



2014

# Schools



# SURVEY



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

## **SLP Workforce/ Work Conditions**

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## Executive Summary

In the spring of 2014, the American Speech-Language-Hearing Association (ASHA) conducted a survey of speech-language pathologists (SLPs) and educational audiologists in school settings. The survey was designed to provide information about school-based service delivery and to update and expand information gathered during previous Schools Surveys.

The results are presented in a series of reports. This workforce report is based on responses from SLPs in special day/residential schools, preschools, elementary schools, secondary schools, administrative offices, and combined school settings.

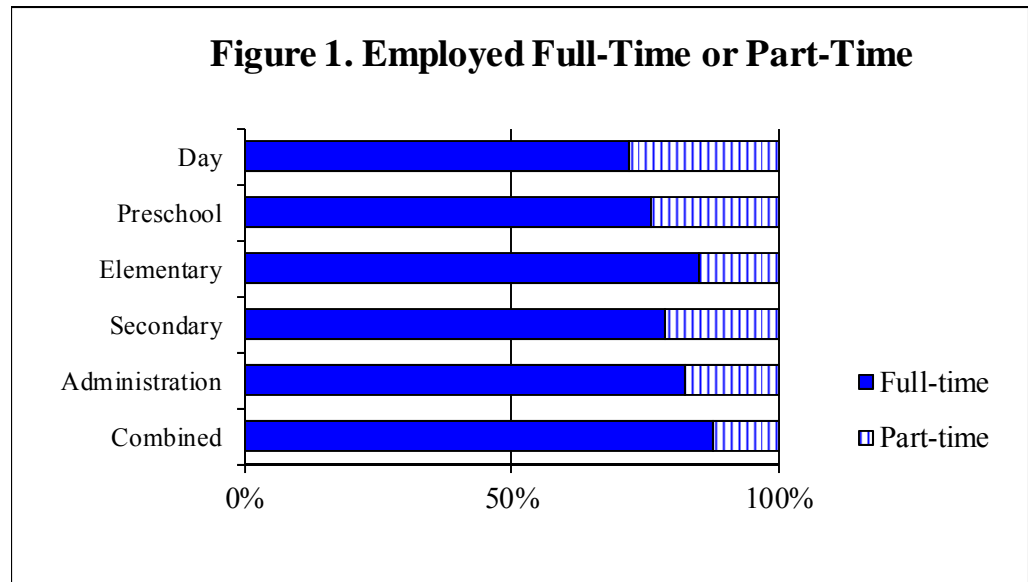
### *Overall Findings:*

- ◆ 82% worked full-time.
- ◆ 10% were contract employees.
- ◆ 73% said that ASHA was doing a good or excellent job overall in serving its school-based members.
- ◆ 48% reported that job openings were more numerous than job seekers.
- ◆ 79% identified increased caseload/workload as an effect of the clinical service provider shortage.
- ◆ 3% said that there was no impact from the shortage.
- ◆ Respondents identified the high amount of paperwork as the number one challenge they faced, followed by either high workload/caseload size, lack of time for planning, or lack of time for collaboration.
- ◆ 27% said their district employed speech-language pathology assistants.
- ◆ 74% preferred learning about updates to ASHA's Code of Ethics via e-mail.
- ◆ 46% of the SLPs received performance evaluations from the building principal.
- ◆ 16% received evaluations based on a value added assessment (VAA) system customized for SLPs.

**Employment**

Of the SLPs in the survey who were employed, 82% reported that they worked full-time. The range was from 72% of those in special day or residential schools to 88% of those in combined school settings ( $p = .001$ ; see Figure 1).

**Full-Time/  
Part-Time**



$n = 1,648$

**Private Practice  
and Contract  
Employees**

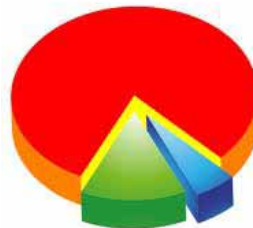
Of the SLPs who were employed either full-time or part-time,

- ◆ 90% were salaried, full-time or part-time, ranging from 85% who worked in preschools to 95% of those in administrative offices ( $p = .011$ );
- ◆ 10% were contract employees (e.g., per diem, temporary).



**Telepractice**

Nearly all of the respondents (97%) said that telepractice was not used either this school year or last school year to deliver speech-language services. An additional 1% said that telepractice was used *less* this school year than last, and 3% reported that it was used *more* this school year than last.



**ASHA's  
Performance**

When asked what kind of job the Association was doing overall in serving its school-based members, 12% of the SLPs said “excellent”; 61%, “good”; 15%, “fair”; 3%, “poor”; and 10% had no opinion. Type of employment facility ( $p = .112$ ) made no difference in their responses. However, area of the country ( $p = .033$ ), population density ( $p = .032$ ), and years of experience in the schools ( $p = .045$ ) were related to their answers. For geographic area, the greatest variability was among those responding “good,” ranging from 55% in West South Central states to 70% in New England (see a breakdown by geographic region in the Appendix on page 14). For population density, the greatest variability was among those responding “good,” ranging from 58% in cities and urban areas to 63% in the suburbs. SLPs choosing “excellent” ranged from 10% of those with 6 to 10 years of experience in the schools to 16% of those with 26 to 30 years (not shown in any table).

This general question was followed by evaluations of four specific areas.

- ◆ Advocacy: Of the SLPs, 11% said “excellent”; 44%, “good”; 22%, “fair”; 5%, “poor”; and 18% ‘don’t know/NA.’ Responses varied by the type of facility in which they worked ( $p = .006$ ) with those in special day or residential schools (57%) being most likely to select “good” and those in preschools (35%) least likely to make that choice.
- ◆ Continuing education: The responses from “excellent” to “poor” were 27%, 51%, 14%, and 2%. Six percent had no opinion.
- ◆ Online resources: The range of responses from “excellent” to “poor” was 28%, 54%, 11%, and 1%. Six percent had no opinion.
- ◆ Professional consultation: Of the SLPs, 7% chose “excellent”; 34%, “good”; 14%, “fair”; and 2%, “poor.” Forty-three percent did not know.

**Job  
Openings**

Overall, 26% of the SLPs reported that the number of speech-language pathology positions in their school districts had increased this school year compared with last school year; 14% said the number had decreased; 61% reported no change. SLPs in elementary schools were the least likely group to report an increase (23%; see Appendix Table 1). SLPs in the Pacific states were the most likely group to report an increase (36%), and those in New England were the least likely (18%;  $p = .010$ ). SLPs in cities or urban areas (33%) were more than twice as likely as those in rural areas (14%) to report an increase in openings ( $p = .000$ ; not shown in any table).

Forty-eight percent of the respondents stated that job openings were more numerous than job seekers. Neither type of facility nor years of experience in the professions or in the schools had an effect on responses, but geographic area of the country and population density did.

**Geographic  
Area**

Of the groups surveyed, SLPs in the Pacific states (74%) were the most likely to declare that job openings were more numerous than job seekers; those in the Middle Atlantic states (23%) were the least likely to make that choice ( $p = .000$ ; see Appendix Table 2).

**Population  
Density**

SLPs in suburban areas were less likely (45%) than were those in urban (54%) or rural (54%) areas to state that job openings were more numerous than job seekers ( $p = .004$ ; not shown in any table).

**Shortage Impact**

SLPs who reported that job openings were more numerous than job seekers were asked to select the impact of that shortage from a list of nine possibilities (see Table 1).

<b>Table 1. Impact of Shortage of Job Seekers</b>	
<b>Impact</b>	<b>Percentage</b>
Increased caseload/workload	79%
Decreased opportunities for appropriate service delivery	52%
Increased use of contracted service providers	50%
Decrease in job satisfaction	50%
Decreased quality of service	48%
Less opportunity for networking and collaborating	38%
Increased use of support personnel (e.g., assistants or aides)	21%
Increased use of noncertified SLPs or audiologists	9%
Increased use of telepractice services	3%
There is no impact.	3%

*n* = 806

**Facility**

The type of facility where SLPs were employed had an effect on two choices of impact (not shown in any table).

- ◆ Increased use of noncertified SLPs or audiologists was selected by 23% of respondents who worked in combined school settings compared with 14% of those in special day or residential schools, 11% in preschools, 9% in secondary schools, and 7% in elementary schools (*p* = .005).
- ◆ Increased use of contracted service providers was selected by 39% of SLPs who worked in preschools and 54% of those who worked in elementary schools (*p* = .026).



**Geographic Area**

Geographic area had an effect on half of the options: increased use of contracted service providers, decreased quality of service, less opportunity for networking and collaborating, increased use of support personnel, and increased use of noncertified SLPs or audiologists. (See Appendix Table 3 for details.)

## Population Density

Population density had an effect on only three of the impacts (not shown in any table).

- ◆ 18% of SLPs in suburban areas, 23% of those in urban areas, and 35% of those in rural areas selected increased use of support personnel as an impact of the shortage ( $p = .000$ ).
- ◆ Increased use of contracted service providers was selected by 39% of SLPs in rural areas, 50% of those in city/urban areas, and 53% of those in suburban areas ( $p = .002$ ).
- ◆ Increased use of noncertified SLPs or audiologists was chosen by 6% of SLPs in suburban areas, 11% of those in urban areas, and 14% of those in rural areas ( $p = .005$ ).



## Years of Experience in the Profession

Length of experience in the profession had no effect on any of the 10 response categories.



## Years of Experience in the Schools

Length of experience in the schools affected the choice of one of the consequences. The percentage of SLPs who selected increased use of noncertified SLPs or audiologists as a response varied from a low of 4% for those with 31 or more years of experience in schools to a high of 18% for those with 21 to 25 years. The pattern was not linear ( $p = .020$ ; not shown in any table).



## Challenges

Survey respondents were presented with a list of 18 potential challenges and asked to select all that applied to them as school-based SLPs (see Table 2).

<b>Response</b>	<b>Total</b>	<b>Day</b>	<b>Pre-school</b>	<b>Elementary</b>	<b>Secondary</b>	<b>Administrative</b>	<b>Combined</b>
<i>n</i>	1,786	≥ 72	≥ 210	≥ 1,011	≥ 205	≥ 41	≥ 114
High amount of paperwork <sup>***</sup>	1	1	1	1	1	1	1
High workload/caseload size <sup>**</sup>	2	6	3	2	2	2	2
Lack of time for planning	3	2	2	3	5	3	2
Lack of time for collaboration <sup>***</sup>	4	3	5	3	3	4	2
Lack of others' understanding of my role <sup>***</sup>	5	8	10	5	4	5	6
Incorporating optimal service delivery models <sup>***</sup>	6	10	8	6	6	11	5
Budget	7	4	6	9	7	5	7
Out-of-pocket professional expenses	8	9	7	7	9	9	8
Low salary	9	7	4	10	13	7	10
Lack of parental involvement and support <sup>**</sup>	10	4	11	7	14	13	9
Working with Common Core State Standards (e.g., integrating goals) <sup>***</sup>	11	13	15	11	8	9	13
Lack of support from the administration	12	12	12	13	12	12	14
Inadequate work space and facilities <sup>***</sup>	13	12	9	16	11	14	10
Lack of materials, assessment tools, and technology <sup>**</sup>	14	11	13	14	10	17	12

(Table 2 continues on next page.)

**Table 2 (Cont'd.) Challenges Facing School-Based SLPs**

<b>Response</b>	<b>Total</b>	<b>Day</b>	<b>Pre-school</b>	<b>Elementary</b>	<b>Secondary</b>	<b>Administrative</b>	<b>Combined</b>
<i>n</i>	1,786	≥ 72	≥ 210	≥ 1,011	≥ 205	≥ 41	≥ 114
Implementing pre-referral or MTSS (i.e., RTI) <sup>***</sup>	15	15	16	12	18	8	16
Lack of training for English language learners (ELLs), technology, low-incidence disorders, or curriculum-based instruction	16	14	14	15	15	14	15
Travel/distance between schools <sup>***</sup>	17	15	17	18	16	17	17
Value-added assessments (VAA) <sup>*</sup>	18	15	18	17	17	14	18

\**p* < .05, \*\**p* < .01, \*\*\**p* = .000

**Facility**

The high amount of paperwork was the challenge selected most often by SLPs in each type of facility. The type of facility was related to responses for 12 of the challenges: paperwork, caseload, time for collaboration, lack of understanding of my role, incorporating optimal service delivery models, parental involvement, working with Common Core State Standards, work space/facilities, lack of materials, implementing pre-referral or Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI), travel between schools, and VAA (see Table 2 and Appendix Table 4).

**Geographic Area**

Area of the country was related to nine challenges: time for collaboration; incorporating optimal service delivery models; budget cuts; low salary; working with Common Core State Standards; support from the administration; materials, assessment tools, and technology; implementing pre-referral or MTSS; and VAA (see Appendix Table 5).

**Population Density**

Population density was significantly related to seven challenges: lack of time for planning; incorporating optimal service delivery models; out-of-pocket professional expenses; lack of parental involvement and support; inadequate work space and facilities; lack of materials, assessment tools, and technology; and travel/distance between schools (see Appendix Table 6).

## Years of Experience in the Profession

Years of experience in the profession affected responses to six challenges: paperwork, others' understanding of my role, incorporating optimal service delivery models, salary, lack of parental involvement and support, and lack of support from the administration (see Appendix Table 7).

## Years of Experience in the Schools

Years of experience in the schools affected responses to six challenges: paperwork, others' understanding of my role, incorporating optimal service delivery models, salary, parental involvement and support, and VAA (see Appendix Table 8).

## Assistants and Aides

When asked if their school districts employed assistants or aides,

- ◆ 1% of the SLPs said their districts employed audiology assistants
- ◆ 16% of the SLPs said their districts employed aides
- ◆ 27% said their districts employed SLP assistants—ranging from 18% of those who worked in special day or residential schools to 44% of those who worked in administrative offices ( $p = .046$ ).

Of the SLPs who supervised assistants or aides, the median and mean number being supervised was 1.

Supervision of assistants or aides resulted in an overall increase in the SLP's workload, according to 40% of those who responded; an overall decrease in the workload of 35% of SLPs responding; and no change in the workload of 25% of SLPs.



## Ethics Updates

SLPs were asked to identify their preferences for ways to learn about updates that occur every 5 years to ASHA's Code of Ethics. Type of facility was a predictor for one of the methods (not shown in any table).

- ◆ 74% of respondents said that they preferred to receive e-mail.
- ◆ 49% chose to access information on the website—ranging from 41% of SLPs who worked in special day or residential schools to 71% of those who worked in administrative offices ( $p = .008$ ).
- ◆ 18% said they preferred to attend a presentation.
- ◆ 2% said they did not have a preference or they were not interested.

Performance Evaluation

Nearly half of the SLPs who were employed reported that the building principal completed their performance evaluations (46%). The range was from 5% in administrative offices to 54% in elementary schools ( $p = .000$ ; not shown in any table).

Special education directors conducted performance evaluations for 29% of those who responded—ranging from 8% in special day or residential schools to 48% of SLPs in administrative offices ( $p = .000$ ).

Nearly one fifth reported that their performance evaluations were conducted by the supervisor of the speech-language program (19%)—ranging from 15% in elementary schools to 38% in special day or residential schools ( $p = .000$ ).

Finally, 13% said that they did not receive performance evaluations from building principals, special education directors, or supervisors of speech-language programs. The range for this response was from 10% of SLPs in elementary and secondary schools to 25% of those in administrative offices ( $p = .001$ ).

Geographic Area

Geographic area had an effect on who performed evaluations (not shown in any table).

- ◆ From 38% of SLPs in the Middle Atlantic and West South Central states to 71% of those in the East South Central states reported that the building principal performed evaluations ( $p = .000$ ).
- ◆ From 14% in the South Atlantic states to 49% of those in New England said that the special education director performed evaluations ( $p = .000$ ).
- ◆ From 7% of SLPs in East South Central states to 31% in the Middle Atlantic area said that the supervisor of the speech-language program performed evaluations ( $p = .000$ ).
- ◆ From 7% of SLPs in East North Central states to 19% of those in West South Central states reported that evaluations were not performed by any of the three staff members mentioned above ( $p = .011$ ).

Population Density

Population density had an effect on who performed evaluations (not shown in any table).

- ◆ The building principal was reported as the position performing evaluations for 44% of SLPs in city or urban areas and in rural areas and for 51% of those in suburban areas ( $p = .032$ ).
- ◆ The special education director performed evaluations for 22% of SLPs in the cities, 28% of those in the suburbs, and 42% of those in rural areas ( $p = .000$ ).
- ◆ The supervisor of the speech-language program performed evaluations for 7% of SLPs in rural areas, 17% of those in suburban areas, and 25% of those in cities ( $p = .000$ ).

## Evaluation System

SLPs were asked to choose from among three evaluation systems to identify the one(s) used to evaluate their performance (not shown in any table).

- ◆ 29% selected a VAA system that is also used for classroom teachers. The range was from 18% of SLPs in administrative offices to 32% of those in elementary schools ( $p = .046$ ).
- ◆ 16% selected a VAA system customized for SLPs.
- ◆ 1% chose the ASHA Performance Assessment of Contributions and Effectiveness of SLPs (PACE).
- ◆ 52% said that none of the three systems were used to evaluate them.



Finally, 97% of the SLPs said that no SLPs or educational audiologists in their respective districts had lost their jobs or received reductions in pay because of poor evaluations on a VAA system.



## Survey Notes and Methodology

Since 2004, ASHA has fielded the Schools Survey in even-numbered years to gather information of interest to the professions. Members, volunteer leaders, and staff rely on data from the Survey to better understand the priorities and needs of SLPs and educational audiologists.

## Response Rate

The survey was mailed in February 2014 to a random sample of 4,000 ASHA-certified SLPs and 500 ASHA-certified audiologists employed in school settings in the United States. Second and third mailings followed, at approximately 3- or 4-week intervals, to individuals who had not responded to earlier mailings.

Of the total sample, 14 had bad addresses, 59 had retired, and 145 were ineligible for other reasons, which left 4,282 possible respondents. The actual number of respondents was 1,969, which represents a 46.0% response rate.

Of the original 4,000 SLPs in the sample, 11 had bad mailing addresses, 53 had retired, and 135 were ineligible for other reasons, which left 3,801 possible respondents. The actual number of respondents was 1,786, a **47.0%** response rate among SLPs. The results presented in this report are based on responses from the 1,786 SLPs.

## Other Reports

Results from the 2014 Schools Survey are presented in a series of reports for SLPs:

- ◆ SLP Caseload Characteristics
- ◆ SLP Annual Salaries and Hourly Wages
- ◆ SLP Workforce and Work Conditions
- ◆ Survey Summary Report—SLPs
- ◆ Survey Methodology, Respondent Demographics, and Glossary, SLPs

Results from the educational audiologists are presented in a separate report: *Survey Summary Report—Educational Audiologists*.

## Suggested Citation

American Speech-Language-Hearing Association. (2014). *2014 Schools Survey report: SLP workforce/work conditions*. Available from [www.asha.org/research/memberdata/schoolssurvey/](http://www.asha.org/research/memberdata/schoolssurvey/).

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American Speech-Language-Hearing Association. (2003). *A workload analysis approach for establishing speech-language caseload standards in the schools* [Position statement].

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American Speech-Language-Hearing Association. (2010). *Roles and responsibilities of speech-language pathologists in schools* [Position statement and professional issues statement].

[www.asha.org/docs/html/PS2010-00318.html](http://www.asha.org/docs/html/PS2010-00318.html)

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## Additional Information

For additional information regarding the 2014 Schools Survey, please contact Deborah Dixon, director of ASHA's School Services, at 800-498-2071, ext. 5690, or [ddixon@asha.org](mailto:ddixon@asha.org). To learn more about how the Association is working on behalf of school-based ASHA-certified members, visit ASHA's Schools webpages at [www.asha.org/slp/schools/](http://www.asha.org/slp/schools/).



## Thank You

ASHA would like to thank the SLPs who completed the 2014 Schools Survey. Reports like this one are only possible because people like *you* participate.

**Is this information valuable to you?** If so, please accept invitations to participate in other ASHA-sponsored surveys and focus groups. You are the experts, and we rely on you to provide data to share with your fellow members. ASHA surveys benefit *you*.

## Appendix



## Regions of the Country

### Northeast

- ◆ Middle Atlantic
  - New Jersey
  - New York
  - Pennsylvania
- ◆ New England
  - Connecticut
  - Maine
  - Massachusetts
  - New Hampshire
  - Rhode Island
  - Vermont

### South

- ◆ East South Central
  - Alabama
  - Kentucky
  - Mississippi
  - Tennessee
- ◆ South Atlantic
  - Delaware
  - District of Columbia
  - Florida
  - Georgia
  - Maryland
  - North Carolina
  - South Carolina
  - Virginia
  - West Virginia
- ◆ West South Central
  - Arkansas
  - Louisiana
  - Oklahoma
  - Texas

### Midwest

- ◆ East North Central
  - Illinois
  - Indiana
  - Michigan
  - Ohio
  - Wisconsin
- ◆ West North Central
  - Iowa
  - Kansas
  - Minnesota
  - Missouri
  - Nebraska
  - North Dakota
  - South Dakota

### West

- ◆ Mountain
  - Arizona
  - Colorado
  - Idaho
  - Montana
  - Nevada
  - New Mexico
  - Utah
  - Wyoming
- ◆ Pacific
  - Alaska
  - California
  - Hawaii
  - Oregon
  - Washington

Table 1: Number of SLP Positions by Type of Facility

13. <u>CCC-SLP ONLY</u> . Compared with last school year, how has the number of SLP positions in your school district changed? (Percentages) Analyses limited to respondents who met the following criteria: ❖ CCC-SLP ❖ Employed full-time or part-time								
	Facility Type							
Response	Special Day/ Residential (n = 67)	Preschool (n = 195)	Elementary (n = 981)	Secondary (n = 197)	Admin. Office (n = 37)	Combination (n = 110)	Total (n = 1,618)	
Increased this school year	32.8	33.3	22.6	27.4	35.1	30.9	25.8	
Decreased this school year	20.9	14.9	11.5	12.7	27.0	17.3	13.5	
No change; stayed the same	46.3	51.8	65.9	59.9	37.8	51.8	60.8	
	Statistical significance: $\chi^2(10) = 37.9, p = .000$ , Cramer's V = .109 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by type of facility.							

**Table 2: Job Market by Geographic Area**

<p>14. <u>CCC-SLP ONLY</u>. Based on your own observations and experiences, rate the current job market for <u>speech-language pathology (SLP) clinical service providers</u> in your type of employment facility and in your geographic area. (Percentages)                  Analyses limited to respondents who met the following criterion:                  ❖ CCC-SLP</p>				
	Job Market			
Geographic Division	Job openings more numerous than job seekers	Job openings in balance with job seekers	Job openings fewer than job seekers	<i>n</i>
New England	43.2	38.5	18.3	169
Middle Atlantic	23.3	26.2	50.5	210
East North Central	45.6	35.9	18.4	217
West North Central	46.6	33.5	19.9	206
South Atlantic	57.1	30.1	12.8	289
East South Central	30.5	31.4	38.1	105
West South Central	57.9	26.3	15.8	133
Mountain	62.4	24.9	12.7	173
Pacific	74.3	17.1	8.6	187
Statistical significance	$\chi^2(16) = 228.1, p = .000$ , Cramer's V = .260			

Table 3: Impact of the Job Shortage by Geographic Area

15. What is the impact of this shortage? *Select all that apply.* (Percentages; order of responses was changed from alphabetic to descending order of frequencies.)

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Answered “Job openings more numerous than job seekers” to Q. 14.

Response	New England	Mid. Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mtn.	Pacific	Total
<i>n</i>	≥ 54	≥ 68	123	≥ 55	≥ 166	≥ 25	≥ 102	≥ 63	≥ 145	806
Increased caseload/workload	72.2	75.4	78.9	80.4	76.6	80.8	80.4	85.7	82.9	79.4
Decreased opportunities for appropriate service delivery	48.1	60.3	49.6	46.4	44.3	44.0	54.9	56.3	58.9	51.8
Increased use of contracted service providers***	31.5	45.6	39.0	33.9	59.6	48.0	54.9	46.0	63.7	50.2
Decrease in job satisfaction	38.9	36.8	48.8	48.2	47.9	57.7	54.4	54.0	57.2	49.7
Decreased quality of service*	37.0	44.1	48.8	44.6	38.9	52.0	53.9	56.3	57.9	48.3
Less opportunity for networking and collaborating*	31.5	33.8	44.7	36.4	28.7	42.3	35.9	38.1	50.0	38.2
Increased use of support personnel (e.g., assistants or aides)***	13.0	11.8	12.2	23.6	9.6	16.0	32.0	37.5	34.2	21.2
Increased use of noncertified SLPs or audiologists***	1.9	8.8	6.5	9.1	6.6	28.0	12.7	20.6	7.5	9.3
Increased use of telepractice services	1.8	0.0	0.8	5.4	3.0	7.7	2.0	3.1	6.2	3.0
There is no impact.	13.0	5.9	7.3	1.8	1.2	0.0	1.0	0.0	1.4	3.3

\* $p < .05$ , \*\*\* $p = .000$

**Table 4: Greatest Challenges by Type of Facility**

16. What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages; order of responses was changed from alphabetic to descending order of frequencies.)							
Analyses limited to respondents who met the following criterion:							
❖ CCC-SLP							
Challenge	Facility Type						
	Special Day/ Residential (n ≥ 72)	Preschool (n ≥ 210)	Elementary (n ≥ 1,011)	Secondary (n ≥ 205)	Admin. Office (n ≥ 41)	Combination (n ≥ 114)	Total (n = 1,786)
High amount of paperwork***	68.5	84.8	85.9	74.6	70.7	84.2	80.3
High workload/caseload size**	37.0	51.0	59.3	50.2	65.9	57.4	54.7
Lack of time for planning	58.9	55.7	58.0	47.3	43.9	57.4	54.1
Lack of time for collaboration***	49.3	37.1	58.0	50.0	33.3	57.4	51.2
Lack of others' understanding of my role***	31.5	26.2	40.9	48.3	31.7	45.2	38.0
Incorporating optimal service delivery models***	27.4	29.5	38.8	42.9	14.6	45.6	35.6
Budget	38.4	35.7	29.8	34.1	31.7	40.4	31.1
Out-of-pocket professional expenses	30.1	32.9	30.9	28.8	17.1	36.8	29.7
Low salary	34.7	37.6	29.2	24.9	29.3	29.8	29.4
Lack of parental involvement and support**	38.4	24.8	30.9	23.9	9.8	36.0	28.0

(Table 4 continues on next page.)

**Table 4 (Cont'd): Greatest Challenges by Type of Facility**

16. What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages; order of responses was changed from alphabetic to descending order of frequencies.)							
Analyses limited to respondents who met the following criterion:							
❖ CCC-SLP							
Challenge	Facility Type						
	Special Day/ Residential (n ≥ 72)	Preschool (n ≥ 210)	Elementary (n ≥ 1,011)	Secondary (n ≥ 205)	Admin. Office (n ≥ 41)	Combination (n ≥ 114)	Total (n = 1,786)
Working with Common Core State Standards (e.g., integrating goals) <sup>***</sup>	19.2	13.8	26.5	31.2	17.1	21.9	23.7
Lack of support from the administration	20.5	23.3	20.4	25.2	12.2	21.7	21.2
Inadequate work space and facilities <sup>***</sup>	20.5	28.1	18.2	25.4	7.3	29.8	20.7
Lack of materials, assessment tools, and technology <sup>**</sup>	26.0	21.4	19.5	28.3	2.4	22.8	20.4
Implementing pre-referral or MTSS (i.e., RTI) <sup>***</sup>	1.4	11.9	25.1	11.7	19.5	19.3	19.8
Lack of training for English language learners (ELLs), technology, low-incidence disorders, or curriculum-based instruction	11.0	16.2	18.9	16.1	7.3	20.2	17.1
Travel/distance between schools <sup>***</sup>	1.4	11.0	8.2	13.1	2.4	18.4	9.4
Value-added assessments (VAA) <sup>*</sup>	1.4	4.8	8.4	12.1	7.3	9.6	7.9

<sup>\*\*</sup>p < .01, <sup>\*\*\*</sup>p = .000

Table 5: Greatest Challenges by Geographic Area

16. What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages; order of responses was changed from alphabetic to descending order of frequencies.)  
 Analyses limited to respondents who met the following criterion:  
 ❖ CCC-SLP

Response	New England	Mid. Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mtn.	Pacific	Total
<i>n</i>	177	228	222	218	305	108	141	190	195	1,786
High amount of paperwork	70.6	78.9	83.8	79.8	80.7	83.3	78.7	74.7	80.5	80.3
High workload/caseload size	48.0	48.7	56.3	57.3	53.1	55.6	53.2	56.3	63.1	54.7
Lack of time for planning	57.6	57.0	55.0	55.5	50.2	48.1	46.1	51.6	57.4	54.1
Lack of time for collaboration <sup>***</sup>	61.6	58.8	53.6	49.1	45.2	36.1	40.4	46.3	57.9	51.2
Lack of others' understanding of my role	31.6	40.8	37.8	38.1	35.4	38.9	42.6	35.3	36.4	38.0
Incorporating optimal service delivery models <sup>***</sup>	48.0	33.3	38.7	33.5	35.7	23.1	23.4	38.9	44.1	35.6
Budget cuts <sup>*</sup>	41.2	29.8	31.5	25.7	30.2	29.6	27.0	36.8	35.9	31.1
Out-of-pocket professional expenses	26.6	28.1	32.4	26.6	27.9	29.6	24.1	28.4	35.4	29.7
Low salary <sup>***</sup>	13.6	24.1	25.2	28.4	39.3	29.6	37.6	30.5	31.8	29.4
Lack of parental involvement and support	22.6	35.1	27.9	31.7	25.6	32.4	25.5	26.8	25.6	28.0
Working with Common Core State Standards (e.g., integrating goals) <sup>***</sup>	23.7	32.9	20.7	17.4	21.6	36.1	18.4	23.2	20.0	23.7
Lack of support from the administration <sup>***</sup>	19.2	31.1	18.9	15.1	18.4	13.9	14.9	18.9	24.1	21.2
Inadequate work space and facilities	26.6	22.4	21.2	20.2	18.7	16.7	17.7	18.9	25.6	20.7
Lack of materials, assessment tools, and technology <sup>*</sup>	22.6	21.9	21.6	14.7	17.0	11.1	17.7	22.6	24.6	20.4
Implementing pre-referral or MTSS (i.e., RTI) <sup>***</sup>	16.4	11.8	23.9	13.8	24.6	29.6	21.3	23.2	15.9	19.8

(Table 5 continues on next page.)

Table 5 (Cont'd): Greatest Challenges by Geographic Area

16. What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages; order of responses was changed from alphabetic to descending order of frequencies.)  
 Analyses limited to respondents who met the following criterion:  
 ❖ CCC-SLP

Response	New England	Mid. Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mtn.	Pacific	Total
<i>n</i>	177	228	222	218	305	108	141	190	195	1,786
Lack of training for English Language Learners (ELLs), technology, low-incidence disorders, or curriculum-based instruction	18.1	13.6	18.0	18.8	18.0	14.8	19.1	12.1	20.5	17.1
Travel/distance between schools	7.3	6.6	9.5	12.8	7.5	13.9	13.5	13.2	12.3	9.4
Value-added assessments***	9.0	4.4	9.9	1.8	15.4	10.2	5.7	3.7	3.1	7.9

\* $p < .05$ , \*\*\* $p = .000$



**Table 6: Greatest Challenges by Population Density**

16. What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages; order of responses was changed from alphabetic to descending order of frequencies.)  
 Analyses limited to respondents who met the following criterion:  
 ❖ CCC-SLP

Response	City/Urban	Suburban	Rural	Total
<i>n</i>	507	736	459	1,786
High amount of paperwork	80.3	81.3	78.0	80.3
High workload/caseload size	57.0	54.5	54.2	54.7
Lack of time for planning*	51.5	57.2	50.8	54.1
Lack of time for collaboration	50.3	53.1	48.4	51.2
Lack of others' understanding of my role	36.3	39.3	37.3	38.0
Incorporating optimal service delivery models*	33.9	40.6	34.2	35.6
Budget cuts	32.5	32.5	32.7	31.1
Out-of-pocket professional expenses*	32.7	29.6	24.2	29.7
Low salary	29.8	28.4	31.6	29.4
Lack of parental involvement and support***	34.9	22.1	32.7	28.0
Working with Common Core State Standards (e.g., integrating goals)	23.9	22.7	25.1	23.7
Lack of support from the administration	22.7	20.0	16.6	21.2
Inadequate work space and facilities**	26.0	18.8	18.7	20.7
Lack of materials, assessment tools, and technology***	25.8	18.3	15.9	20.4
Implementing pre-referral or MTSS, i.e., RTI	20.5	19.2	20.3	19.8
Lack of training for English Language Learners (ELLs), technology, low-incidence disorders, or curriculum-based instruction	16.2	19.4	15.0	17.1
Travel/distance between schools***	8.7	6.0	18.7	9.4
Value-added assessments	6.5	9.1	5.9	7.9

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p = .000$

**Table 7: Greatest Challenges by Years of Experience in the Profession**

16. What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages; order of responses was changed from alphabetic to descending order of frequencies.)  
 Analyses limited to respondents who met the following criterion:  
 ❖ CCC-SLP

Response	1–5	6–10	11–15	16–20	21–25	26–30	> 30	Total
<i>n</i>	123	364	370	239	179	187	229	1,786
High amount of paperwork*	70.7	76.4	80.3	79.9	84.9	81.8	82.1	80.3
High workload/caseload size	48.8	59.3	55.1	58.6	52.5	56.1	47.2	54.7
Lack of time for planning	54.5	52.2	53.2	55.6	45.8	61.0	55.0	54.1
Lack of time for collaboration	47.2	48.6	49.2	49.8	48.6	55.1	57.6	51.2
Lack of others’ understanding of my role***	37.4	45.1	41.9	37.2	31.8	32.1	27.5	38.0
Incorporating optimal service delivery models*	25.2	37.6	34.6	35.1	41.9	41.7	39.3	35.6
Budget cuts	29.3	30.8	35.1	31.4	34.6	33.2	28.8	31.1
Out-of-pocket professional expenses	22.8	31.0	30.8	29.7	28.5	26.7	24.9	29.7
Low salary**	36.6	33.5	30.5	31.4	29.6	24.6	19.2	29.4
Lack of parental involvement and support**	37.4	34.3	29.7	24.3	25.1	21.4	24.5	28.0
Working with Common Core State Standards (e.g., integrating goals)	14.6	23.9	25.1	23.8	25.1	27.3	18.3	23.7
Lack of support from the administration*	13.0	25.0	19.7	17.6	24.6	15.5	19.7	21.2
Inadequate work space and facilities	26.0	22.0	19.2	18.8	24.0	21.4	20.5	20.7
Lack of materials, assessment tools, and technology	13.8	21.4	19.5	20.1	22.9	17.1	18.3	20.4
Implementing pre-referral or MTSS (i.e., RTI)	18.7	21.7	19.2	18.4	21.8	20.3	17.9	19.8
Lack of training for English Language Learners (ELLs), technology, low-incidence disorders, or curriculum-based instruction	19.5	21.2	18.1	13.4	14.0	15.5	15.3	17.1
Travel/distance between schools	9.8	10.7	9.2	10.0	12.8	9.1	10.9	9.4
Value-added assessments	3.3	6.3	8.4	9.6	7.8	9.6	5.2	7.9

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p = .000$

**Table 8: Greatest Challenges by Years of Experience in the Schools**

16. What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages; order of responses was changed from alphabetic to descending order of frequencies.)  
 Analyses limited to respondents who met the following criterion:  
 ❖ CCC-SLP

Response	1–5	6–10	11–15	16–20	21–25	26–30	> 30	Total
<i>n</i>	182	449	398	204	154	156	145	1,786
High amount of paperwork <sup>***</sup>	67.6	76.2	80.9	83.3	88.3	83.3	84.1	80.3
High workload/caseload size	46.2	57.5	58.0	57.4	53.9	54.5	50.3	54.7
Lack of time for planning	47.8	53.5	53.8	55.4	48.1	61.5	56.6	54.1
Lack of time for collaboration	46.2	49.2	48.5	52.0	51.9	58.3	60.0	51.2
Lack of others' understanding of my role <sup>**</sup>	34.1	42.8	42.2	37.7	29.2	30.8	29.0	38.0
Incorporating optimal service delivery models <sup>*</sup>	26.4	36.3	38.4	40.7	39.0	38.5	42.8	35.6
Budget cuts	30.8	31.8	33.4	32.4	35.1	34.6	25.5	31.1
Out-of-pocket professional expenses	23.1	33.0	27.6	33.8	27.3	24.4	26.2	29.7
Low salary <sup>***</sup>	39.0	33.6	29.4	30.9	24.7	21.2	16.6	29.4
Lack of parental involvement and support <sup>**</sup>	35.7	32.3	28.1	22.1	19.5	25.0	26.9	28.0
Working with Common Core State Standards (e.g., integrating goals)	15.4	25.6	24.4	26.0	24.7	22.4	18.6	23.7
Lack of support from the administration	14.3	23.4	19.8	20.6	18.2	13.5	22.8	21.2
Inadequate work space and facilities	25.8	20.9	19.3	20.6	24.7	18.6	22.8	20.7
Lack of materials, assessment tools, and technology	14.8	22.5	19.6	22.5	18.2	17.3	19.3	20.4
Implementing pre-referral or MTSS (i.e., RTI)	15.9	20.7	20.4	22.1	23.4	18.6	19.3	19.8
Lack of training for English Language Learners (ELLs), technology, low-incidence disorders, or curriculum-based instruction	16.5	19.8	17.6	15.2	16.2	12.2	17.2	17.1
Travel/distance between schools	10.4	12.7	9.0	9.3	13.0	8.3	8.3	9.4
Value-added assessments <sup>*</sup>	2.7	6.5	9.5	9.8	11.0	7.1	5.5	7.9

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p = .000$