

Grow Your Own (GYO) Program for SLPs/SLPAs Readiness Scale for School Districts

Considerations for School District and University GYO Programs

Instructions for Use

Rate each indicator within six domains on the following scale:

1 = Not Ready | 2 = Emerging | 3 = Developing | 4 = Ready

	Domain	Notes
1	Not Ready	• No plan, process, or documentation exists. • Critical conversations may not have occurred. • District may not have necessary resources, personnel, or structures in place.
2	Emerging	• Plans exist but are in draft form, uncertain, or not implemented. • Processes are informal or dependent on individuals—not systems. • District needs additional planning, staffing, resources, or alignment.
3	Developing	• Processes or resources are in place but need refinement. • Most stakeholders understand expectations. • District could meet indicator requirements with minor adjustments.
4	Ready	• Fully developed systems, staffing, and/or resources exist. • District has documented, implemented and monitored processes. • Stakeholders are aligned and are actively supporting the work.



The readiness scale is organized into six domains that represent essential components of a high-quality Grow Your Own (GYO) SLP or SLPA program. Each domain includes specific indicators that describe key systems, structures, and practices associated with successful planning and implementation. The indicators help districts determine what is already in place and what may need to be strengthened. Together, the domains and indicators offer a clear framework for understanding readiness and guiding next steps.

A. Workforce Need and Strategic Alignment

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Defined SLP workforce need	Vacancy trends, caseload pressures, and projected shortages are clearly documented.				
Strategic alignment	GYO program aligns with school district talent strategy, special education improvement plan, or board priorities.				
Stakeholder support	Special education leadership, human resources, principals, and current SLP staff are informed and supportive.				
Total Score		___ / 12			
10-12 = Ready	7-9 = Developing	3-6 = Capacity-Building Is Needed			

B. Human Capacity and Supervision Infrastructure

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Available qualified supervisors	The school district employs or contracts with enough experienced SLPs willing and prepared to supervise undergraduate and graduate students.				
Mentor training capacity	The school district is able to provide training, release time, and coaching for supervisors.				
Caseload and workload	Mentor SLP caseloads are reasonable to allow for quality supervision of undergraduate and graduate students.				
Total Score		___ / 12			
10-12 = Ready	7-9 = Developing	3-6 = Capacity-Building Is Needed			

C. Financial Readiness

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Available funding	A budget is identified for supervisor stipends, undergraduate and graduate student tuition support, release time, and/or residency compensation for students.				
Long-term financial sustainability	The school district has a multi-year plan to sustain funding beyond grants or temporary budget line items.				
Compensation structure clarity	Human resources and finance departments align on the payment model for GYO undergraduate and graduate students as well as mentors.				
Total Score		___ / 12			
10-12 = Ready	7-9 = Developing	3-6 = Capacity-Building Is Needed			

D. Operational and Administrative Capacity

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Human resources readiness	Onboarding, job descriptions, classification, and service agreements have been prepared.				
Data and documentation systems	The school district has the ability to track undergraduate and graduate student hours, progress, employment, and service commitments.				
Legal and policy preparedness	Agreements have been reviewed for FERPA and/or IDEA compliance, liability coverage, and contracts.				
Total Score		___ / 12			
10-12 = Ready	7-9 = Developing	3-6 = Capacity-Building Is Needed			

E. Academic and Program Coordination

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Scheduling feasibility	The district and university partners can coordinate schedules for coursework, practicum, and supervision.				
Placement capacity	The district and university partners have sufficient school sites and diverse caseloads to meet clinical requirements.				
University partner engagement	District leaders have held preliminary conversations with university partners and have aligned expectations.				
Total Score		___ / 12			
10-12 = Ready		7-9 = Developing		3-6 = Capacity-Building Is Needed	

F. Commitment to GYO Culture and Retention

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Retention strategy	The school district has a multi-year plan for hiring, onboarding, and retaining GYO graduates as school district employees.				
Support structures for undergraduate and graduate student clinicians	The school district can provide student clinicians with access to mentors, wellness supports, and clear communication systems.				
Cultural responsiveness	The school district intends to recruit multilingual staff and diversify its workforce to reflect the district's population.				
Total Score		___ / 12			
10-12 = Ready	7-9 = Developing	3-6 = Capacity-Building Is Needed			

Overall Listing of Domains and Each Domain's Respective Total Score

Domain		Total Score
A	Workforce Need and Strategic Alignment	__ / 12
B	Human Capacity and Supervision Infrastructure	__ / 12
C	Financial Readiness	__ / 12
D	Operational and Administrative Capacity	__ / 12
E	Academic and Program Coordination	__ / 12
F	Commitment to GYO Culture and Retention	__ / 12
Overall Readiness Rating Total*		__ / 72

*See next page for overall readiness ratings and their meanings.

Overall Readiness Ratings and Their Meanings

	55-72 = Ready to Launch	37-54 = Developing / Partially Ready	18-36 = Capacity- Building Is Needed
Rating	The school district demonstrates strong readiness across most or all domains and is well-positioned to implement a GYO SLP/SLPA partnership program immediately or in the near term.	The school district shows promising readiness but still has areas that require development. Districts here may proceed with planning or phased implementation but will need targeted capacity-building before full launch.	The school district is currently not ready to launch a GYO SLP/SLPA partnership program.
What This Means	• Systems, processes, and staffing structures are firmly in place. • Alignment exists across human resources (hr), special education, finance, and school leadership. • Resources and funding are identified and sustainable. • The district is prepared to host, support, and supervise undergraduate and graduate students.	• Many foundational elements are in place, but readiness is not yet consistent across domains. • Some processes or staffing supports may still be emerging. • Financial, operational, and/or supervisory gaps may pose challenges if there is no additional preparation or guidance.	• Significant gaps exist in multiple domains—such as supervision availability, funding stability, and/or operational systems. • Leadership, staffing, or resource alignment may still be in the early stages. • Launching a GYO SLP/SLPA program now could strain district resources or risk program quality. • district resources or risk program quality.
Next Steps	• Proceed with partnership planning and formal agreements. • Finalize supervision assignments and university coordination. • Establish an implementation timeline for recruitment and placement.	• Prioritize gaps in supervision capacity, financial planning, and/or administrative systems. • Engage with the university partner to co-plan supports for weaker domains. • Identify quick wins (e.g., updating human resource documents, aligning schedules) to strengthen readiness. • Consider piloting on a smaller scale (e.g., a beta cohort of 1-2 candidates) before full rollout.	• Prioritize foundational planning across key domains before initiating a GYO program. • Engage stakeholders and potential university partners to build alignment and clarify expectations. • Develop a phased action plan to address gaps and build readiness over time.

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