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December 17, 2025

The Honorable Corey Simon  
Chair, Senate Education Pre-K Committee  
404 South Monroe Street  
Tallahassee, FL 32399-1100

**Note:** ASHA also sent this letter to the following Florida representatives:

- The Honorable Tiffany Esposito, Florida House of Representatives
- The Honorable Dana Trabulsy, Florida House of Representatives
- The Honorable Jennifer Canady, Florida House of Representatives

RE: SB 574; Recruitment and Retention

Dear Senator Simon:

On behalf of the American Speech-Language-Hearing Association (ASHA), I write to comment in support of SB 574, which would require the Florida Department of Education to create and maintain a strategic plan for the recruitment and retention of speech-language pathologists (SLPs).

ASHA is the national professional, scientific, and credentialing association for 241,000 members, certificate holders, and affiliates who are audiologists; SLPs; speech, language, and hearing scientists; audiology and speech-language pathology assistants; and students. Nearly half of ASHA's members are employed in schools. Over 13,100 ASHA members reside in Florida and over 42% of SLPs in Florida work in educational facilities.<sup>1</sup> By 2032, the demand for SLPs in the state is expected to increase by 31.3%. Without intentional statewide planning, this growing demand risks further straining the existing workforce, exacerbating recruitment difficulties, increasing turnover, and limiting students' access to necessary speech-language services.

Florida school districts are experiencing ongoing challenges in recruiting and retaining qualified SLPs, driven by increasing service demands, unfilled vacancies, and working conditions that limit the ability of existing practitioners to meet student needs. SB 574 addresses these challenges by requiring a coordinated, statewide strategic plan that identifies and implements evidence-based strategies to strengthen the SLP workforce in educational settings.

The roles and responsibilities of an SLP can vary depending on the specific needs of the students they are serving and the complexity of the communication disorders that need to be addressed. Both direct and indirect services, such as updating and training staff in the use of augmentative communication materials and devices, must be considered when examining the daily activities of SLPs.<sup>2</sup>

Practitioners have found that the development and implementation of a weighted methodology for determining caseload and workload can lead to better outcomes for students by determining the best ways to meet their needs.<sup>3</sup> This may mean hiring additional SLPs, providing SLPs with

the additional time needed to complete their responsibilities, or attracting and retaining new and existing SLPs by offering a salary stipend. A number of local districts in Florida already offer a salary stipend to SLPs who meet specified criteria.<sup>4</sup> SB 574 recognizes that workload and caseload are central to recruitment and retention and establishes a statewide framework to address these issues consistently across districts.

ASHA's Schools Survey has found that the number one challenge for school-based SLPs is the large amount of paperwork, followed by high workload/caseload size.<sup>5</sup> Due to the significant impact that caseload has had on practitioners and the critical services they provide, ASHA has developed a workload calculator that addresses many of the considerations being incorporated into SB 574. Tools such as ASHA's workload calculator illustrate the types of data-informed approaches that can support the development and implementation of the strategic plan envisioned in SB 574.

ASHA supports the language in the bill for determining a caseload/workload plan and requiring consideration of the activities and populations for which the SLP is responsible. These considerations include but are not limited to: time for preparing documentation and reporting, attending individualized education plan meetings (and other staff conferences), and consulting and collaborating with other staff members. The development and maintenance of comprehensive statewide strategic plan, as required by SB 574, will address longstanding recruitment and retention challenges by improving working conditions for SLPs, stabilizing the workforce, and ensuring the children in Florida's school systems receive timely and appropriate speech-language services.

Thank you for considering ASHA's support of SB 574. If you or your staff have any questions, please contact Eileen Crowe, ASHA's director education affairs, at [ecrowe@asha.org](mailto:ecrowe@asha.org).

Sincerely,



A. B. Mayfield-Clarke, PhD, CCC-SLP  
2025 ASHA President

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<sup>1</sup> American Speech-Language-Hearing Association. (2023). *Florida* [Quick Facts].  
<https://www.asha.org/siteassets/advocacy/state-flyers/florida-state-flyer.pdf>

<sup>2</sup> American Speech-Language-Hearing Association. (n.d.). *Caseload and Workload*.  
[https://www.asha.org/practice-portal/professional-issues/caseload-and-workload/#collapse\\_2](https://www.asha.org/practice-portal/professional-issues/caseload-and-workload/#collapse_2)

<sup>3</sup> The ASHA Leader. (July 2018). *Weighing the Workload Options*.  
<https://leader.pubs.asha.org/doi/10.1044/leader.SCM.23072018.34>

<sup>4</sup> American Speech-Language-Hearing Association. (n.d.). *Local District Salary Supplements by State*.  
<https://www.asha.org/advocacy/state/local-district-salary-supplements-by-state/>

<sup>5</sup> American Speech-Language-Hearing Association. (2024). *2024 SLP Schools Survey: Survey Summary Report: Numbers and Types of Responses, SLPs*.  
<https://www.asha.org/siteassets/surveys/2024-schools-slp-summary.pdf>