

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

Considerations for University and School District 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 from the university perspective. Each domain includes specific indicators that describe key systems, structures, and practices associated with successful planning and implementation in collaboration with school district partners. The indicators help universities 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 for program development and partnership implementation.

A. Program Capacity and Strategic Alignment

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Cohort capacity	University has the ability to add or reserve spots for district-selected candidates (e.g., holding 3-5 seats per cohort).				
Curriculum flexibility	University offers hybrid, evening, or summer courses that allow working students to succeed (e.g., online evening sections for core coursework).				
Program mission alignment	The Grow Your Own (GYO) model supports the university's focus on community-based practice and equity. Alignment efforts include shared planning with district partners around workforce demand, projected vacancies, and feasible cohort sizes.				
Total Score		___ / 12			
10-12 = Ready	7-9 = Developing	3-6 = Capacity-Building Is Needed			

B. Clinical Education and Infrastructure

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Placement capacity	University can integrate district placements without exceeding faculty load, informed by district workforce need and anticipated GYO candidate demand (e.g., projected vacancies, planned cohort size).				
Supervision oversight	University has systems in place for verifying hours, providing reflective supervision, and supporting mentors.				
Clinical requirements alignment	University has the ability to coordinate placements and coursework sequencing with district realities (e.g., shifting medical placements to summer due to school year district schedules).				
Total Score		___ / 12			
10-12 = Ready	7-9 = Developing	3-6 = Capacity-Building Is Needed			

C. Administrative and Operational Readiness

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Partnership governance	University has a clear point of contact, shows willingness to join a steering committee, and has selected faculty champions.				
Admissions adaptability	University has the capacity to streamline admissions processes for district candidates or cohorts (e.g., coordinated group interviews or priority review timelines).				
Data-sharing processes	University has FERPA-compliant agreements in place and has the ability to share progress data with districts (e.g., secure dashboards or quarterly data summaries).				
Total Score		___ / 12			
10-12 = Ready	7-9 = Developing	3-6 = Capacity-Building Is Needed			

D. Financial and Institutional Support

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Institutional backing	Dean and program leadership at the university clearly support long-term GYO commitments (e.g., formal letters of support or commitments to faculty release time).				
Identification of funding models	Scholarships, reduced tuition, shared-cost models and/ or grant participation are in place (e.g., district-funded stipends or shared tuition-assistance agreements).				
Faculty workload capacity	University has the ability to assign faculty time for supervision, partnership meetings, and support (e.g., course release for a GYO coordinator or paid summer supervision time).				
Total Score		___ / 12			
10-12 = Ready	7-9 = Developing	3-6 = Capacity-Building Is Needed			

E. Community and Equity Commitments

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Commitment to workforce diversification	University prioritizes recruiting multilingual candidates from culturally diverse backgrounds.				
Provision of student support systems	University provides tutoring, advising, and wellness supports for working or nontraditional students (e.g., writing center services, first-gen student mentors).				
Program accessibility	University offers flexible formats, recognizes prior experience, and provides academic support readiness.				
Total Score		___ / 12			
10-12 = Ready	7-9 = Developing	3-6 = Capacity-Building Is Needed			

F. Legal and Compliance Preparedness

Domain	Indicators	Rating (1-4)			
		1 = Not Ready 3 = Developing	2 = Emerging 4 = Ready		
		1	2	3	4
Accreditation considerations	University makes available CAA- and ASHA-compliant modifications to supervision models or placements.				
Contract and MOU readiness	University legal counsel is prepared to create or adapt agreements with districts.				
Liability coverage	GYO program partners demonstrate a clear understanding of liability coverage for students working in schools.				
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	Program Capacity and Alignment	__ / 12
B	Clinical Education and Infrastructure	__ / 12
C	Administrative and Operational Readiness	__ / 12
D	Financial and Institutional Support	__ / 12
E	Community and Equity Commitments	__ / 12
F	Legal and Compliance Preparedness	__ / 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 university has strong, well-developed systems to support a GYO SLP/SLPA partnership program.	The university has several components in place, but additional refinement is needed before launching a partnership.	The university is not yet ready to implement a GYO SLP/SLPA program.
What This Means	- The university has established processes for supervision, field placement, documentation, and communication. - University faculty, clinical educators, and program leadership are aligned and are prepared to collaborate with districts. - The university offers consistent, high-quality practicum or apprenticeship experiences at scale. - The university has well-established administrative processes (e.g., memorandums of understanding (MOUs), clinical education structures, faculty capacity, onboarding, data tracking) in place, and those processes are functioning smoothly.	- Some systems may still be emerging. - Processes exist but are not streamlined or consistent across university faculty, supervisors, or departments. - University and district expectations are aligned in some areas but not all. - The university can support a partnership with targeted improvements or a limited-scale pilot.	- The university's key systems are incomplete or inconsistent. - Limited supervisor capacity or lack of release time impedes high-quality practicum experiences. - The university has not yet established necessary administrative or policy structures for district-based placements. - The university needs to do significant planning, staffing, and coordination work to build a functional framework.
Next Steps	- Finalize partnership agreements with district(s). - Confirm cohort timelines, placement sites, and supervision assignments. - Begin implementing the program and recruiting candidates.	- Strengthen identified gaps. - Refine university-district alignment on timelines, expectations, and program structure. - Consider a small pilot cohort (e.g., 1-2 candidates) to test and refine the partnership before full rollout.	- Prioritize foundational capacity-building in supervision, placement infrastructure, program alignment, and administrative processes. - Engage in early planning meetings with district partners to clarify mutual needs and expectations. - Review internal university policies related to field placement, supervision ratios, and workload. - Reassess readiness after planning and system development are underway.