = 50\%$). Therefore, we separated the 185 participants into three groups: PACE-ED, add-on licensure, and bachelor's/MAT/SLP. We then computed mean progress for each group.

The average course progress of participants seeking alternative licensure in the PACE program (n=25) was 50.7% (see Table 8, p. 26). PACE participants, however, are required to take fewer courses (i.e., three graduate courses) for their licensure programs. The average progress of participants pursuing add-on licensure (n=80) was 44% (see Table 9, p. 26). The number of courses required for add-on licensure ranged from 1 to 10. The average progress of participants (n=74) enrolled in special education degree programs (i.e. Bachelor's and MAT), resulting in initial State licensure, and the MSLP degree program, also resulting in State licensure, was 53% (see Tables 10a and 20b, pp. 27-28). The range of required courses for those enrolled in degree programs ranged from 1 to 27 courses; therefore, it was expected that their progress would be considerably less than that of participants in alternative and add-on programs. The weighted, aggregated progress of the 179 participants was 48.6%. Overall, these data suggest that participants demonstrated significant progress toward completing licensure in Year 15.

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 249 submitted out of the 630 solicited (39.5% 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 3.29 to 3.55. Item cluster means ranged from 3.40 (Agree) to 3.51 (Strongly Agree). With none of the individual item or item cluster mean ratings falling below the Agree rating, the CREATE leadership judged participant perceptions of program courses as satisfactorily positive.

Enrollment in Courses

Of the 864.33 three-credit course scholarships available through the 13 CREATE centers for Year 15, CREATE awarded 568.67 (65.9%) to qualified participants. Table 12 (see p. 30) enumerates the course scholarships awarded out of available course scholarships for each CREATE center. The percentage of actual course scholarships awarded out of courses scholarships available for individual centers ranged from 36% (Southern Wesleyan University) to 100% (Coastal Carolina University and USC Aiken). Figure 7 (see p. 30) depicts the number of course scholarships awarded for each of the three semesters across all CREATE centers, as follows: Fall 2017 (n=140.33); Spring 2018 (n=189.5); and Summer 2018 (n=239.33).

Table 13 (see p. 31) provides the distribution of the 568.67 three-credit course scholarships awarded to SC school districts (n=49) and two state-operated programs (SC Department of Juvenile Justice; SC School for the Deaf and Blind). The three school districts that received the greatest number of course scholarships were Horry 01 (n=47), Greenville 01 (n=35.5), and Greenwood 50 (n=34.17). Explanations for why these districts received more course awards vary. One reason is that these districts have more qualified participants. Although CREATE awards course scholarships equitably (e.g., one or two course award per participant per semester) as requests are received and processed, it stands to reason that a district with more qualified applicants collectively would receive more course scholarships. Another reason is that more participants from these three districts simply expressed greater interest, and they acted on this interest more frequently each semester. In any given semester, about one-third of the qualified participants choose not to submit a course scholarship request.

Nonetheless, CREATE consistently operated under a first-come policy for awarding course scholarships. In addition, given that the total allocation of course scholarships was not depleted by the end of the program year, we had the ability to award more course scholarships to participants in all school districts, had more interest been expressed (Note: A course scholarship equates to three-credits of coursework. The 568.17 three-credit course awards equated to 630 individual program courses of one-, two-, three-credits or directed teaching/internship courses completed by participants and are reported in Tables 8, 9, and 10.).

Program Completers

A total of 57 CREATE participants completed all coursework for their respective licensure programs was identified for Year 15. This total includes two subgroups: participants (n=37) enrolled in the current year of CREATE operation; and participants (n=20) enrolled in previous years, but who were not included the total count of program completers published in earlier years of CREATE Final Reports. The latter subgroup occurs for several reasons. Some previously enrolled participants disqualified themselves due to unsatisfactory grades, academic disciplinary infractions, etc., which precludes their eligibility to continue receiving CREATE funds. They subsequently completed their licensure programs with their own/other funding.

Other previously enrolled participants become inactive for a host of reasons. Regardless of disqualified and inactive status, 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 cohort of 57 completers represents 27 of 82 districts (32.9%) and two state-operated programs (SCDJJ and SCSDDB), and ranged from one to five completers. Greenville 01 (n=5), Sumter 01 (n=4), and Aiken 01, Lancaster 01, and Richland 01 (n=3 each) districts had the greatest number of completers. The remaining districts ranged from one to two completers each (see Table 14, p. 32). The completers were overwhelmingly female (82%; see Figure 8, p. 33) and largely Caucasian (65%). Representation of minority races/ethnicities included African-American (35%) and Hispanic/Latino (n=1 or 0.2%; see Figure 9, p. 33). Slightly more than one-third (36%) of the cohort completed Learning Disabilities programs (see Figure 10, p. 34), followed by Multi-categorical Special education (24%), Emotional Disabilities (18%), Hearing Impairments and Speech-Language Pathology (5% each), and Board Certified Behavior Analyst, Early Childhood Special Education, and Visual Impairments (4% each).

A plurality (41%) of the completers was special education teachers who were required by their respective districts to obtain another area of special education licensure (see Figure 11, p. 33). About one-fifth (18%) were PACE-ED teachers, followed by general education teachers (16%), teacher assistants (14%), and other non-instructional staff (5%).

The overwhelming majority (77%) of the completers pursued an alternative route to licensure either through add-on or PACE-ED programs (see Figure 12, p. 35). More completed initial licensure programs through a Bachelor's degree (11%) than the MAT degree (7%) program. Those completing an SLP degree program comprised 5% of the completer cohort. About two-thirds (67%) of the completers received scholarship funds for one to four program courses (see Figure 13, p. 35), while 13% were awarded funds for five to seven program courses and 20% 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 almost 66% 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, charter schools, or SCDE-operated programs. We verified that all

179 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 commits the participant to returning three years of teaching service in the newly-completed area of licensure. As for *fairness*, the CREATE program director consistently enforced the program's first-come policy with regard to awarding course scholarships. We believe this guideline has been successful in ensuring equitable and broad participation among qualified participants across the State. A review of Table 1 (see p. 17) reveals that we enrolled one or more participants from 49 of 82 (59.8%) school districts and two state-operated programs (SCDJJ and SCSDB). More importantly, ample funds allocated to the CREATE centers prevented the rejection of any course scholarship requests from qualified participants who requested within college registration deadline dates. Therefore, we evaluated the effectiveness of our selection process as highly successful.

Advising. Advising teacher applicants was the responsibility of the program director and the 15 CREATE center directors. Advising was accomplished through email, phone, and face-to-face meetings, and focused primarily on recommending appropriate coursework to applicants as prescribed by their respective licensure programs. We achieved a 95% concordance between participants' (a) completed courses [n=601] that resulted in satisfactory grades, and (b) completed prescribed courses [n=630] that were verified on program checksheets. Unsatisfactory grades included failing F grades, WF, and incomplete grades for all participants, as well as D grades for those seeking add-on licensure, and C grades for participants enrolled in PACE-ED, MAT and MSLP degree programs. The CREATE leadership evaluated the advising process as highly successful.

Employment of Completers

CREATE completers are obligated by signed agreement with SCDE to obtain employment in a South Carolina public/charter school or SCDE-operated program that aligns with their newly-obtained licensure area. Program completion has to do with successfully completing prescribed coursework (e.g., three courses required in the PACE-ED program). Prior to obtaining new employment, however, program completers must finish the licensure process by earning passing scores on exams stipulated by the State Board of Education (teachers) or the national certification boards (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 receive a one-time registration fee reimbursement from CREATE to take the Praxis II® exam.

Assessing the post-CREATE employment of program completers required the use of SCDE's online licensure Portal and an email survey. We verified the following: (a) employment in a SC school district or SCDE-operated agency; (b) employment in the same district or other district; (c) licensure status in the newly-obtained area; and (d) employment in a position reflecting the newly-obtained licensure area. Results indicated that all 55 of the 57 (98%) program completers

were employed in a SC district or agency in the 2018-2019 school year, which was the year of employment immediately following the Year 15 CREATE operation year of 2017-2018 in which the count was tabulated.

Of this total, 51 (89%) remained employed in the same SC school district with which they were affiliated when they were completing licensure coursework and receiving CREATE funds. Five of 57 (9%) transferred their employment to a different school district (see Figure 14; p. 36). One (2%) completer was unemployed. An impressive 84% of the completers (n=48) had obtained their respective licenses at the time of this report (see Figure 15, p. 36). As for employment position, 46 of the 57 (81%) of the completers had obtained an employment position that aligned with their newly-obtained licensure area, while 11 (19%) were employed in positions in which their new licensure was not needed (see Figure 16, p. 36). These data collectively suggest that CREATE is effective in assisting school districts in capacity-building in special education and related services.

Conclusion

Program leaders evaluated Year 15 of CREATE as *highly successful*. Data collected and presented in this report that support this conclusion include the following:

- ▶ Qualified participants enrolled: 179
- ▶ School districts represented: 49
- ▶ Course scholarships available: 864
- ▶ Course scholarships awarded: 569
- ▶ Participant program completers: 57

The 15-year cumulative total of 1,082 program completers provides compelling evidence that CREATE is effectively advancing its mission of reducing the number of non-licensed special education teachers and related services professionals while simultaneously growing a highly qualified workforce in South Carolina public/charter schools and SCDE-operated programs.

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Appendix-Tables and Figures

Table 1. *School District Affiliation of Enrolled Participants (n=179), CREATE, 2017-2018*

District	No.	District	No.	District	No.
Abbeville 60		Dorchester 04		McCormick 01	
Aiken 01	4	Edgefield 01		Newberry 01	4
Allendale 01		Fairfield 01	1	Oconee 01	2
Anderson 01	4	Florence 01	2	Orangeburg 03	
Anderson 02	1	Florence 02		Orangeburg 04	
Anderson 03	1	Florence 03	1	Orangeburg 05	
Anderson 04	1	Florence 04	1	Pickens 01	4
Anderson 05	2	Florence 05		Richland 01	9
Bamberg 01	1	Georgetown 01	1	Richland 02	9
Bamberg 02	1	Greenville 01	12	Saluda 01	
Barnwell 19		Greenwood 50	8	Spartanburg 01	
Barnwell 29		Greenwood 51		Spartanburg 02	1
Barnwell 45	1	Greenwood 52		Spartanburg 03	2
Beaufort 01	4	Hampton 01		Spartanburg 04	
Berkeley 01	6	Hampton 02		Spartanburg 05	1
Calhoun 01		Horry 01	10	Spartanburg 06	1
Charleston 01	6	Jasper 01		Spartanburg 07	8
Cherokee 01		Kershaw 01	1	Sumter 01	9
Chester 01	4	Lancaster 01	4	Union 01	1
Chesterfield 01		Laurens 55		Williamsburg 01	
Clarendon 01		Laurens 56	3	York 01	1
Clarendon 02		Lee 01		York 02	
Clarendon 03		Lexington 01	6	York 03	3
Colleton 01	2	Lexington 02		York 04	6
Darlington 01	2	Lexington 03	1	Charter of Erskine	
Dillon 03		Lexington 04	1	SC Public Charter	2
Dillon 04	2	Lex-Rich 05	6	SCDJJ*	1
Dorchester 02	3	Marion 10		SCSDB^	9
		Marlboro 01	2	Total	179

* SCDJJ = South Carolina Department of Juvenile Justice

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

Figure 1. *Gender of Enrolled Participants (n=179), CREATE, 2017-2018*

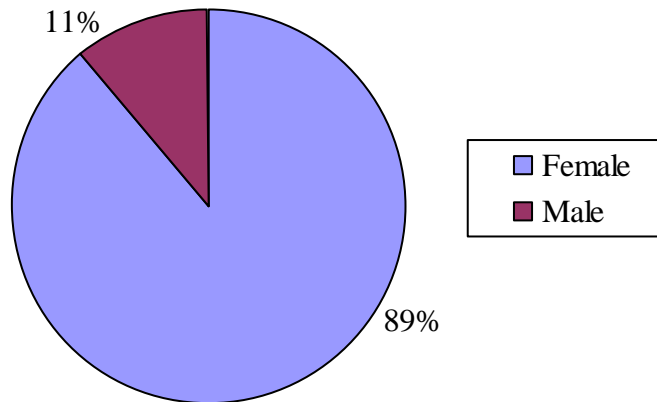


Figure 2. *New or Continuing Status of Enrolled Participants (n=179), CREATE, 2017-2018*

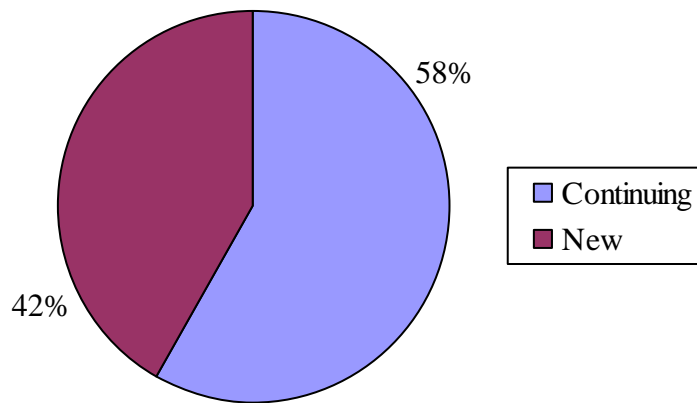
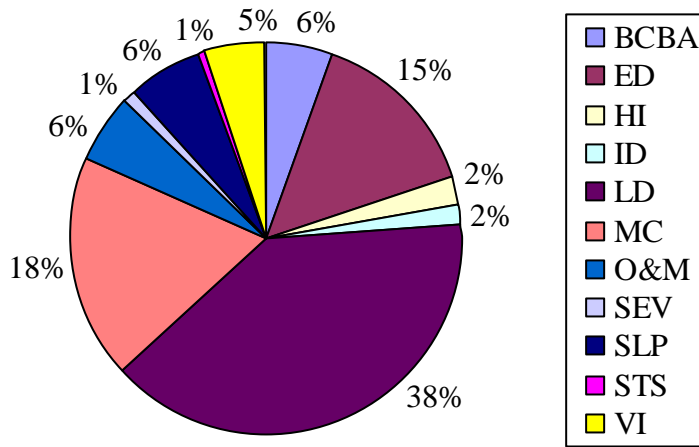


Figure 3. *Licensure Area Pursued by Enrolled Participants (n=179), CREATE, 2017-2018*



Note. BCBA=Board Certified Behavior Analyst; ED=Emotional Disabilities; ID=Intellectual Disabilities; LD=Learning Disabilities; MC=Multi-categorical; O&M=Orientation & Mobility Specialist; SEV=Severe Disabilities; SLP=Speech-Language Pathology; STS=Secondary Transition Specialist; and VI=Visual Impairments.

Figure 4. *Ethnicity/Race of Enrolled Participants (n=179), CREATE, 2017-2018*

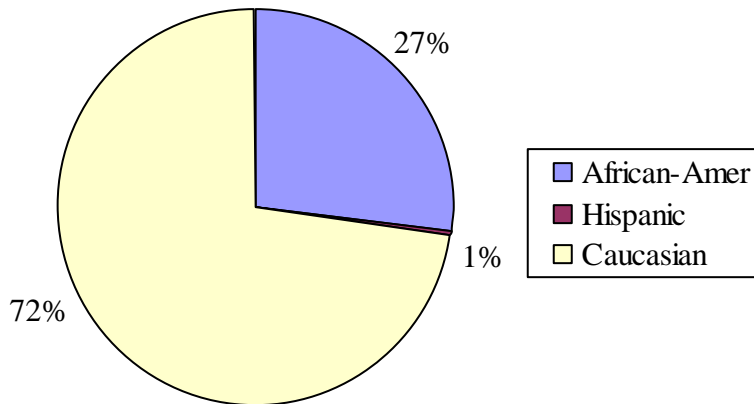
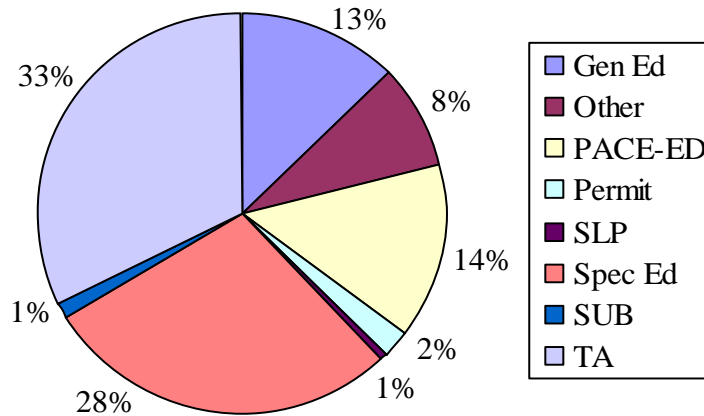
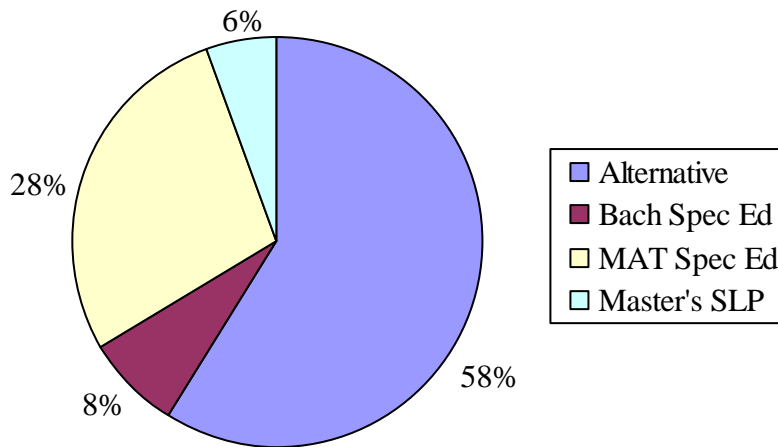


Figure 5. *Employment Position of Enrolled Participants (n=179), CREATE, 2017-2018*



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

Figure 6. *Licensure Pathway of Enrolled Participants (n=179), CREATE, 2017–2018*



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 Master’s SLP= Master’s degree program in speech-language pathology (MCD and MSLP).

Table 2. *Licensure Courses and Formats Sponsored by CREATE, Fall 2017 Semester*

COLLEGE ►	CU	CCU	CofC	ColaC	CnvC	FMU	FU	LU	SCSU	SWU	USCA	USCC	USCU
▼ COURSE													
Introduction: Excep Learners			C		C	O	C		O			O	
Characteristics: Emotional Disab		O	C		C							O	
Characteristics: Learning Disab		O	C	C	O				O			O	
Characteristics: Intellectual Disab		O		C							O	O	
Characteristics: Severe Disab		O											
Methods: Emotional Disab			C									C	
Methods: Learning Disab			C			O			O	O			
Methods: Intellectual Disab			C		C						O		
Methods: Severe Disab												C	
Behavior Management					O							O	
Functional Behavioral Assess												C	
Teaching Read Gen/Spec Ed												C	
Assessment for Excep Learners		O	C	C	O							C	
Visual Impair & Multiple Disab													O
Literacy Braille Code													O
Functional Low Vision													O
Spch Read & Auditory Develop					O								
Practicum: Emotional Disab				O				O					
Practicum: Learning Disab				O	O			O					
Practicum: Intellectual Disab				O				O			O		
Practicum: Applied Behav Anal												C	

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; SCSU=South Carolina State 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 2018 Semester*

COLLEGE ►	CU	CCU	CoFC	ColaC	CnvC	FMU	FU	LU	SCSU	SWU	USCA	USCC	USCU
▼ COURSE													
Introduction: Excep Learners		C	C	C	C	O			O			O	
Characteristics: Emotional Disab							C						
Characteristics: Learning Disab							C		O	O	O		
Characteristics: Intellectual Disab					C								
Methods: Emotional Disab		O			C								
Methods: Learning Disab		O		C	C						O	C	
Methods: Intellectual Disab		O		C									
Methods: Severe Disab		O											
Behavior Management			C		O	O		O			O		
Applied Behavior Analysis												O	
Teaching Read Gen/Spec Ed			C		C								
Assessment for Excep Learners			C			O		O	O		O		
Trans Assess, Planning, Prog Dev												O	
Found Sec Trans Plan & Supports												O	
Single-case Research Design												O	
Advanced Braille													O
Visual Impair & Multiple Disab													O
Program Develop Orient & Mobil													O
Teach. Lang: Deaf/Hard of Hearing					O								
Practicum: Applied Behav Anal												C	
Practicum: Emotional Disab								O					
Practicum: Learning Disab				O				O					
Practicum: Intellectual Disab				O				O					
Practicum: Visual Impairments													O

Note: See legend in Table 2.

Table 4. *Licensure Courses and Formats Sponsored by CREATE, Summer 2018 Semester*

COLLEGE ►	CU	CCU	CoFC	ColIAC	ChVC	FMU	FU	LU	SCSU	SWU	USCA	USCC	USCU
▼ COURSE													
Introduction: Excep Learners	O				O							O	
Characteristics: Emotional Disab			O										
Characteristics: Learning Disab		O			O	O		O					
Characteristics: Intellectual Disab										O			
Nature of Autism												O	
Intro Early Childhood Spec Educ												O	
Methods: Emotional Disab								O					
Methods: Intellectual Disab												O	
Methods: Learning Disab													O
Behavior Management	O			O		O	C					O	
Applied Behavior Analysis													
Teaching Reading Gen/Spec Educ						O	C						
Lang/Communic: Severe Disab	O												
Assessment for Excep Learners						O		O					
Nature & Needs Visual Impair													O
Anatomy & Physiology of the Eye													O
Speechreading & Audition					O								
Sec Curric./Transition Planning												O	
Fund Techniques Orient & Mobil													C
Adv Techniques Orient & Mobil													C

Note: See legend in Table 2.

Table 5. *Mean Ratings of Items Reflecting Adequacy of Course Content from Participant Course Evaluations (n=249), CREATE, 2017-2018*

Licensure Program ►		Add-on/Alternative SpEd						Initial SpEd		SLP	
Evaluation Item ▼	Course ►	As n=5	BM n=17	Char n=18	EL n=3	Meth n=25	Prac n=3	Bach n=24	MAT n=141	MSLP n=12	Total n=249
Provided more knowledge/skills about instruction (intervention)		2.60	3.47	3.42	3.33	3.28	3.33	3.42	3.33	3.58	3.32
Made more relevant applications to the real world of the classroom		2.80	3.53	3.53	3.33	3.36	3.33	3.54	3.39	3.83	3.40
Broadened my perspective more in how to teach/treat learners		2.60	3.41	3.47	3.33	3.36	3.67	3.50	3.36	3.50	3.36
Significantly contributed to my overall preparation		2.40	3.53	3.53	3.67	3.32	3.67	3.58	3.39	3.67	3.40
Item Cluster Mean		2.60	3.49	3.49	3.42	3.33	3.50	3.51	3.37	3.65	3.37

Note. Data based on a 4-point Likert scale and reflected 249 course evaluations submitted voluntarily out of 630 solicited course evaluations (39.5% 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 Disabilities, Teaching Reading, BCBA, and orientation and mobility courses; Prac=Practicum; Bach=bachelor’s degree program; MAT=master of arts in teaching degree program; and MSLP=master’s degree in speech-language pathology.

Table 6. *Final Grades of Participants (n=105) Enrolled in Courses (n=200) Leading to Add-on or Alternative Licensure, CREATE, 2017-2018*

Licensure Courses*	Final Grades					
	A	B	C	D/F/WF	I/W	Total
Assessment	6	2	1	1		10
Behavior Management	25	4	2	1	1	33
Characteristics	35	9		1	4	49
Intro. Exceptional Learners	4			1		5
Methods/Procedures	61	21	3	3	5	93
Practicum	8	1			1	10
Total	139	37	6	7	11	200
Percent	69.5	18.5	3.0	3.5	5.5	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=74) Enrolled in Degree Program Courses (n=430) Leading to Initial or Advanced Licensure, CREATE, 2017-2018*

Degree Program Courses	Final Grades					
	A	B	C	D/F/WF	I/W	Total
Bachelor's Program–BA/BS*	40	17	7		1	65
Master's Program–MAT*	232	47	12	5	4	300
Master's Program—SLP^	43	19	2	1		65
All Courses	315	83	21	6	5	430
Percent	73.3	19.3	4.9	1.4	1.2	100

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

* Initial state licensure in special education.

^ Advanced State licensure in speech-language pathology. Degree programs include bachelor's, MAT, MCD and MSLP.

Table 8. *Progress of Participants (n=25) Enrolled in PACE-ED Licensure Programs in Special Education, CREATE, 2017-2018*

No. Program Courses Remaining ▼	No. Program Courses Completed*					
	1 Course		2 Courses		3 Courses	
	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	3				
2 Courses	50%	1	100%	1		
3 Courses	33%	5	67%	6	100%	2
Total		9		7		2

* Positive progress reported for 18 of 25 participants. Seven participants made 0% progress due to unsatisfactory grades in seven courses attempted.

Table 9. *Progress of Participants (n=80) Enrolled in Add-on Licensure Programs in Special Education, CREATE, 2017-2018*

Number of Program Courses ▼	No. Program Courses Completed*											
	1 Course		2 Courses		3 Courses		4 Courses		5 Courses		8 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course												
2 Courses	50%	12	100%	2								
3 Courses	33.3%	5	66.7%	4	100%	3						
4 Courses	25%	1			75%	3						
5 Courses	20%	1	40%	5	60%	11	80%	1				
6 Courses	16.7%	5	33.3%	1	50%	1	66.7%	1	83.3%	1		
7 Courses	14.3%	3	28.6%	5			57.1%	1				
8 Courses			25%	1			50%	1				
9 Courses			22.2%	1	33.3%	1						
10 Courses											80%	1
Total		27		19		19		4		1		1

* Positive progress reported for 71 of 80 participants. Nine participants made 0% progress due to unsatisfactory grades collectively in nine courses attempted.

Table 10a. *Progress of Participants (n=74) Enrolled in Licensure Programs via Degree Program, CREATE, 2017-2018*

No. Program Courses ▼	No. Program Courses Completed*											
	1 Course		2 Courses		3 Courses		4 Courses		5 Courses		6 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	5										
2 Courses			100%	3								
3 Courses					100%	1						
4 Courses	25%	1										
5 Courses							80%	1	100%	1		
6 Courses			33.3%	2								
7 Courses												
8 Courses												
9 Courses			22.2%	1	33.3%	1						
10 Courses												
11 Courses												
12 Courses					25%	1					50%	1
13 Courses			15.4%	1			30.8%	1			46.2%	1
14 Courses			14.3%	1			28.6%	1			42.9%	1
15 Courses	6.7%	1	13.3%	1					33.3%	1		
16 Courses											37.5%	1
17 Courses			11.8%	1			23.5%	4	29.4%	1	35.3%	2
18 Courses									27.8%	1		
19 Courses					15.8%	1						
21 Courses												
22 Courses									22.7%	1	27.3%	1
27 Courses			7.4%	2	11.1%	1						
Total		7		12		5		7		5		7

Table 10b. *Progress of Participants (n=74) Enrolled in Licensure Programs via Degree Program, CREATE, 2017-2018*

Number of Program Courses ▼	No. Program Courses Completed*											
	7 Courses		8 Courses		9 Courses		10 Courses		11 Courses		12 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course												
2 Courses												
3 Courses												
4 Courses												
5 Courses												
6 Courses												
7 Courses	100%	1										
8 Courses												
9 Courses	77.8%	2										
10 Courses	70%	1										
11 Courses			72.3%	1	81.8%	1						
12 Courses							83.3%	4			100%	1
13 Courses									84.6%	9		
14 Courses	50%	2	57.1%	2								
15 Courses					60%	1						
16 Courses												
17 Courses	41.2%	1			52.9%	1						
18 Courses												
19 Courses												
21 Courses			38.1%	1	42.9%	1						
22 Courses												
27 Courses												
Total		7		4		4		4		9		1

* Positive progress reported for 72 of 74 participants. Two participants made 0% progress due to unsatisfactory course grades.

Table 11. *Mean Item and Cluster Ratings from Course Evaluations (n=249), CREATE, 2017-2018*

Course Evaluation Items	Mean*	Rating
<i>Teaching Skills of Instructor</i>	<u>3.40</u>	<u>A</u>
Communicated subject matter clearly	3.45	A
Caused me to think critically	3.47	A
Showed enthusiasm and made classes interesting and engaging	3.37	A
Used examples, illustrations, and/or demonstrations to explain ideas	3.41	A
Embellished/expanded on textbook material, rather than just repeated it	3.38	A
Used allocated class time for critical, more important material	3.38	A
Presented information in an organized, logical, and sequential manner	3.44	A
Integrated media, guest speakers, and/or other resources with lecture	3.29	A
Inspired, motivated, and stimulated a desire to want to learn more	3.40	A
<i>Interaction Skills of Instructor</i>	<u>3.51</u>	<u>SA</u>
Showed genuine interest in students' success	3.55	SA
Available during office hours (or by phone/e-mail) for consultation	3.52	SA
Showed respect towards the opinions of students	3.51	SA
Encouraged student participation in class	3.47	A
Responded to student questions in a clear, supportive manner	3.49	A
<i>Course Requirements</i>	<u>3.43</u>	<u>A</u>
Readings that improved my understanding of the subject	3.39	A
Assignments that were well developed and related to course content	3.47	A
Assignments that were creative, hands-on (e.g., case studies, research)	3.43	A
Assignments that were paced and timed appropriately for the semester	3.42	A
<i>Evaluation of Learning</i>	<u>3.40</u>	<u>A</u>
Provided meaningful, constructive feedback on tests and other work	3.41	A
Graded tests/projects according to criteria published in the syllabus	3.47	A
Prepared me for tests (e.g., gave overviews of test content/format)	3.37	A
Assessed knowledge and conceptual understanding on tests/projects	3.40	A
Returned graded tests and projects on, or by, the promised date	3.35	A
<i>Course Syllabus</i>	<u>3.47</u>	<u>A</u>
Stated goals/objectives and included a schedule of course content	3.46	A
Gave instructions for successful completion of course assignments	3.47	A
Provided clear criteria for grading projects and assignments	3.47	A
<i>Overall Mean</i>	<u>3.43</u>	<u>A</u>

* Data reflect 249 course evaluations submitted voluntarily out of 630 solicited course evaluations (39.5% response rate). Mean ratings are based on a 4-point Likert rating. SA=Strongly Agree; A=Agree.

Table 12. *Course Scholarships Available (n=864) and Awarded (n=569) per CREATE Center, 2017-2018*

CREATE Center	Type	Available	Awarded	Percent
Clemson University	O	18	8	44.4
Coastal Carolina University	O	18	18	100
College of Charleston	C / O	35	20	57.1
Columbia College	C / O	44	23	52.3
Converse College	C / O	41	27.33	67.9
Francis Marion University	O	277	217.67	78.6
Furman University	C	4	2	50
Lander University	C / O	90	51.67	57.4
SC State University	O	6	2	33.3
SC State University (SLP)	C	14.66	6.67	45.5
Southern Wesleyan University	O	25	9	36
USC Aiken	O	9	9	100
USC Columbia	C / O	140	72	51.4
USC Columbia (SLP)	O	45.67	40.33	88.3
USC Upstate	C / O	97	62	63.9
Total		864.33	568.67	65.9

Note. A course scholarship equates to a standard three-credit course or directed teaching semester. The 569 course scholarships expended resulted in a total of 630 individual program courses (one- to four-credits) completed by participants and reported in Tables 8, 9, 10a, and 10b. C=campus course; O=online course.

Figure 7. *Course Scholarships (n=568.67) Awarded Per Semester, CREATE, 2017-2018*

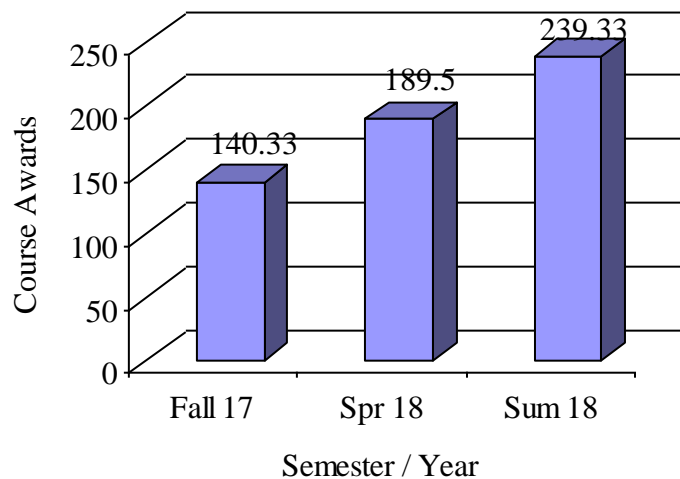


Table 13. *Course Scholarships (n=569) Awarded per School District, CREATE, 2017-2018*

District	No.	District	No.	District	No.
Abbeville 60		Dorchester 04		McCormick 01	
Aiken 01	10.67	Edgefield 01		Newberry 01	7
Allendale 01		Fairfield 01	1	Oconee 01	11
Anderson 01	12.33	Florence 01	8.67	Orangeburg 03	
Anderson 02	9	Florence 02		Orangeburg 04	
Anderson 03	2	Florence 03	5	Orangeburg 05	
Anderson 04	3	Florence 04	1	Pickens 01	26
Anderson 05	8.67	Florence 05		Richland 01	13.67
Bamberg 01	1	Georgetown 01	9	Richland 02	26.33
Bamberg 02	5	Greenville 01	35.5	Saluda 01	
Barnwell 19		Greenwood 50	34.17	Spartanburg 01	
Barnwell 29		Greenwood 51		Spartanburg 02	1
Barnwell 45	1	Greenwood 52		Spartanburg 03	5.67
Beaufort 01	24	Hampton 01		Spartanburg 04	
Berkeley 01	10.33	Hampton 02		Spartanburg 05	1
Calhoun 01		Horry 01	47	Spartanburg 06	1
Charleston 01	12	Jasper 01		Spartanburg 07	20.33
Cherokee 01		Kershaw 01	3	Sumter 01	32.33
Chester 01	5	Lancaster 01	11	Union 01	2
Chesterfield 01		Laurens 55		Williamsburg 01	
Clarendon 01		Laurens 56	3	York 01	3
Clarendon 02		Lee 01		York 02	
Clarendon 03		Lexington 01	26.33	York 03	7
Colleton 01	2	Lexington 02		York 04	29.67
Darlington 01	9	Lexington 03	1	Charter of Erskine	
Dillon 03		Lexington 04	1	SC Public Charter	8.67
Dillon 04	9	Lex-Rich 05	29.67	SCDJJ*	1
Dorchester 02	5.33	Marion 10		SCSDB^	23
		Marlboro 01	3.33	Total	568.67

Note. Course scholarships reflect three-credit course units.

* SCDJJ=South Carolina Department of Juvenile Justice.

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

Table 14. *School District Affiliation of Program Completers (n=57), CREATE, 2017-2018*

District	No.	District	No.	District	No.
Abbeville 60		Dorchester 04		Marlboro 01	
Aiken 01	3	Edgefield 01		McCormick 01	1
Allendale 01		Fairfield 01	1	Newberry 01	2
Anderson 01		Florence 01		Oconee 01	1
Anderson 02		Florence 02	1	Orangeburg 03	
Anderson 03		Florence 03		Orangeburg 04	
Anderson 04		Florence 04		Orangeburg 05	
Anderson 05		Florence 05		Pickens 01	
Bamberg 01		Georgetown 01		Richland 01	3
Bamberg 02	1	Greenville 01	5	Richland 02	4
Barnwell 19		Greenwood 50	2	Saluda 01	
Barnwell 29		Greenwood 51		SC Public Charter	
Barnwell 45	2	Greenwood 52		Spartanburg 01	
Beaufort 01		Hampton 01		Spartanburg 02	
Berkeley 01	2	Hampton 02		Spartanburg 03	
Calhoun 01		Horry 01	2	Spartanburg 04	
Charleston 01	2	Jasper 01		Spartanburg 05	
Cherokee 01		Kershaw 01		Spartanburg 06	
Chester 01	2	Lancaster 01	3	Spartanburg 07	1
Chesterfield 01		Laurens 55		Sumter 01	4
Clarendon 01		Laurens 56	1	Union 01	
Clarendon 02		Lee 01		Williamsburg 01	
Clarendon 03		Lexington 01	2	York 01	2
Colleton 01	1	Lexington 02		York 02	
Darlington 01		Lexington 03	2	York 03	1
Dillon 03		Lexington 04		York 04	
Dillon 04	1	Lex-Rich 05		SCDJJ*	1
Dorchester 02	1	Marion 10		SCSDB^	2
				Total	57

Note. Includes 20 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 Blind

Figure 8. Gender of Program Completers (n=57), CREATE, 2017-2018

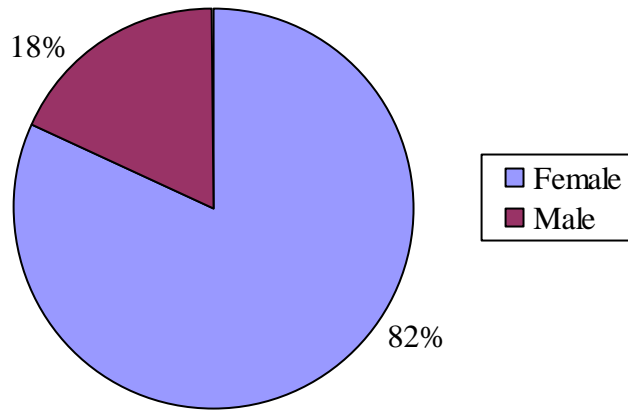


Figure 9. Ethnicity/Race of Program Completers (n=57), CREATE, 2017-2018

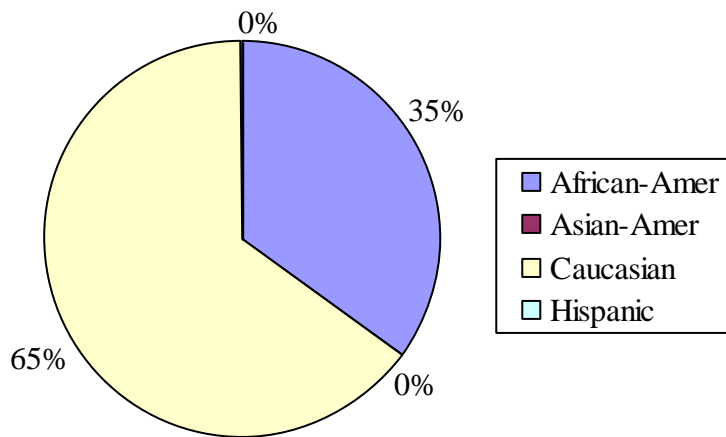
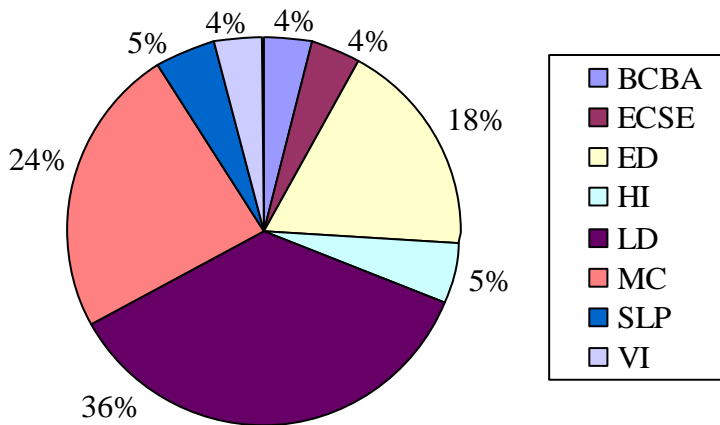
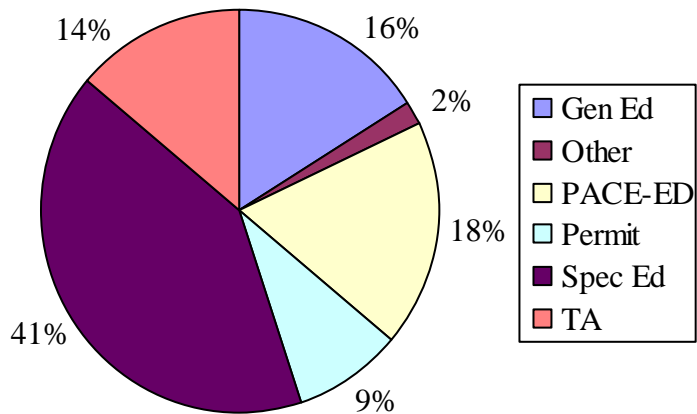


Figure 10. *Licensure Area of Program Completers (n=57), CREATE, 2017-2018*



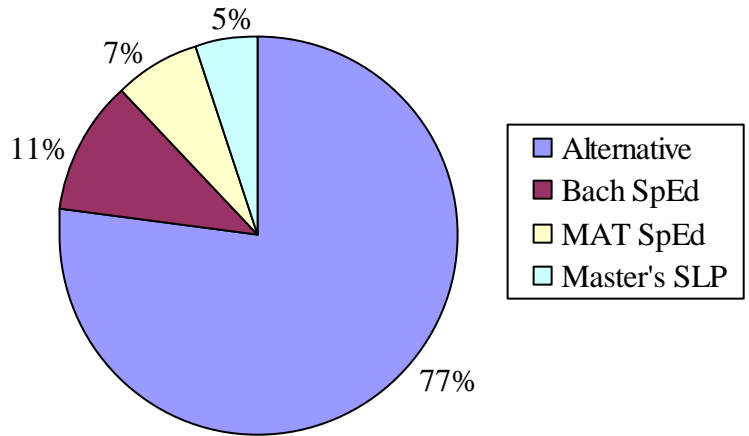
Note. BCBA=Board Certified Behavior Analyst; DHH=Deaf Hard of Hearing; ECSE=Early Childhood Special Education; ED=Emotional Disabilities; ID=Intellectual Disabilities; LD=Learning Disabilities; MC=Multi-categorical; SLP=Speech-Language Pathology; and VI=Visual Impairments.

Figure 11. *Initial Employment Position of Program Completers (n=57), CREATE, 2017-2018*



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

Figure 12. *Licensure Pathway of Program Completers (n=57), CREATE, 2017-2018*



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

Figure 13. *CREATE-funded Courses Awarded to Program Completers (n=57), CREATE, 2017-2018*

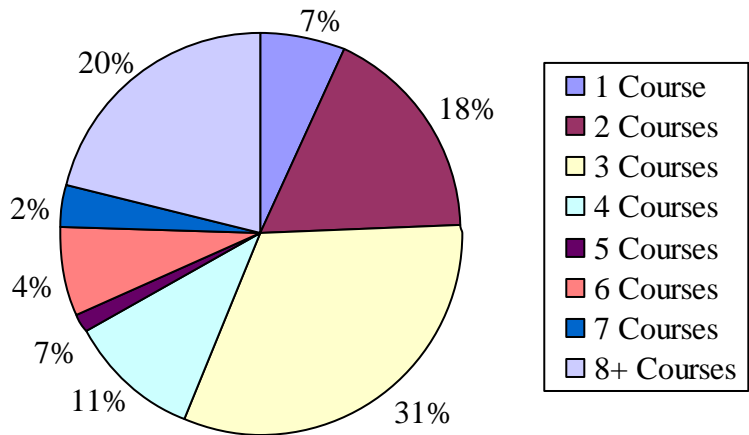


Figure 14. *School District Employment of Program Completers (n=57) After Completion of Licensure Programs, CREATE, 2017-2018*

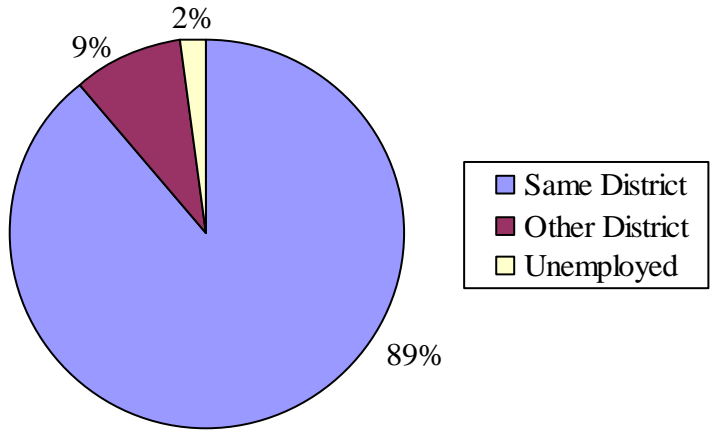


Figure 15. *State Licensure/National Certification of Program Completers (n=57) in New Areas, CREATE, 2017-2018*

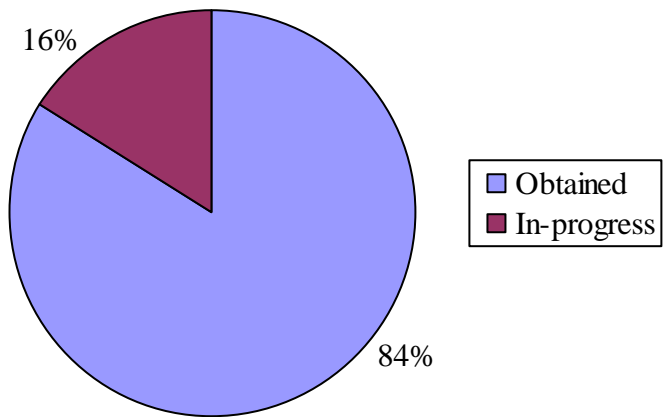
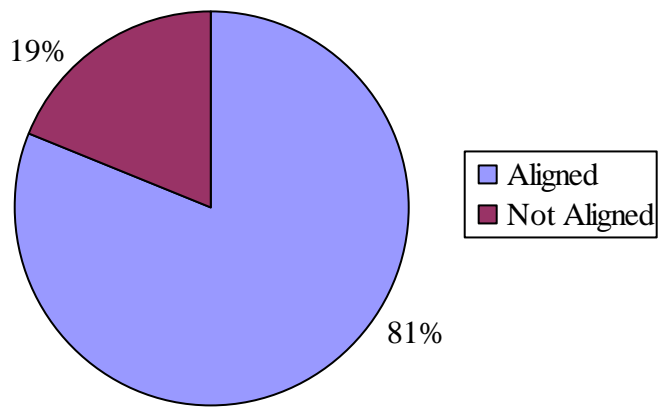
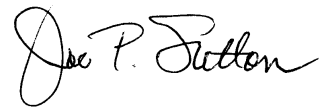


Figure 16. *Employment of Program Completers' (n=57) Aligned with New Licensure Areas, CREATE, 2017-2018*



*The CREATE Program Director certifies that 38 pages
comprise the CREATE Final Report for Year 15.*

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