



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION



Workforce

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Executive Summary

In the spring of 2004, the American Speech-Language-Hearing Association (ASHA) conducted a survey of speech-language pathologists. The survey was designed to provide information about school-based service delivery and to update and expand information gathered during previous Omnibus and Schools Surveys. The results are presented in a series of reports.

This report is based on responses from speech-language pathologists in day/residential, preschool, elementary, secondary, and combined schools.

Overall Findings:

- ◆ Overall, 62% reported that job openings were more numerous than job seekers.
- ◆ Speech-language pathologists working in rural areas were slightly less likely (59%) than those in suburban (63%) or urban (64%) areas to state that job openings were more numerous than job seekers.
- ◆ The older they were, the more likely respondents were to believe that job openings outnumbered job seekers.
- ◆ Increased caseload was the most frequently selected effect of the shortage in every type of facility.
- ◆ Paperwork was the greatest challenge in 4 of 5 types of facilities.

Job Market

- ◆ Population Density
- ◆ Geographic Region
- ◆ Years of Experience

Impact of Shortage

Challenges

Supervision

Survey Notes and Methodology

- ◆ Response Rate
- ◆ Other Reports

Suggested Citation

Supplemental Sources

Additional Information

Appendix: Data Tables

Job Market

Overall, 62% of the respondents stated that job openings were more numerous than job seekers. By facility, between 57% (secondary schools) and 64% (combined schools) selected this response (see Appendix, Table 1).

Population Density

Taken as a group, school-based speech-language pathologists in rural areas were only slightly less likely (59%) than their peers in suburban areas (63%) or urban areas (64%) to state that job openings were more numerous than job seekers.

When their answers were analyzed by the type of facility where they worked, preschool-based speech-language pathologists in metropolitan areas (56%) were less likely than their peers in suburban (65%) or rural areas (63%) to identify job openings as more numerous than job seekers. In elementary schools, individuals in rural areas (56%) were less likely than those in metropolitan (64%) or suburban areas (62%) to select this response (Appendix, Table 2).

Geographic Region

When the country was divided into four geographic regions, speech-language pathologists in the west (80%) were considerably more likely than those in other areas (56%-61%) to declare that job openings were more numerous than job seekers (Appendix, Table 3).

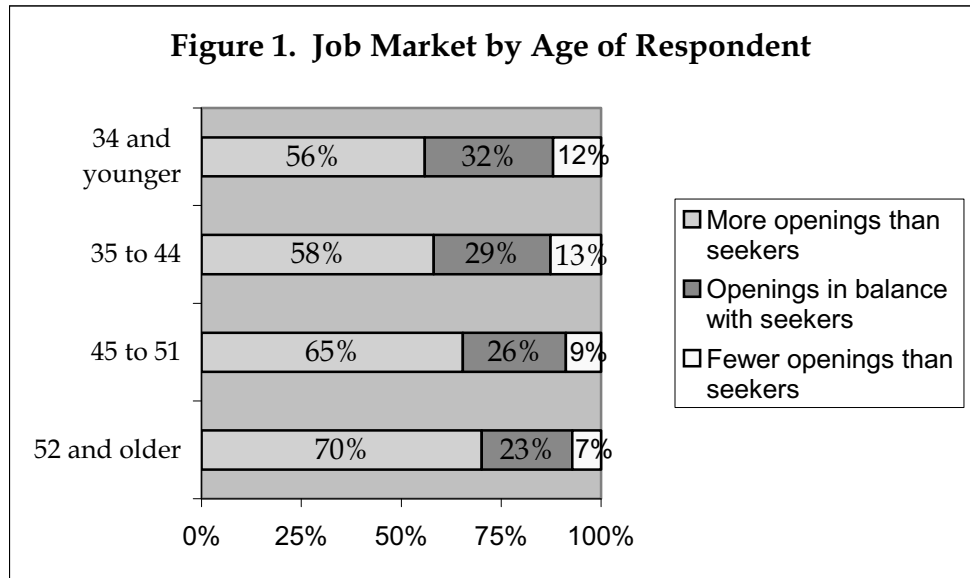


Those who worked in a preschool setting in the midwest (53%) or south (54%) were less likely than those in other regions (68%-76%) to identify job openings as more numerous than job seekers. In both elementary and secondary schools, speech-language pathologists in the northeast and midwest were less likely than those in other regions to select this response.

Years of Experience

The older the speech-language pathologists were, the more likely they were to believe that job openings outnumbered job seekers. More than half of every age group in every facility except one stated that this was the case. The exception was 35- to 44-year-olds in secondary schools: only 35% selected this response (Appendix, Table 4).

Figure 1. Job Market by Age of Respondent



Impact of the Shortage

When only speech-language pathologists who were employed full time or part time and who had stated that there were more job openings than job seekers were asked about the impact of the shortage on their service delivery, the number one impact chosen in every type of facility was increased caseload. Decreased opportunities for individual services was their second choice. See Table 1 on the next page for rank orders. Data appear in the Appendix, Table 5.

Table 1. Rank Order of Effects of Shortage

Response	Total	Day	Pre.	Elem.	Second.	Comb.
Increased caseload	1	1	1	1	1	1
Decreased individual services	2	2	2	2	2	2
Decreased quality of service	3	4	4	3	4	3
Less networking, collaborating	4	3	3	4	2	3
Increased staff without certification	5	5	6	6	5	5
Students not receiving services who should receive them	6	6	5	5	6	7
Increased use of assistants	7	8	8	7	7	6
Students not receiving mandated services	8	7	7	8	7	8

n = 1604



Challenges

Survey respondents were presented with a list of 13 potential challenges and asked to select all that applied to them as school-based speech-language pathologists.

Table 2. Rank Order of Challenges

Response	Total	Day	Pre.	Elem.	Second.	Comb.
Paperwork	1	2	1	1	1	1
Time: planning, collaboration	2	1	2	2	2	2
Caseload size	3	3	3	3	3	3
Other's understanding of my role	4	4	7	4	4	5
Salary	5	6	4	5	6	6
Work space & facilities	6	4	5	7	5	4
Parental involvement	7	7	6	6	8	7
Training for special populations	8	9	9	8	10	9
Administrative support	9	7	10	9	7	8
Materials and assessment tools	10	11	8	10	12	10
Ethical issues	11	10	12	10	9	11
Access to technology	12	12	11	12	11	12
Union support	13	13	13	13	13	13

n = 2602

With one exception (day/residential schools), the high amount of paperwork was the number one challenge, followed by a lack of time for planning, collaboration, and meeting with teachers (the number one challenge in day/residential schools). In third place in every type of facility was the high caseload size. Lack of union support was in last place uniformly. (See data in Appendix, Table 6.)

Supervision

In secondary schools (42%), preschools (45%), and combined school settings (46%), the most frequently identified supervisors were special education coordinators. However, in day/residential schools (38%) and elementary schools (48%), school principals were the most likely. Between 17% (elementary schools) and 37% (day/residential schools) of the respondents to the survey identified speech-language pathology supervisors as filling that role (Appendix, Table 7).

Survey Notes & Methodology

The twenty-year-old ASHA Omnibus Survey has been retired, replaced by surveys specific to work settings and/or professions in order to better meet affiliates' needs. This 2004 Schools Survey is the first of the replacements and melds topics from both the Omnibus Surveys and previous Schools Surveys.

Response Rate

The survey was mailed in February 2004 to a random sample of 4000 ASHA certified speech-language pathologists who were employed in school settings and who lived 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 original 4000 speech-language pathologists in the sample, 15 were no longer employed in the field, 30 were retired, and 91 were ineligible for other reasons, leaving 3864 possible respondents. The actual number of respondents was 2692, resulting in a 69.7% response rate. The results presented in this report are based on responses from those 2692 individuals.

Other Reports

Results from the 2004 Schools Survey are reported in a series of reports:

- Demographic characteristics and a glossary of terms
- Caseload characteristics
- Salaries
- Workforce
- Frequencies of responses to all 39 questions on the survey

Suggested Citation

American Speech-Language-Hearing Association. (2004). *2004 Schools survey report: Workforce report*. Rockville, MD: Author.

Supplemental Sources

American Speech-Language-Hearing Association (2004). *Supply and demand for speech-language pathologists resource list*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (2003). *Implementation guide: A workload analysis approach for establishing speech-language caseload standards in the schools*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (May 2003). *IDEA and your caseload: A template for eligibility and dismissal criteria for students ages 3-21 (Revised)*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (2002). *A workload analysis approach for establishing caseload standards in the schools: Technical report, position statement, and guidelines*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (2000). *Roles and responsibilities of the speech-language pathologist with respect to reading and writing in children and adolescents: Technical report, position statement, guidelines, knowledge, and skills*. Rockville, MD: Author.

Additional Information

For additional information regarding the 2004 School Survey, please contact Kathleen Whitmire, Director of ASHA's School Services, at 301-897-5700, extension 4137 (kwhitmire@asha.org). To learn more about how the Association is working on behalf of school-based ASHA certified members, visit ASHA's Web site at <http://www.asha.org/members/slp/schools>

Appendix: Data Tables

Table 1: Job Market

Q. 4 Based on your own observations and experiences, rate the current job market for your profession in your type of employment facility and in your geographic area. (Percents)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Job market	Total (n = 2658)	Day/ Residential (n = 81)	Preschool (n = 273)	Elementary (n = 1373)	Secondary (n = 175)	Combined (n = 525)	Other (n = 121)
Job openings more numerous than job seekers	62.1	63.0	62.3	61.1	56.6	64.2	73.6
Job openings in balance with job seekers	27.5	28.4	28.9	28.5	30.3	24.8	20.7
Job openings fewer than job seekers	10.3	8.6	8.8	10.4	13.1	11.0	5.8

Table 2: Job Market by Population Density

Q. 4 Based on your own observations and experiences, rate the current job market for your profession in your type of employment facility and in your geographic area. (Percents) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP									
Job market	Total	Day/ Residential	Preschool	Elementary	Secondary	Combined	Other		
Metropolitan/urban area									
	(n = 693)	(n = 37)	(n = 75)	(n = 330)	(n = 54)	(n = 126)	(n = 46)		
Job openings more numerous than job seekers	64.1	67.6	56.0	63.6	64.8	65.9	71.7		
Job openings in balance with job seekers	27.3	27.0	33.3	27.0	31.5	23.0	26.1		
Job openings fewer than job seekers	8.7	5.4	10.7	9.4	3.7	11.1	2.2		
Suburban									
	(n = 1254)	(n = 37)	(n = 131)	(n = 710)	(n = 96)	(n = 189)	(n = 56)		
Job openings more numerous than job seekers	62.8	54.1	64.9	62.1	56.3	65.1	75.0		
Job openings in balance with job seekers	26.4	32.4	25.2	27.9	24.0	24.9	19.6		
Job openings fewer than job seekers	10.8	13.5	9.9	10.0	19.8	10.1	5.4		
Rural									
	(n = 657)	(n = 6)	(n = 65)	(n = 327)	(n = 24)	(n = 205)	(n = 16)		
Job openings more numerous than job seekers	58.8		63.1	56.3		62.9			
Job openings in balance with job seekers	29.8	n < 25	32.3	31.5	n < 25	24.9	n < 25		
Job openings fewer than job seekers	11.4		4.6	12.2		12.2			

Table 3: Job Market by Region of the Country

Q. 4 Based on your own observations and experiences, rate the current job market for your profession in your type of employment facility and in your geographic area. (Percents) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP									
Job market	Total	Day/ Residential	Preschool	Elementary	Secondary	Combined	Other		
Northeast									
	(n = 648)	(n = 37)	(n = 85)	(n = 311)	(n = 54)	(n = 106)	(n = 32)		
Job openings more numerous than job seekers	56.6	62.2	68.2	53.4	44.4	59.4	68.8		
Job openings in balance with job seekers	29.0	27.0	24.7	31.5	37.0	22.6	25.0		
Job openings fewer than job seekers	14.4	10.8	7.1	15.1	18.5	17.9	6.3		
Midwest									
	(n = 677)	(n = 13)	(n = 73)	(n = 328)	(n = 47)	(n = 165)	(n = 27)		
Job openings more numerous than job seekers	55.8		53.4	52.4	51.1	62.4	77.8		
Job openings in balance with job seekers	31.6	n < 25	34.2	35.4	36.2	25.5	11.1		
Job openings fewer than job seekers	12.6		12.3	12.2	12.8	12.1	11.1		

(Table continues on next page.)

Q. 4 (Cont'd.) Based on your own observations and experiences, rate the current job market for your profession in your type of employment facility and in your geographic area. (Percents)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Job market	Total	Day/ Residential	South				Combined	Other
			Preschool	Elementary	Secondary			
	(n = 808)	(n = 26)	(n = 68)	(n = 466)	(n = 35)	(n = 155)	(n = 39)	
Job openings more numerous than job seekers	60.8	76.9	54.4	60.5	60.0	60.0	66.7	
Job openings in balance with job seekers	29.7	23.1	33.8	29.6	25.7	30.3	30.8	
Job openings fewer than job seekers	9.5	0.0	11.8	9.9	14.3	9.7	2.6	
West								
	(n = 481)	(n = 4)	(n = 46)	(n = 259)	(n = 39)	(n = 99)	(n = 21)	
Job openings more numerous than job seekers	80.2		76.1	81.9	76.9	78.8		
Job openings in balance with job seekers	16.0	n < 25	21.7	14.3	17.9	17.2	n < 25	
Job openings fewer than job seekers	3.7		2.2	3.9	5.1	4.0		

Note: See 2004 Schools Survey report entitled *Survey Methodology, Respondent Demographics, and Glossary* for listing of states in each region.

Table 4: Job Market by Age of Respondent

Q. 4 Based on your own observations and experiences, rate the current job market for your profession in your type of employment facility and in your geographic area. (Percents)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Job market	Total	Day/ Residential	Preschool	Elementary	Secondary	Combined	Other
34 and younger							
	(n = 683)	(n = 25)	(n = 86)	(n = 368)	(n = 28)	(n = 113)	(n = 28)
Job openings more numerous than job seekers	55.9%	60.0	54.7	55.2	50.0	55.8	71.4
Job openings in balance with job seekers	32.1%	32.0	37.2	32.3	39.3	30.1	7.1
Job openings fewer than job seekers	12.0%	8.0	8.1	12.5	10.7	14.2	21.4
35 to 44							
	(n = 624)	(n = 23)	(n = 61)	(n = 337)	(n = 46)	(n = 113)	(n = 24)
Job openings more numerous than job seekers	58.2%		57.4	55.5	34.8	70.8	
Job openings in balance with job seekers	29.2%	n < 25	36.1	30.6	43.5	17.7	n < 25
Job openings fewer than job seekers	12.7%		6.6	13.9	21.7	11.5	

(Table continues on next page.)

Q. 4 (Cont'd.) Based on your own observations and experiences, rate the current job market for your profession in your type of employment facility and in your geographic area. (Percents)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Job market	Total	Day/ Residential	Preschool	Elementary	Secondary	Combined	Other
45 to 51							
	(n = 706)	(n = 17)	(n = 69)	(n = 370)	(n = 50)	(n = 153)	(n = 35)
Job openings more numerous than job seekers	65.4%		75.4	63.2	72.0	62.1	77.1
Job openings in balance with job seekers	25.8%	n < 25	13.0	28.9	14.0	29.4	22.9
Job openings fewer than job seekers	8.8%		11.6	7.8	14.0	8.5	0.0
52 and older							
	(n = 599)	(n = 15)	(n = 53)	(n = 277)	(n = 49)	(n = 134)	(n = 32)
Job openings more numerous than job seekers	70.1%		67.9	72.6	63.3	68.7	81.3
Job openings in balance with job seekers	22.7%	n < 25	26.4	21.3	30.6	20.1	18.8
Job openings fewer than job seekers	7.2%		5.7	6.1	6.1	11.2	0.0

Table 5: Impact of Shortage

Q. 5 What is the impact of the shortage of clinical service providers on your service delivery? (Circle all that apply.)
 (Columns may total more than 100% because multiple responses were allowed.) (Percents)

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time
- ❖ Selected "Job openings more numerous than job seekers" in answering Q. 4

Response	Total (n = 1604)	Day/ Residential (n = 51)	Preschool (n = 170)	Elementary (n = 836)	Secondary (n = 98)	Combined (n = 335)	Other (n = 88)
Increased caseload	82.5	78.4	80.6	83.1	81.6	84.2	77.3
Decreased opportunities for individual services	63.7	49.0	63.5	66.3	57.1	64.2	54.5
Increased use of assistants	21.9	13.7	19.4	18.9	22.4	29.0	33.0
Increased number of staff without ASHA certification/ master's level training	31.7	35.3	26.5	28.6	44.9	33.7	46.6
Less opportunity for networking and collaborating	52.7	45.1	53.5	54.3	57.1	49.9	45.5
Decreased quality of service	53.3	41.2	52.9	56.5	53.1	49.9	46.6
Students not receiving services who should receive services	29.9	29.4	33.5	29.4	28.6	26.6	39.8
Students not receiving mandated services	18.1	19.6	21.2	16.9	22.4	15.2	26.1

Table 6: Challenges

Q. 6 What are your greatest challenges as a school based speech-language pathologist? (Circle all that apply.) (Columns may total more than 100% because multiple responses were allowed.) Analyses limited to respondents who met the following criteria: ❖ CCC-SLP ❖ Employed full time or part time							
Response	Total (n = 2602)	Day/ Residential (n = 84)	Preschool (n = 276)	Elementary (n = 1378)	Secondary (n = 175)	Combined (n = 525)	Other (n = 118)
Ethical issues (e.g., Medicaid, supervision, clinical decisions)	18.9	17.9	14.1	18.5	26.9	21.1	16.9
High amount of paperwork	82.1	57.1	83.7	85.4	78.9	81.1	67.8
High caseload size	61.0	39.3	60.1	64.2	60.6	60.0	47.5
Inadequate work space and facilities	33.6	36.9	35.9	27.6	40.6	45.1	31.4
Lack of administrative support	23.3	23.8	21.4	22.9	30.9	23.8	16.9
Lack of materials and assessment tools	20.0	16.7	25.4	18.5	20.0	21.3	20.3
Lack of others' understanding of my role	39.8	36.9	27.9	40.3	50.3	44.4	24.6
Lack of parental involvement and support	32.1	23.8	29.7	33.6	30.3	33.9	19.5
Lack of time for planning, collaboration, and meeting with teachers	72.9	58.3	64.1	77.6	67.4	74.1	55.1
Lack of training for special populations	23.4	19.0	23.2	24.3	23.4	23.4	11.9
Lack of union support	11.9	6.0	9.1	12.4	15.4	13.3	6.8
Limited access to technology	16.3	13.1	18.8	14.4	22.3	18.9	15.3
Low salary	37.1	34.5	39.1	37.3	33.7	39.4	26.3

Table 7: Supervision

Q. 24 Who is primarily responsible for supervising your work? (Percents) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP								
Response	Total (n = 2442)	Day/ Residential (n = 74)	Preschool (n = 261)	Elementary (n = 1336)	Secondary (n = 170)	Combined (n = 486)	Other (n = 78)	
School principal	38.0	37.8	21.5	48.4	29.4	24.3	24.4	
Special education coordinator	35.4	6.8	44.8	30.9	41.8	45.9	23.1	
Speech-language pathology supervisor	19.0	36.5	19.5	17.3	20.0	21.2	15.4	
Other	7.7	18.9	14.2	3.4	8.8	8.6	37.2	

As is our practice, we do not report data for cells with fewer than 25 respondents.