

**CENTERS FOR THE RE-EDUCATION AND ADVANCEMENT OF
TEACHERS IN SPECIAL EDUCATION OF
SOUTH CAROLINA, 2010–2011
YEAR 8**

Personnel Preparation Project Funded by the
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Mick Zais, PhD, Superintendent of Education
Nancy Busbee, PhD, Deputy Superintendent, Accountability
Mark Bounds, Deputy Superintendent, School Effectiveness
Michelle Bishop, Interim Director, Office of Exceptional Children
Erica Bissell, EdD, Director, Office of Teacher Effectiveness

PROJECT LEADERSHIP

Joe Sutton, PhD
Project Director/Principal Investigator
Exceptional Diagnostics

Shirley Bausmith, PhD
Center Director
Francis Marion University

Ansley Boggs, EdD
Center Director
Converse College

Gloria Hayes-Smith, PhD
Center Director
SC State University

Janie Hodge, PhD
Center Director
Clemson University

Dodi Hodges, PhD
Center Director
Coastal Carolina University

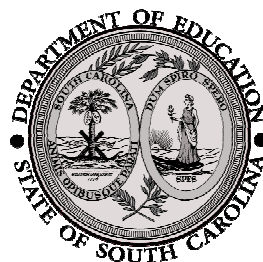
Debra Leach, EdD
Center Director
Winthrop University

Kathleen Marshall, PhD
Center Director
USC Columbia

Dava O'Connor, PhD
Center Director
Lander University

Holly Pae, EdD
Center Director
USC Upstate

Michael Skinner, PhD
Center Director
College of Charleston



Tracy West, PhD
Center Director
Columbia College

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EXECUTIVE SUMMARY

PROJECT CREATE—YEAR 8

The chief mission of CREATE (Centers for the Re-education and Advancement of Teachers in Special Education) is to reduce the number of non-certified special education teachers while simultaneously growing a highly qualified and effective special education teacher workforce in the South Carolina public and charter schools. With joint funding from the South Carolina Department of Education's (SCDE) Office of Exceptional Children (OEC) and Division of Educator Quality and Leadership (DEQL), the project awarded tuition and textbook vouchers (i.e., course scholarships) to qualified participants for purposes of pursuing add-on, alternative, or initial certification in special education. For 2010–2011 (Year 8), the project delivered program course work through CREATE centers located at 11 South Carolina colleges and universities including Clemson University, Coastal Carolina University, College of Charleston, Columbia College, Converse College, Francis Marion University, Lander University, SC State University, University of South Carolina Columbia, University of South Carolina Upstate, and Winthrop University. This Executive Summary highlights principal findings from the Year 8 final report. Specific topics addressed include (a) participants; (b) appropriateness of courses; (c) adequacy of course content; (d) progress of participants; (e) perceptions of participants; (f) enrollment in courses; (g) program completers; (h) recruitment, selection, and advising; (i) employment of completers; and (j) conclusion.

Participants. A total of 155 individuals qualified for the project, and 133 enrolled in one/more courses. Enrollees were employed at 46 of the State's 85 (54%) school districts and two (2) state operated programs. The cohort was overwhelmingly female (85%) and was somewhat more likely to be first-year participants or new (53%) to the project as returning (47%) participants. Fully one-third (36%) were African-American, American Indian, or Hispanic. Of the special education certification areas, the majority were pursuing Learning Disabilities (35%) or Emotional Disabilities (26%) certification.

Appropriateness of Courses. In order to serve the greatest range of qualifying participants, particularly, those in remote areas of the State, we varied the format delivery of courses to include on-campus courses and online courses. Course content, as outlined in course syllabi, was evaluated in light of Council for Exceptional Children standards, and determined to be appropriate. For Year 8, the 11 CREATE centers collectively offered 22 certification courses 104 times, 26 (25%) of which were online.

Adequacy of Course Content. A cluster mean rating of 3.36 (1=Strongly Disagree to 4=Strongly Agree) on course evaluations indicated that participants agreed that courses taken through the project, when compared with previous special education courses taken elsewhere, (a) provided more knowledge and skills about instruction in special education, (b) made more relevant applications to the real-world of the classroom, (c) broadened their perspective more in how to teach students with disabilities, and (d) significantly contributed to their overall preparation. Item cluster means for Methods courses fell in the Strongly Agree range; ratings for all other courses fell in the Agree range.

Progress of Participants. Programmatic progress was calculated by dividing the number of courses that the participants completed through CREATE by the number of courses prescribed in their respective certification programs. The average progress of participants seeking alternative certification in the PACE program (n=28) was 73.3% (range of one to three courses). The average progress of participants pursuing add-on certification (n=65) was 63.3% (range of one to nine courses). The average progress of participants enrolled in initial certification programs at the bachelor's or MAT level (n=40) was 40.2%; however, the range of needed course work was 1 to 23 courses. The weighted aggregated progress of the 133 participants was 58.5%. Academic progress was superb. Alternative/add-on certification candidates earned 85% A or B grades, and initial certification candidates earned 94% A or B grades.

Perceptions of Participants. Mean item ratings on online course evaluation items ranged from 3.18 to 3.67 (1=Strongly Disagree to 4=Strongly Agree). Four of the five item cluster means fell in the Average range, and one (Interaction Skills of Instructor) fell in the Strongly Agree range. The overall mean rating of 3.40 indicated participants agreed they had received quality instruction. We judged the teacher perceptions of courses as exceedingly positive.

Enrollment in Courses. Participants enrolled in 257 courses, which represented about 70% of the 368 course scholarships available for the year. The number of course scholarships awarded per participant ranged from one to eight. Across the CREATE centers, the number of course scholarships awarded per semester was 57.55 (Fall 2010), 65.16 (Spring 2011), and 134 (Summer 2011).

Program Completers. A total of 55 participants completed all course work for their respective certification programs for Year 8. The completers were predominantly female (87%), and 18% were African-American. Thirty-seven percent finished course work in Emotional Disabilities certification, followed by Learning Disabilities (35%), Multi-categorical Special Education (13%), Mental Disabilities (11%), Severe Disabilities (2%), and Visual Impairment (2%). The majority (68%) were currently employed as special education teachers in emotional disabilities classrooms (PACE-ED program) or other special education settings.

Recruitment, Selection, and Advising. Recruitment and selection of participants for the project was accomplished by a (a) dedicated Web site; (b) a statewide mailing at the beginning of the grant year from the SC Office of Exceptional Children to district special education directors, directors of personnel, and school principals and (c) regular phone and email campaigns orchestrated by the project directors and center directors. Advising qualified participants on which certification courses would meet their needs was accomplished via phone and email. All 133 qualified participants for Year 8 were verified to be non-certified in their area of special education certification need and employed full-time in a SC public school district, charter school, or state operated program.

Employment of Completers. We verified the 2011–2012 employment of a subgroup of 46 (out of 55) program completers whose SC teaching certificate numbers were available, and determined that 45 (97.8%) of these completers remained employed in one of the State’s public schools, charter schools, or a State operated program. Eight (17.8%) of the completers had relocated to a different school/district other than the one in which they were employed when they were initially qualified for CREATE. That virtually all of the completers have remained employed in the State, and most in their respective school districts, is a positive indicator that the State and school districts are “growing their own” special educators.

Conclusion: Project staff evaluated Year 8 of Project CREATE as *highly successful*. Noteworthy data collected and presented in this report that supports this conclusion include the following:

- ▶ Available course scholarships: 368
- ▶ Awarded course scholarships: 257
- ▶ Qualified participants enrolled: 133
- ▶ School districts represented: 46
- ▶ Certification program completers: 55

The eight-year cumulative total of 617 program completers provides strong evidence that CREATE continues to advance the State’s mission of reducing the number of non-certified special education teachers while simultaneously ‘growing their own’ highly qualified and effective special education teacher workforce.

TABLE OF CONTENTS

PROJECT CREATE–YEAR 8

<u>Section</u>	<u>Page</u>
HISTORY OF THE PROJECT.....	7
YEAR 8 OPERATION.....	7
ENROLLED PARTICIPANTS.....	8
EVALUATION OF THE PROJECT.....	9
APPROPRIATENESS OF COURSES.....	9
ADEQUACY OF COURSE CONTENT.....	10
PROGRESS OF PARTICIPANTS.....	10
PARTICIPANT PERCEPTIONS.....	11
ENROLLMENT IN COURSES.....	11
PROGRAM COMPLETERS.....	12
RECRUITMENT, SELECTION, AND ADVISING.....	12
EMPLOYMENT OF COMPLETERS.....	13
CONCLUSION.....	13
PROJECT LEADERSHIP.....	14
TABLES & FIGURES.....	15

TABLES AND FIGURES

PROJECT CREATE–YEAR 8

<u>Table/Figure</u>	<u>Page</u>
KEY STATISTICS FOR PROJECT CREATE, 2003–2009.....	7
TABLE 1–SCHOOL DISTRICT AFFILIATION OF ENROLLED PARTICIPANTS.....	15
FIGURE 1–GENDER OF ENROLLED PARTICIPANTS.....	16
FIGURE 2–NEW/RETURNING STATUS OF ENROLLED PARTICIPANTS.....	16
FIGURE 3–CERTIFICATION AREA PURSUED BY ENROLLED PARTICIPANTS.....	16
FIGURE 4–ETHNICITY/RACE OF ENROLLED PARTICIPANTS.....	17
FIGURE 5–EMPLOYMENT STATUS OF ENROLLED PARTICIPANTS.....	17
FIGURE 6–CERTIFICATION PROGRAM OF ENROLLED PARTICIPANTS.....	17
TABLE 2–CERTIFICATION COURSES AND COURSE FORMATS, FALL 2010.....	18
TABLE 3–CERTIFICATION COURSES AND COURSE FORMATS, SPRING 2011.....	18
TABLE 4–CERTIFICATION COURSES AND COURSE FORMATS, SUMMER 2011.....	19
TABLE 5–MEAN RATINGS OF COURSE EVALUATION ITEMS REFLECTING ADEQUACY.....	19
TABLE 6–FINAL GRADES FOR PARTICIPANTS, ADD-ON/ALTERNATIVE PROGRAM COURSES.....	20
TABLE 7–FINAL GRADES FOR PARTICIPANTS, INITIAL PROGRAM COURSES.....	20
TABLE 8–PROGRESS OF PARTICIPANTS ENROLLED IN PACE-ED PROGRAMS.....	21
TABLE 9–PROGRESS OF PARTICIPANTS ENROLLED IN ADD-ON CERTIFICATION PROGRAMS.....	21
TABLE 10–PROGRESS OF PARTICIPANTS ENROLLED IN BACHELOR’S OR MAT PROGRAMS.....	22
TABLE 11–MEAN ITEM AND CLUSTER RATINGS FROM COURSE EVALUATIONS.....	23
TABLE 12–COURSE SCHOLARSHIPS AVAILABLE AND AWARDED PER CREATE CENTER.....	24
FIGURE 7–COURSE SCHOLARSHIPS AWARDED PER SEMESTER.....	24
TABLE 13–COURSE SCHOLARSHIPS AWARDED PER DISTRICT.....	25
TABLE 14–SCHOOL DISTRICT AFFILIATION OF PROGRAM COMPLETERS.....	26
FIGURE 8–GENDER OF PROGRAM COMPLETERS.....	27
FIGURE 9–ETHNICITY/FACE OF PROGRAM COMPLETERS.....	27
FIGURE 10–CERTIFICATION AREA OF PROGRAM COMPLETERS.....	27
FIGURE 11–EMPLOYMENT STATUS OF PROGRAM COMPLETERS.....	28
FIGURE 12–CERTIFICATION PROGRAM OF COMPLETERS.....	28
FIGURE 13–CREATE-SPONSORED COURSES EARNED BY COMPLETERS.....	28

FINAL REPORT

PROJECT CREATE–YEAR 8

HISTORY OF THE PROJECT

Public schools in South Carolina have struggled over the last decade in sufficiently staffing special education classrooms with fully-licensed, highly qualified and effective teachers for its more than 100,000 students with disabilities. By 2002–2003, the number of special educators who were not appropriately certified to teach special education exceeded 400. Looming at the time was the federal mandate of *No Child Left Behind* (NCLB) that all states were to employ properly credentialed and highly qualified teachers by July 1, 2006. In an effort to curtail the burgeoning population of non-credentialed special educators, the South Carolina Department of Education (SCDE) Office of Exceptional Children (OEC) adopted a ‘Grow Your Own’ theme, and, subsequently, funded Year 1 of Project CREATE in 2003–2004. Continuation funds from both OEC and the SCDE Division of Educator Quality and Leadership were provided in 2004–2005 (Year 2), and again in 2005–2006 (Year 3), 2006–2007 (Year 4), 2007–2008 (Year 5), 2008–2009 (Year 6), and 2009–2010 (Year 7). From the outset, the chief mission of CREATE has been to reduce the number of non-certified special education teachers, while simultaneously growing a highly qualified and effective special education teacher workforce in the State’s public and charter schools.

By underwriting tuition and textbook costs, qualified participants have been able to complete needed course work in order to obtain add-on, alternative, or initial certification in special education, thereby better preparing them to teach students with disabilities more effectively. In an article published in the 2010 annual issue of the *Teacher Education Journal of South Carolina*, authors summarized key statistics reflecting success for Years 1 through 6 (2003–2009) for CREATE:

Key Statistics for Project CREATE, 2003–2009.

Project Year ►	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
▼ Project Descriptor	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Colleges in CREATE Consortium	3	4	6	11	11	11
Qualified (enrolled) Participants	100	246	197	152	198	187
School Districts Represented	33	59	63	53	65	55
Courses Completed by Participants	121	411	288	279	484	367
Certification Progress	37%	63%	79%	57%	59%	60%
Certification Program Completers	4	74	147	52	145	79

Source: Sutton, J. P., Pae, H. A., Bausmith, S. C., O’Connor, D. M., & DuRant, S. D. (2010). Project CREATE: State-wide partnership for producing highly qualified special education teachers. *Teacher Education Journal of South Carolina*, 122-129.

Statistics for 2009–2010 (Year 7) showed little variation from the trends in previous years. The number of colleges in the CREATE consortium remained firm at 11; enrolled participants totaled 161; represented school districts numbered 56; course scholarships awarded totaled 304; certification progress among participants averaged 56%; and the number of certification program completers was 61.

YEAR 8 OPERATION

With the goal of preserving and advancing CREATE’s mission of growing a highly qualified and effective special education teacher force in the State, the SCDE OEC and DEQL continued joint funding of the project for 2010–2011 (Year 8). Participant eligibility included all full-time SC public and charter school employees in both instructional and non-instructional positions, whose desire was to become highly qualified special education teachers. Primary targeted groups included currently employed special education teachers who did not hold full certification in special education, specifically, [a] those holding a restricted alternative certificate

(RAC) in various disability teaching specialties, and [b] those enrolled in the State's *Program of Alternative Certification for Educators* (PACE) program in Emotional Disabilities. For purposes of growing the State's potential pool of highly qualified and effective special educators, the project targeted a number of other groups, including general education (GEN) teachers who expressed interest in making a career change into special education; teacher assistants (TA) wanting to upgrade to full certification, long-term substitute (SUB) teachers, and various other (OTH) public and charter school staff in non-instructional work capacities (e.g., administrative assistants). All qualified participants pursued special education certification through one of two approaches: (a) add-on/alternative certification; or (b) initial certification via a bachelor's (BACH) or a master of arts in teaching (MAT) degree program in special education. Colleges in the CREATE consortium offered course work leading to certification of special educators as Board Certified Behavior Analysts (BCBA), as well as certification course work for the following traditional special education teaching areas: Emotional Disabilities (ED); Hearing Impairments (HI); Learning Disabilities (LD); Multi-categorical Special Education (MC); Mental Disabilities (MD); Severe Disabilities (SEV); and Visual Impairments (VI).

As with previous years of the project, qualified participants were awarded course scholarships on a first-come basis, which provided financial assistance to pay for tuition and textbook costs. Courses were delivered as regular/on-campus or online format and addressed add-on/alternative and initial certification needs of participants. Courses were scheduled and delivered during the Fall 2010, Spring 2011, and Summer 2011 semesters at CREATE centers established at the following 11 colleges/universities in the South Carolina, all with NCATE/State-approved programs in special education teacher preparation (Note: Center directors' names are provided in parenthesis): Clemson University (Dr. Janie Hodge); Coastal Carolina University (Dr. Dodi Hodges), College of Charleston (Dr. Michael Skinner); Columbia College (Dr. Tracy West); Converse College (Dr. Ansley Boggs); Francis Marion University (Dr. Shirley Bausmith), Lander University (Dr. Dava O'Connor); SC State University (Dr. Gloria Hayes-Smith); USC Columbia (Dr. Kathleen Marshall); USC Upstate (Dr. Holly Pae); and Winthrop University (Dr. Debra Leach). Dr. Joe Sutton, independent special education consultant, continued his post as project director and principal investigator for Year 8.

ENROLLED PARTICIPANTS

We processed 299 applications for Year 8, from which 155 (52%) applicants were qualified for scholarship funds. Of the qualified participants, 133 (86%) enrolled in one or more courses during the project year. Representing 46 of 85 (54%) school districts and two state operated programs (see Table 1, p. 15), enrollees were predominantly female (86%; see Figure 1, p. 16) and were somewhat more likely to be first-year participants or new (53%) to the project as returning (47%) participants (see Figure 2, p. 16). The majority of participants were seeking either Emotional Disabilities (26%) or Learning Disabilities (35%) certification (see Figure 3, p. 16), followed by Multi-categorical (20%), and Mental Disabilities (15%). Considerably fewer participants were pursuing Severe Disabilities (2%) and Visual Impairments (2%) certification. There were no enrolled participants who were pursuing certification in the areas of Board Certified Behavior Analyst or Hearing Impairments. Representation by ethnicity/race included Caucasians (63%), African-Americans (34%), Asian American (1%) and Hispanic (1%; see Figure 4, p. 17). Participants represented a variety of full-time positions in SC public schools including general education classroom teachers (15%) seeking a career change into special education, special education teachers of emotional disabilities enrolled in the State's *Program of Alternative Certification for Educators* (PACE) program (21%), special education teachers holding the restricted alternative certificate or RAC (5%), special education teachers holding neither the RAC nor PACE-ED but needing to obtain a certain special education certification to support their teaching assignment (27%), teacher assistants (23%), and other non-instructional staff (9%; see Figure 5, p. 17). Most of the participants were enrolled in add-on/alternative certification programs in special education (70%), with a smaller percentage enrolled in initial certification programs in special education via a bachelor of arts/science (BA/BS) degree program (9%) or the master of arts in teaching (MAT) degree program (21%; see Figure 6, p. 17).

EVALUATION OF THE PROJECT

The evaluation design described in the initial proposal for CREATE (2003–2004) required preparation of a final report after each year of operation. As with previous years, the final report for Year 8 addressed the following questions (data for each evaluation question is provided and discussed in subsequent sections of this report):

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

APPROPRIATENESS OF COURSES

Access to Courses. CREATE participants resided in virtually all geographic regions of the State. Therefore, appropriateness of courses from one perspective was evaluated by determining the extent to which the project provided participants with access to courses, whether they resided within driving proximity of a nearby CREATE college center or whether they lived in rural, more remote areas of the State. We believe the project maximized the opportunity for basically all participants to avail themselves of needed course work by offering two course formats: (a) campus courses; and (b) online courses. By commuting to a college's main campus or an extension site, participants were able to join other regional teachers-in-preparation in *campus courses* offered as part of the college's regular late afternoon/evening semester schedule. Participants were also able to join a State-wide cadre of teachers in completing needed certification course work via Internet by enrolling in selected *online courses*, which, again were offered as part of the college's regular course schedule. Several of the CREATE centers also offered contract courses, which were designed to address specific certification course needs common to many participants. Contract courses required a minimum enrollment of 18 participants and were offered online.

Range of Courses. In addition to having access to needed course work, appropriateness of courses was evaluated by determining the extent to which the project offered the range of needed add-on or PACE-ED certification courses to participants, who represented 70% of the participant group. Course contributions for each CREATE center and corresponding formats for each of the three semesters (i.e., fall, spring, and summer) for Year 8 are provided in Tables 2, 3, and 4 (see pp. 18-19). For Year 8, the 11 CREATE centers offered 22 different certification courses a total of 104 times, 26 (25%) of which were online.

Content of Courses. Course appropriateness was determined by evaluating course content, as outlined in course syllabi, and determining the extent to which it corresponded with the professional standards of preparation for special educators espoused by the Council for Exceptional Children, as adopted by the South Carolina Department of Education. Center directors and the project director reviewed course syllabi and concluded that content was satisfactorily appropriate. Overall, the project director and the 11 CREATE center directors judged the access, range, and content of available courses as appropriate to meet the course needs of participants.

ADEQUACY OF COURSE CONTENT

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

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

Table 5 (see p. 19) provides the mean ratings of these four items that were gathered from 147 of 257 (57%) course evaluation surveys solicited. Results for participants pursuing add-on/alternative certification are reported based on the five (5) major types of course work required: Assessment (As); Behavior Management (BM); Characteristics (Char); Introduction to Exceptional Learners (EL); and Procedures/Methods (Proc). We reported results for participants pursuing initial certification by collapsing all required course work per degree program type: Bachelor’s (Bach); or Master of Arts in Teaching (MAT). We interpreted the individual and overall mean ratings as follows: 3.51–4.00=trending toward Strongly Agree; 2.51–3.50= Agree; 1.51–2.50=Disagree; and 1.50 or less=trending toward Strongly Disagree. The four-item cluster mean for Methods course work for add-on/alternative participants exceeded 3.50 and, thus, was trending toward a collective Strongly Agree rating for course content. All other cluster means fell well within the Agree range. The overall total mean of 3.39 for all course work suggests that participants viewed course content generally as acceptable and sufficient in meeting their professional preparation needs.

PROGRESS OF PARTICIPANTS

The project awarded 257 course scholarships to 133 participants in Year 8. We evaluated the extent to which participants progressed at an appropriate rate toward completion of alternative/add-on or initial certification by calculating the following:

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

Table 6 (see p. 20) shows that 54% of course work by participants seeking add-on/alternative certification resulted in A grades, and about one-fourth (31%) were B grades, indicating a high level of skill mastery. Minimally acceptable competency was demonstrated by 5% course work of C grades. Approximately 10% of course work reflected D/F or I/W (i.e., incomplete or withdraw) grades. Overall, these data suggest generally high academic progress of participants pursuing add-on/alternative certification, as measured by final grades.

Grades in course work for participants seeking initial certification through bachelor’s and MAT degree programs were observably higher. Seventy-eight percent (78%) of their grades were A grades, and 16% were B grades, totaling 94%, which exceeded the combined A and B grades (85%) earned by participants in the add-on/alternative cohort by more than 10%. Candidates for initial certification earned

fewer D/F and I/W grades at only 6% (See 7, p. 20). Collectively, we evaluated these data as extremely positive for CREATE candidates pursuing initial certification.

Another measure of participants' individual progress toward completion of certification is the mathematical comparison of *completed* courses versus *needed* courses, as prescribed in their respective programs of course work and study. For example, a teacher seeking add-on certification in LD, and who completed two courses out of four needed courses for the year, would demonstrate 50% progress (i.e., $2 / 4 = 50\%$). Therefore, we separated the 133 participants into three groups—PACE-ED, add-on certification, and bachelor's/MAT—and computed progress for each group.

The average course progress of participants seeking alternative certification in the PACE program (n=28) was 73.3% (see Table 8, p. 21). PACE participants, however, are required to take fewer courses (i.e., three graduate courses) for their certification programs. The average progress of participants pursuing add-on certification (n=65) was 63.3% (see Table 9, p. 21). The number of courses required for add-on certification range from one to nine. The average progress of participants enrolled in initial certification programs (n=40) was 40.2% (see Tables 10, p. 22). The range of required courses for those enrolled in initial certification programs ranged from one to 23 courses; therefore, it was expected that their progress would be considerably less. The weighted aggregated progress of the 133 participants was 58.5%. Overall, these data suggest that participants are demonstrating satisfactory progress toward completing certification.

PARTICIPANT PERCEPTIONS

We assessed the perceptions of participants by gathering their views and opinions through an online course evaluation survey, designed during Year 1 of the project. 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: Teaching Skills of Professor (9 items); Interaction Skills of Professor (5 items); Course Requirements (4 items); Evaluation of Learning (5 items); Course Syllabus (3 items); Course Content/Impact of Course (4 items). Note: Results of the four items for the category, Course Content/Impact of Course, was presented and discussed earlier in this report; see p. 10, Adequacy of Course Content).

A summary of mean ratings for the remaining 26 items on the course evaluations gathered from 147 course evaluations of the 257 course scholarships awarded (57% response rate) is provided in Table 11 (see p. 23). We interpreted mean ratings as follows: 3.51–4.00= trending toward Strongly Agree; 2.51–3.50=Agree; 1.51–2.50=Disagree; and 1.50 or less=trending toward Strongly Disagree. Individual item mean ratings ranged from 3.18 to 3.57. The item cluster means ranged from 3.33 (Course Requirements) to 3.53 (Interaction Skills of Instructor). Four of the five item cluster means fell in the Average range, and one trended toward Strongly Agree range. The overall mean rating of 3.40 reflected an Agree opinion from participants. With no individual item or item cluster mean ratings falling below the Agree rating, we judged the teacher perceptions of courses sponsored by CREATE in Year 8 as overwhelmingly positive.

ENROLLMENT IN COURSES

Of the 368 course scholarships available through the 11 CREATE college centers for Year 8, the project awarded 257 (70%) to qualified participants. Table 12 (see p. 24) enumerates the course scholarships awarded out of available course scholarships for each CREATE center. Percentage of courses awarded out of courses available for individual centers ranged from 6.7% (Coastal Carolina University) to 94.2% (Francis Marion University). Figure 7 (see p. 24) shows the number of course

scholarships awarded for each of the three semesters across all CREATE centers, as follows: Fall 2010 (n=57.66); Spring 2011 (n=65.16); and Summer 2011 (n=134). Table 13 (see p. 25) provides the distribution of course scholarships awarded per school district. The three school districts that received the greatest number of course scholarships were Richland 01 (n=29), Richland 02 (n=14), and Greenville 01 (n=14). Explanations for why these districts received more course awards varied. One reason was that these districts had greater numbers of enrolled participants. Another reason was that participants from these districts simply expressed greater interest. Nonetheless, the project consistently operated under a first-come policy for awarding course scholarships. Additionally, given that the allocation of course scholarships was not depleted by the end of the grant year, the project had the ability to award more course scholarships to participants in other school districts, had interest been expressed.

PROGRAM COMPLETERS

The project identified 55 participants who completed all course work for their respective certification programs. Representing 28 of 85 districts (33%) and one State-operated program (SC School for the Deaf and Blind), Richland 01 produced the greatest number of completers with 7, followed by Greenville 01 with 6, and Aiken 01 with 5. The remaining districts had a range of 1 to 3 completers (see Table 14, p. 26). The completers were overwhelmingly female (87%; see Figure 8, p. 27), and 82% were Caucasian, with 18% African-Americans (see Figure 9, p. 27). Figure 10 (see p. 27) shows that 37% of the completers finished course work in Emotional Disabilities certification, followed by Learning Disabilities (35%), Multi-categorical Special Education (13%), Mental Disabilities (11%), and Severe Disabilities and Visual Impairments, each with 2%.

The majority (32%) of completers were employed as special education teachers in Emotional Disabilities classrooms (i.e., PACE-ED), followed by non-RAC special education teachers (27%; see Figure 11, p. 28). Completers finishing alternative programs (82%) outnumbered those finishing initial certification via bachelor's or MAT programs (2% and 16%, respectively) by an 4:1 ratio (see Figure 12, p. 28). Most completers received scholarships for three courses (26%) or two courses (16%) to complete their respective certification program requirements (see Figure 13, p. 28).

RECRUITMENT, SELECTION, AND ADVISING

Recruitment. The process of recruitment for CREATE was the joint responsibility of the SCDE Office of Exceptional Children, the project director, and all CREATE center directors. A continuously updated Web site provided a highly effective forum for year-round recruitment efforts. Officially, SCDE initiated recruitment at the beginning of the grant year by mailing a letter of information about the project to all district directors of special education, directors of personnel, and school principals in the State. Subsequently, more targeted recruitment efforts each semester included direct email campaigns to qualified individuals who were either previously enrolled or new to the project. Having expended 70% of the project's available course scholarships for the year, we evaluated the effectiveness of our recruitment efforts as successful.

Selection. Consistently applying guidelines of viability and fairness allowed appropriate selection of participants for the project and for course scholarship awards. With regard to *viability*, project staff selected and enrolled only participants who were employed in SC public schools, charter schools, or State-operated programs who were non-certified in the special education area of need. We were able to verify that all 133 participants for Year 8 were employed full-time in their respective school districts and were non-certified in the area of special education of pursuit indicated on their application. As for *fairness*, project staff continued implementation of a first-come policy in awarding course scholarships. We believe this guideline was successful and equitable in the long-run, guaranteeing broad participation

among qualified participants across the State. A review of Table 1 reveals that we enrolled one or more participants from 46 of 85 (54%) school districts and two State-operated programs. More importantly, sufficient grant funds precluded having to reject any course scholarship requests from qualifying participants. Therefore, we evaluated the effectiveness of our selection process as highly successful.

Advising. Advising teacher applicants was the responsibility of the project director and the 11 CREATE center directors. Advising was accomplished through email, phone, and face-to-face meetings, and focused mainly on recommending appropriate course work to applicants as prescribed by their respective certification programs. With the exception of a couple of course awards, a virtually perfect concordance between courses that participants enrolled in and successfully completed, and the needed course work identified on their program checksheets, allowed us to judge our advising process as highly successful.

EMPLOYMENT OF COMPLETERS

Upon completion of special education certification programs, CREATE participants are expected to remain employed in the State's public schools and to teach in their newly-acquired teaching specialty for at least three years. At the preparation of this annual report (February 2012), and using SCDE's Certification Portal, we verified the 2011–2012 employment of 46 of the 55 program completers from Year 8 (2010-2011) who completed add-on or PACE-ED certification and whose six-digit SDE certification number were on-file. Because SDE certification numbers of completers in the bachelor's and MAT programs were unavailable to the project director, determining their school district employment status was not possible through the Portal. However, through self-report, two of the ten (20%) degree completers (both MATs) informed project staff they were employed in 2011-2012 as special education teachers in their affiliated SC school district. Additionally, although the Portal does provide proof of continued employment in a SC public or charter school, it does not indicate whether a person is teaching special education.

Of the subgroup of 46 completers, 45 (97.8%) remain employed in a South Carolina public or charter school, thereby providing indisputable evidence that the State is meeting its goal of 'growing your own' special educators. But the 'grow your own' commitment extends down to the district level as well. Of the 45 completers, 37 (82.2%) remain employed in the same district in which they were affiliated when they were participating in CREATE and pursuing special education certification. Of the remaining eight (17.8%) completers, five transferred employment to a different school district; two secured employment with a charter school; and one obtained employment in a State-operated program.

CONCLUSION

Project staff evaluated Year 8 of Project CREATE as *highly successful*. Noteworthy data collected and presented in this report that support this conclusion include the following:

- ▶ Available course scholarships: 368
- ▶ Awarded course scholarships: 257
- ▶ Qualified participants enrolled: 133
- ▶ School districts represented: 46
- ▶ Certification program completers: 55

The eight-year cumulative total of 617 program completers provides strong evidence that CREATE continues to advance the State's mission of reducing the number of non-certified special education teachers while simultaneously 'growing their own' highly qualified and effective special education teacher workforce.

PROJECT LEADERSHIP

Report prepared by: Joe Sutton, PhD
Project Director
Exceptional Diagnostics

Report reviewed by: Shirley Bausmith, PhD
Center Director
Francis Marion University

Ashley Boggs, EdD
Center Director
Converse College

Gloria Hayes-Smith, PhD
Center Director
SC State University

Dodi Hodges, PhD
Center Director
Coastal Carolina University

Janie Hodge, PhD
Center Director
Clemson University

Deborah Leach, EdD
Center Director
Winthrop University

Kathleen Marshall, PhD
Center Director
USC Columbia

Dava O'Connor, PhD
Center Director
Lander University

Holly Pae, EdD
Center Director
USC Upstate

Michael Skinner, PhD
Center Director
College of Charleston

Tracy West, PhD
Center Director
Columbia College

Submitted to SCDE: March 1, 2012

TABLES AND FIGURES
PROJECT CREATE–YEAR 8

 Table 1. *School District Affiliation of Enrolled Participants (n=133), Project CREATE, 2010–2011*

District	No.	District	No.
Abbeville 60	3	Jasper 01	
Aiken 01	8	Kershaw 01	6
Allendale 01		Lancaster 01	2
Anderson 01	1	Laurens 55	2
Anderson 02		Laurens 56	
Anderson 03		Lee 01	
Anderson 04		Lexington 01	2
Anderson 05	2	Lexington 02	
Bamberg 01	2	Lexington 03	
Bamberg 02		Lexington 04	1
Barnwell 19		Lexington 05	2
Barnwell 29		Marion 01	
Barnwell 45		Marion 02	1
Beaufort 01	1	Marion 07	
Berkeley 01	3	Marlboro 01	1
Calhoun 01		McCormick 01	
Charleston 01	5	Newberry 01	3
Cherokee 01		Oconee 01	1
Chester 01		Orangeburg 03	
Chesterfield 01		Orangeburg 04	
Clarendon 01	3	Orangeburg 05	1
Clarendon 02		Pickens 01	
Clarendon 03		Richland 01	12
Colleton 01	2	Richland 02	6
Darlington 01	2	Saluda 01	1
Dillon 01	2	Spartanburg 01	1
Dillon 02	1	Spartanburg 02	
Dillon 03		Spartanburg 03	
Dorchester 02		Spartanburg 04	
Dorchester 04		Spartanburg 05	1
Edgefield 01	2	Spartanburg 06	3
Fairfield 01	1	Spartanburg 07	7
Florence 01	5	Sumter 02	3
Florence 02		Sumter 17	3
Florence 03	1	Union 01	
Florence 04		Williamsburg 01	3
Florence 05		York 01	2
Georgetown 01		York 02	
Greenville 01	8	York 03	
Greenwood 50	4	York 04	1
Greenwood 51	1	Charters	
Greenwood 52	1	Palmetto USD	1
Hampton 01	1	SCSDB	3
Hampton 02		TOTAL	133
Horry 01	5		

Figure 1. *Gender of Enrolled Participants (n=133), Project CREATE, 2010–2011*

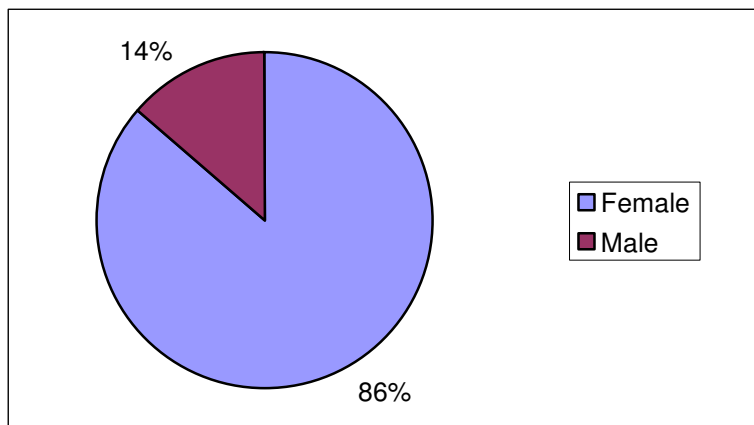


Figure 2. *New or Returning Status of Enrolled Participants (n=133), Project CREATE, 2010–2011*

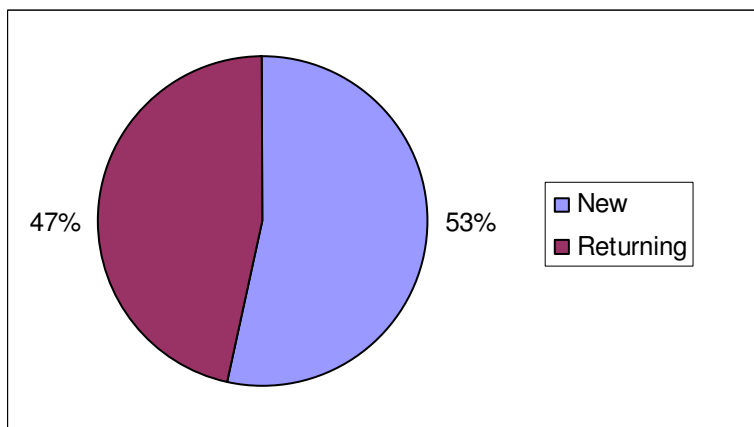
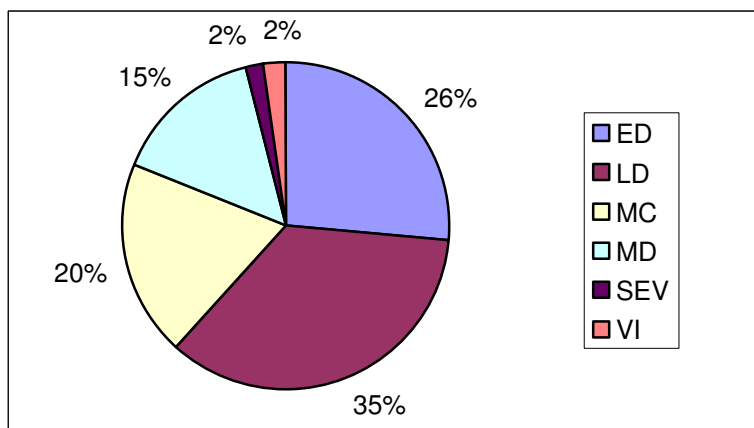


Figure 3. *Certification Area Pursued by Enrolled Participants (n=133), Project CREATE, 2010–2011*



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

Figure 4. *Ethnicity/Race of Enrolled Participants (n=133), Project CREATE, 2010–2011*

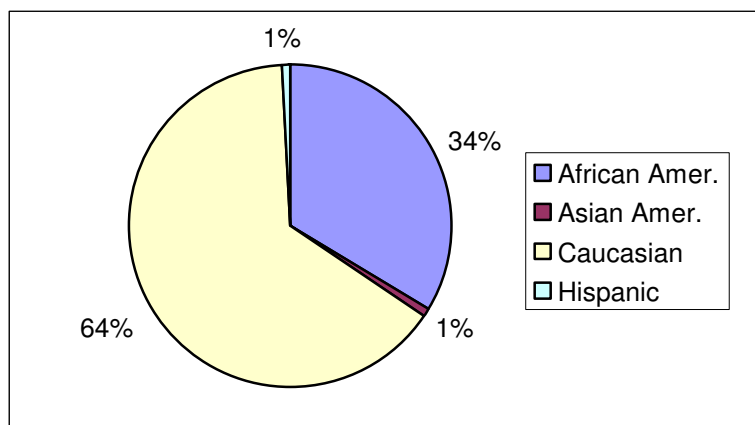
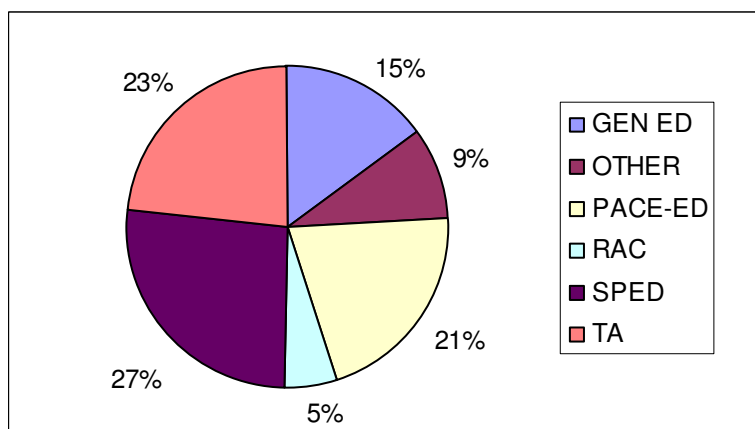
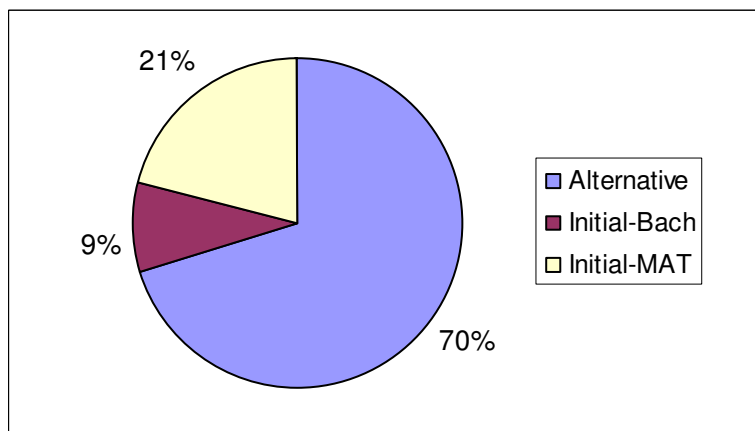


Figure 5. *Employment Status of Enrolled Participants (n=133), Project CREATE, 2010–2011*



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

Figure 6. *Certification Program of Enrolled Participants (n=133), Project CREATE, 2010–2011*



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

Table 2. *Certification Courses and Formats, Fall 2010 Semester, Project CREATE, 2010–2011*

COLLEGE ►	CU	CCU	CofC	ColaC	CnvC	FMU	LU	SCSU	USCC	USCU	WU
▼ COURSE											
Introduction to Exceptional Learners			C	C	C	C					C
Characteristics: Emotional Disabilities			O		C						C
Characteristics: Learning Disabilities			C		C	C			C		
Characteristics: Mental Disabilities			O		C				C		
Characteristics: Severe Disabilities											C
Methods/Procedures: Learning Disabilities				O		C					
Methods/Procedures: Mental Disabilities				O	C						C
Methods/Procedures: Severe Disabilities									C		
Behavior Management					C	O					C
Teaching Reading in General/Special Education					C	C			C		C
Assessment for Exceptional Learners					C	C			C		
Braille–Reading & Writing										O	
Orientation & Mobility for Visual Impairment										O	

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

Table 3. *Certification Courses and Formats, Spring 2011 Semester, Project CREATE, 2010–2011*

COLLEGE ►	CU	CCU	CofC	ColaC	CnvC	FMU	LU	SCSU	USCC	USCU	WU
▼ COURSE											
Introduction to Exceptional Learners				C	C	C	O			C	
Characteristics: Learning Disabilities											C
Characteristics: Mental Disabilities					C						
Methods/Procedures: Emotional Disabilities			C		C						C
Methods/Procedures: Learning Disabilities			C		C	C			C		C
Methods/Procedures: Mental Disabilities			C						C		
Methods/Procedures: Visual Impairment										C	
Behavior Management		C	C			O			C		
Teaching Reading: General/Special Education			C		C						C
Teaching Reading: Visual Impairment										C	
Assessment for Exceptional Learners			C	C	C	C				C	

Note: See legend in Table 3.

Table 4. *Certification Courses and Formats, Summer 2011 Semester, Project CREATE, 2010–2011*

COLLEGE ►	CU	CCU	CofC	ColaC	CnVC	FMU	LU	SCSU	USCC	USCU	WU
▼ COURSE											
Introduction to Exceptional Learners					C		O		O/C	O	
Characteristics: Emotional Disabilities		C	O		C		O				
Characteristics: Learning Disabilities	O				C	C	O				
Characteristics: Mental Disabilities							O				
Methods/Procedures: Emotional Disabilities							O				
Methods/Procedures: Learning Disabilities					C	C	C			O	
Methods/Procedures: Mental Disabilities						O					
Behavior Management		O	C	O		O/C			O		C
Teaching Reading: General/Special Education					C	C					C
Assessment for Exceptional Learners		C				C	O				
Nature & Needs: Visual Impairment										C	
Orientation & Mobility: Visual Impairment										C	
Anatomy & Physiology of the Eye										O	
Speech Reading/Audition					C						
Teaching Language: Deaf/Hard of Hearing					C						
Educational Perspectives: Deaf/Hard of Hearing					C						

Note: See legend in Table 3.

Table 5. *Mean Ratings of Items Reflecting Adequacy of Course Content from Participant Course Evaluations (n=147), Project CREATE, 2010–2011*

Certification Program ►		Add-on/Alternative					Initial		All
Evaluation Item ▼	Course ►	As n=14	BM n=33	Char n=27	EL n=4	Meth n=37	Bach n=12	MAT n=20	Total n=147
Provided more knowledge/skills about instruction in special education		3.29	3.30	3.15	3.5	3.59	3.25	3.25	3.36
Made more relevant applications to the real world of the classroom		3.29	3.42	3.00	3.5	3.46	3.50	3.40	3.35
Broadened my perspective more in how to teach learners with disabilities		3.21	3.45	3.15	3.25	3.54	3.25	3.35	3.36
Significantly contributed to my overall preparation in special education		3.36	3.52	3.11	3.25	3.51	3.42	3.35	3.39
Item Cluster Mean:		3.29	3.42	3.10	3.38	3.53	3.35	3.34	3.36

Note. All data were calculated using a 4-point Likert scale and reflected 147 course evaluations submitted voluntarily out of 257 course evaluations solicited (-57% response rate). Total means were weighted per type of course. As=Assessment for Exceptional Learners; BM=Behavior Management; Char=Characteristics of Emotional/Hearing/Learning/Mental/Severe/Visual Disabilities; EL=Introduction to Exceptional Learners; Meth=Methods for Emotional/Hearing/Learning/Mental/Severe/Visual Disabilities and Teaching Reading; Bach=Bachelor's degree program; MAT=Master of Arts in Teaching degree program.

Table 6. *Final Grades for Participants (n=93) Enrolled in Courses (n=150) Leading to Add-on/Alternative Certification, Project CREATE, 2010–2011*

Certification Courses	Final Grades*					
	A	B	C	D/F	I/W	Total
Introduction to Exceptional Learners		1		1		2
Characteristics: Emotional Disabilities	8	6		1	3	18
Characteristics: Learning Disabilities	6	3				9
Characteristics: Mental Disabilities	6	1		2		9
Characteristics: Severe Disabilities	1	1				2
Methods: Emotional Disabilities	11	4		1		16
Methods: Learning Disabilities	10	4	3	3		20
Methods: Mental Disabilities	5	2	1			8
Methods: Severe Disabilities	1					1
Teaching Reading: General/Special Educ.	5					5
Reading for Visual Impairments		1				1
Behavior Management	16	18	1	2		37
Assessment for Exceptional Learners	9	6	2	2		19
Anatomy of the Eye	1					1
Braille	1					1
Orientation & Mobility	1					1
All Certification Courses	81	47	7	12	3	150
Percent	54%	31%	5%	8%	2%	100

* I/W=Incomplete or withdrawn.

Table 7. *Final Grades for Participants (n=40) Enrolled in Degree Program Courses (n=107) Leading to Initial Certification, Project CREATE, 2010–2011*

Program Courses	Final Grades*					
	A	B	C	D/F	I/W	Total
Bachelor's Degree Program–BA/BS	24.33	7.83				32.16
Master's Degree Program–MAT	59.25	9.41	2.25	2	1.75	74.66
All Courses	83.58	17.24	2.25	2	1.75	107^
Percent	78%	16%	2%	2%	2%	100

* I/W=Incomplete or withdrawn. ^ Rounded total.

Table 8. *Progress of Participants (n=28) Enrolled in PACE Certification Programs, Project CREATE, 2010–2011*

No. Courses in Program ▼	No. Courses Completed*					
	1 Course		2 Courses		3 Courses	
	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	7				
2 Courses	50%	1	100%	4		
3 Courses	33%	4	67%	7	100%	3
Total		12		11		3

* Positive progress reported for 26 of 28 participants. The 2 remaining participants made 0% progress toward their respective programs due to F or Incomplete grades, or withdrawal from courses.

Table 9. *Progress of Participants (n=65) Enrolled in Add-on Certification Programs, Project CREATE, 2010–2011*

No. Courses in Program ▼	No. Courses Completed *							
	1 Course		2 Courses		3 Courses		4 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	13						
2 Courses	50%	5	100%	10				
3 Courses	33%	4	67%	5	100%	2		
4 Courses	25%	6	50%	3	75%	3	100%	1
5 Courses	20%	1	40%	2				
6 Courses	17%	2	33%	1	50%	1		
7 Courses	14%	1	29%	1				
8 Courses	13%	1						
Total		33		22		6		1

* Positive progress reported for 62 of 65 participants. The 3 remaining participants made 0% progress toward their respective programs due to F or Incomplete grades or withdrawal from courses.

Table 10. *Progress of Participants (n=40) Enrolled Initial Certification Programs (Bachelor's or Master of Arts in Teaching Degrees), Project CREATE, 2010–2011*

No Courses in Program ▼	No. Courses Completed *							
	1 Course		2 Courses		3 Courses		4 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.
1 Course	100%	3						
2 Courses			100%	5				
3 Courses					100%	2		
4 Courses							100%	1
11 Courses							36%	1
12 Courses					25%	1		
13 Courses	8%	2	15%	1	23%	1		
14 Courses							29%	1
16 Courses			12%	1				
17 Courses	6%	2	12%	2	18%	1		
18 Courses	5%	1	11%	1			22%	1
19 Courses							21%	1
20 Courses			10%	1	15%	1		
22 Courses			9%	1	14%	1		
23 Courses	4%	1						
Total		9		12		7		5

* Positive progress reported for 38 of 40 participants. The 2 remaining participants made 0% progress toward their respective programs due to F or Incomplete grades or withdrawal from courses.

Table 10. *Progress of Participants (n=40) Enrolled Initial Certification Programs (Bachelor's or Master of Arts in Teaching Degrees), Project CREATE, 2010–2011 (cont.)*

No Courses in Program ▼	No. Courses Completed							
	5 Courses		6 Courses		7 Courses		8 Courses	
	Progress	No.	Progress	No.	Progress	No.	Progress	No.
12 Courses					58%	1		
14 Courses			43%	1				
15 Courses								
16 Courses	31%	1						
17 Courses					41%	1		
19 Courses							42%	1
Total		1		1		2		1

Table 11. Mean Item and Cluster Ratings from Course Evaluations (n=147), Project CREATE, 2010–2011

Course Evaluation Items	Mean*	Rating
<i>Teaching Skills of Instructor</i>	3.38	A
Communicated subject matter clearly	3.36	A
Caused me to think critically	3.49	A
Showed enthusiasm and made classes interesting and engaging	3.38	A
Used examples, illustrations, and/or demonstrations to explain ideas	3.47	A
Embellished/expanded on textbook material, rather than just repeated it	3.45	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	3.24	A
Inspired, motivated, and stimulated a desire to want to learn more	3.32	A
<i>Interaction Skills of Instructor</i>	3.53	SA
Showed genuine interest in students' success	3.57	SA
Was available during office hours (or by phone/e-mail) for consultation	3.50	A
Showed respect towards the opinions of students	3.54	SA
Encouraged student participation in class	3.56	SA
Responded to student questions in a clear, supportive manner	3.49	A
<i>Course Requirements</i>	3.33	A
Readings (textbook, etc.) that improved my understanding of the subject	3.35	A
Assignments that were well developed and related to course content	3.41	A
Assignments that were creative, hands-on (e.g., case studies, research)	3.37	SA
Assignments that were paced and timed appropriately for the semester	3.18	A
<i>Evaluation of Learning</i>	3.35	A
Provided meaningful, constructive feedback on tests and other work	3.33	A
Graded tests/projects according to criteria published in the syllabus	3.37	A
Prepared me for tests (e.g., gave overviews of test content/format)	3.33	A
Assessed knowledge and conceptual understanding on tests/projects	3.37	A
Returned graded tests and projects on, or by, the promised date	3.35	A
<i>Course Syllabus</i>	3.45	A
Stated goals/objectives and included a schedule of course content	3.53	SA
Gave instructions for successful completion of course assignments	3.46	A
Provided clear criteria for grading projects and assignments	3.35	A
<i>Overall Mean</i>	3.40	A

* Data reflect 147 course evaluations submitted voluntarily out of 257 courses (57%) for which scholarships were awarded. Mean ratings are based on a 4-point Likert rating. SA=Strongly Agree; A=Agree.

Table 12. *Course Scholarships Available (n=368) and Awarded (n=257) per CREATE Center, Project CREATE, 2010–2011*

CREATE Center	Type	Available	Awarded	Percent
Clemson University	O	18	6	33.3%
Coastal Carolina University	C,O	15	1	6.7%
College of Charleston	C,O	48	40	83.3%
Columbia College	C,O	28	13	46.4%
Converse College	C	29	27	93.1%
Francis Marion University	C,O	67.66	63.66	94.2%
Lander University	C,O	81	55.16	68.1%
SC State University	C	5	4	80.0%
USC Columbia	C,O	43	25	58.1%
USC Upstate	C,O	28	20	71.4%
Winthrop University	C	5	2	40.0%
Total		367.66	256.82	69.9%

O=online course; C=campus course.

Figure 7. *Course Scholarships (n=257) Awarded per Semester, Project CREATE, 2010-2011*

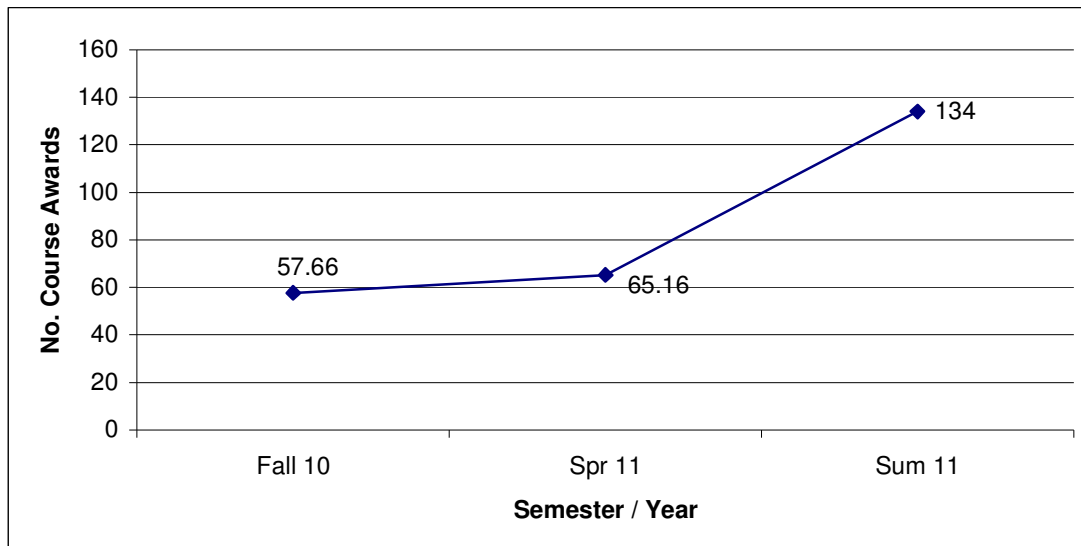


Table 13. *Course Scholarships (n=257) Awarded per School District, Project CREATE, 2010-2011*

District	No.	District	No.
Abbeville 60	10	Jasper 01	
Aiken 01	11	Kershaw 01	11
Allendale 01		Lancaster 01	3
Anderson 01	1	Laurens 55	4
Anderson 02		Laurens 56	
Anderson 03		Lee 01	
Anderson 04		Lexington 01	4
Anderson 05	3	Lexington 02	
Bamberg 01	3	Lexington 03	
Bamberg 02		Lexington 04	2
Barnwell 19		Lexington 05	4
Barnwell 29		Marion 01	
Barnwell 45		Marion 02	1
Beaufort 01	1	Marion 07	
Berkeley 01	8	Marlboro 01	2
Calhoun 01		McCormick 01	
Charleston 01	8	Newberry 01	4
Cherokee 01		Oconee 01	1
Chester 01		Orangeburg 03	
Chesterfield 01		Orangeburg 04	
Clarendon 01	5	Orangeburg 05	2
Clarendon 02		Pickens 01	
Clarendon 03		Richland 01	29
Colleton 01	3	Richland 02	14
Darlington 01	5.33	Saluda 01	6.66
Dillon 01	4	Spartanburg 01	2
Dillon 02	1	Spartanburg 02	
Dillon 03		Spartanburg 03	
Dorchester 02		Spartanburg 04	
Dorchester 04		Spartanburg 05	2
Edgefield 01	2	Spartanburg 06	5
Fairfield 01	1	Spartanburg 07	16
Florence 01	9	Sumter 02	3
Florence 02	4.66	Sumter 17	4
Florence 03		Union 01	
Florence 04		Williamsburg 01	6
Florence 05		York 01	3
Georgetown 01		York 02	
Greenville 01	14	York 03	
Greenwood 50	8.5	York 04	2
Greenwood 51	2	Charter	
Greenwood 52	1	Palmetto USD	1
Hampton 01	3	SCSDB	4
Hampton 02		TOTAL	256.82
Horry 01	12.66		

Table 14. *School District Affiliation of Program Completers (n=55), Project CREATE, 2010-2011*

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

Note. Includes 3 completers from earlier years of enrollment in CREATE, but not counted in previous annual reports.

Figure 8. Gender of Program Completers (n=55), Project CREATE, 2010–2011

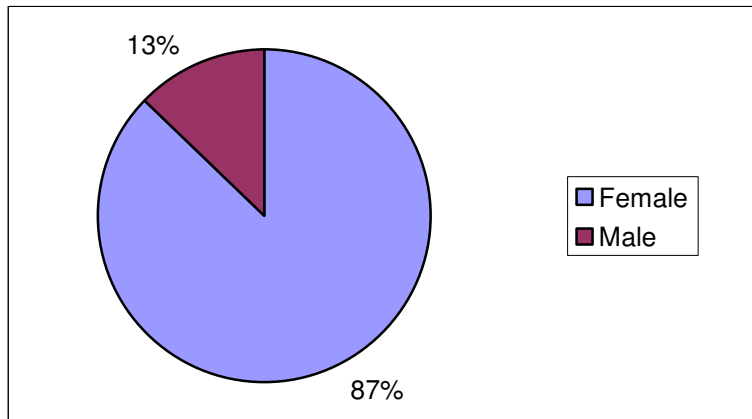


Figure 9. Ethnicity/Race of Program Completers (n=55), Project CREATE, 2010–2011

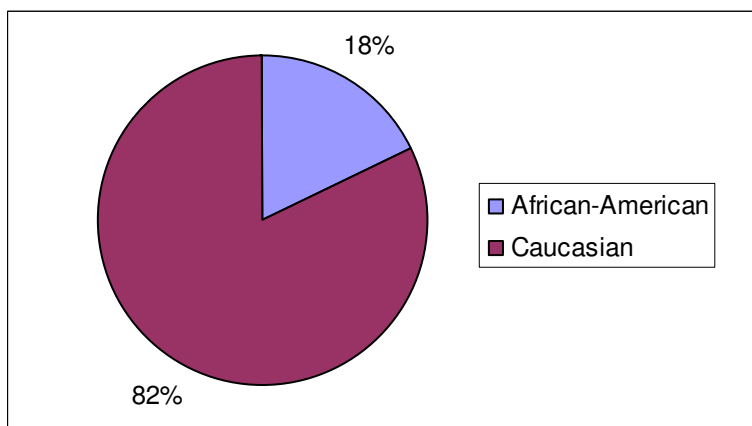
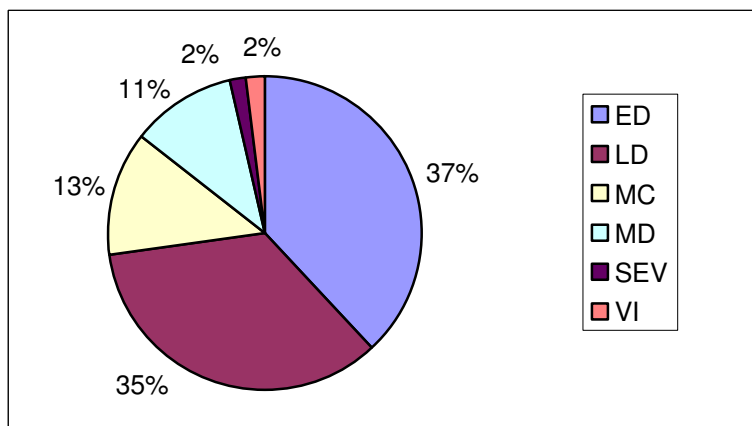
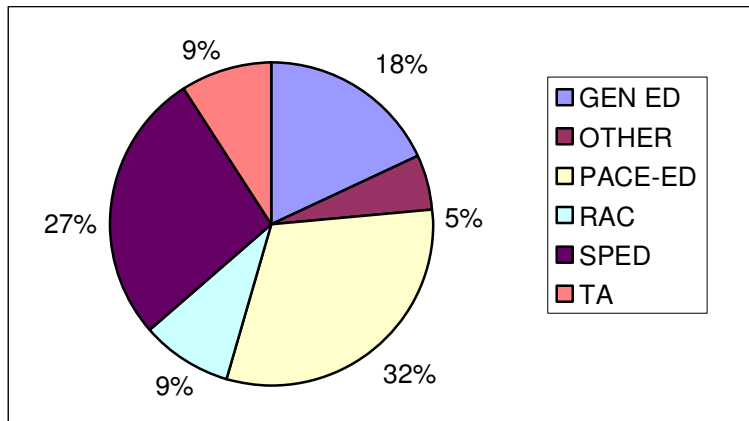


Figure 10. Certification Area of Program Completers (n=55), Project CREATE, 2010–2011



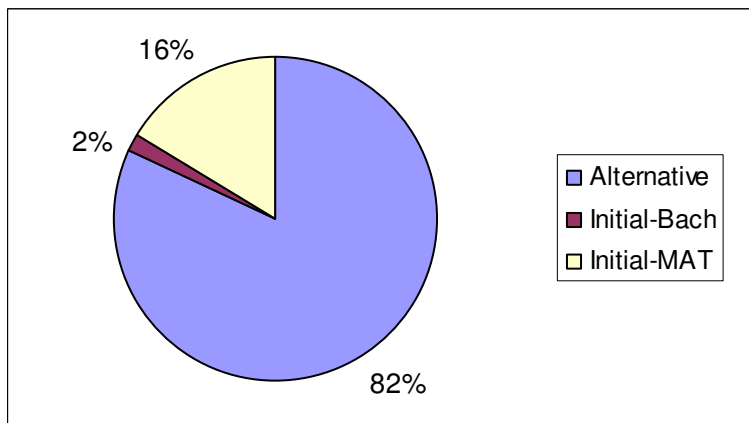
ED=Emotional Disabilities; LD=Learning Disabilities; MC=Multi-categorical Special Education; MD=Mental Disabilities; SEV=Severe Disabilities; VI=Visual Impairments.

Figure 11. *Employment Status of Program Completers (n=55), Project CREATE, 2010–2011*



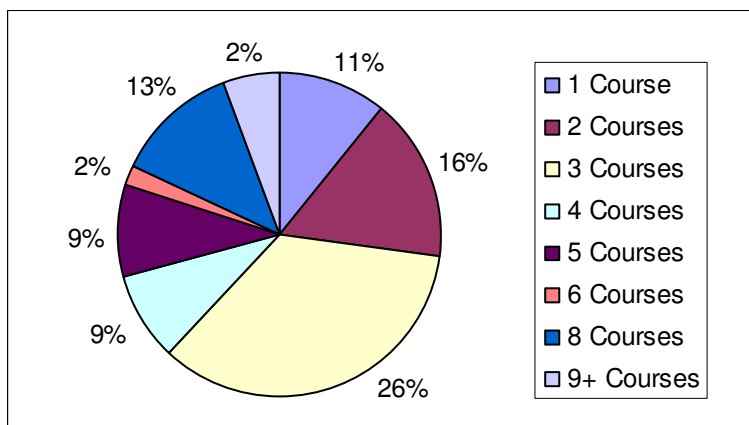
GEN ED=General education teachers; OTHER=Other non-instructional staff; PACE-ED=Program of Alternative Certification for Educators–Emotional Disabilities; RAC=Restricted Alternative Certificate in special education; SPED=Special education teachers who are not RAC or PACE-ED status; TA=Teacher assistants.

Figure 12. *Certification Program of Completers (n=55), Project CREATE, 2010–2011*




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

Figure 13. *CREATE-sponsored Courses Earned by Completers (n=55), Project CREATE, 2010–2011*



*The Project Director certifies that a total of 29 pages
comprises the CREATE Final Report for Year 8.*

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