



## SLP Workforce and Work Conditions

For additional information, please contact  
***Jeanette Janota, Surveys and Analysis***  
American Speech-Language-Hearing Association  
Rockville, MD 20850  
800-498-2071, ext. 8738  
[jjanota@asha.org](mailto:jjanota@asha.org)

## **Contents**

Executive Summary .....	1
Employment .....	2
Full Time/Part Time .....	2
Salaried and Contract Employees.....	2
Challenges .....	3
Predictor Variables.....	5
Geographic Area .....	5
Population Density .....	5
Years of Experience in the Schools .....	5
Years of Experience in the Profession .....	5
Burnout .....	6
Retention.....	6
SLPA Supervision .....	7
CF Supervision .....	7
Union Representation .....	8
Job Market .....	8
Survey Notes and Methodology.....	9
Response Rate .....	9
Suggested Citation.....	9
Supplemental Resources.....	10
Reports .....	11
Additional Information .....	11
Thank You.....	11
Appendices	
Appendix A: State Listings .....	12
Regions of the Country .....	13
Appendix B: Greatest Challenges .....	14
Appendix Table B1: Greatest Challenges, by Facility Type .....	15
Appendix Table B2: Greatest Challenges, by Geographic Area .....	18
Appendix Table B3: Greatest Challenges, by Population Density .....	19
Appendix Table B4: Greatest Challenges, by Years of Experience in the Schools .....	20
Appendix Table B5: Greatest Challenges, by Years of Experience in the Profession ....	21

# ASHA Schools Survey 2024: SLP Workforce and Work Conditions Report

Appendix C: Availability of Union Representation.....	22
Appendix Table C: Availability of Union Representation.....	23

## Figures

Figure 1: Employed Full Time or Part Time .....	2
Figure 2: Union Representation, by Facility .....	8

## Tables

Table 1: Rank Order of Challenges as a School-Based SLP, by Facility Type.....	3
Table 2: Challenges Facing School-Based SLPs, by Four Predictors .....	4

## Executive Summary

In Spring 2024, 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*.

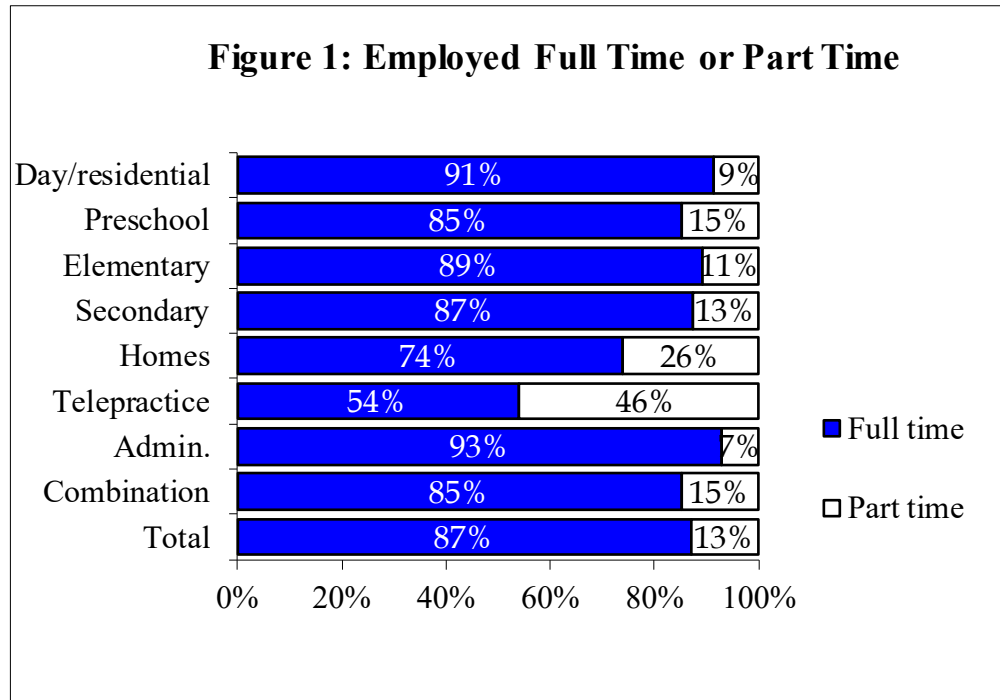
The results are presented in a series of reports. This workforce and work conditions report is based on responses from SLPs in special day/residential schools, preschools, elementary schools, secondary schools, administrative offices, offices for telepractice, and a combination of types of facilities.

### ***Overall Findings***

- ◆ 87% worked full time.
- ◆ 86% were salaried.
- ◆ *Large amount of paperwork* was the highest ranked of 13 challenges in every type of facility.
- ◆ *High workload/caseload size* was the second highest ranked of 13 challenges in most facility types.
- ◆ Type of facility, area of the country, population density, years of experience in the schools, and years of experience in the profession affected responses to 13 challenges.
- ◆ 34% were considering changing their work setting and 27% were considering leaving the profession because of burnout.
- ◆ 50% included placing SLPs on a separate salary schedule from teachers as one of their top two suggestions for retaining school-based SLPs.
- ◆ 12% supervised an SLPA.
- ◆ 63% had union representation available to them in their districts.
- ◆ 79% said that there were more job openings than job seekers.

Full Time/  
Part Time

Of the SLPs in the survey who were employed, 87% reported that they worked full time. SLPs in administrative offices were the most likely group to say that they worked full time (93%); those in offices for telepractice were the most likely group to report that they worked part time (46%). The type of facility where they were employed was significantly related to whether they worked full- or part time ( $p = .000$ ; see Figure 1).



Note.  $n = 3,731$ .



Salaried and  
Contract  
Employees

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

- 86% were salaried,
- 12% were contractors, and
- 1% were self employed.

## Challenges

Clinical service providers selected the challenges that they faced from a list of 13 challenges. *Large amount of paperwork* ranked as the greatest challenge in every type of facility. The type of facility was related to responses for 10 of the challenges (see Table 1 and Appendix Table B1).

**Table 1: Rank Order of Challenges as a School-Based SLP, by Facility Type**

Response	Total (n ≥ 3,270)	Day (n ≥ 112)	Pre-school (n ≥ 323)	Elementary (n ≥ 1,978)	Secondary (n ≥ 529)	Student's home (n ≥ 31)	Tele-practice (n ≥ 67)	Combination (n ≥ 216)
Large amount of paperwork <sup>***</sup>	1	1	1	1	1	1	1	1
High workload/caseload size <sup>***</sup>	2	2	2	2	2	5	3	2
Volume of meetings <sup>***</sup>	3	7	5	3	3	5	6	6
Out-of-pocket professional expenses <sup>*</sup>	4	3	3	4	5	3	2	3
Low salary	5	4	4	6	7	8	4	9
Limited time for collaboration <sup>***</sup>	6	10	10	5	6	5	10	5
Limited understanding of my role by others <sup>***</sup>	7	5	13	7	4	13	5	8
Personnel shortage <sup>**</sup>	8	8	8	8	10	1	7	4
Incorporating optimal service delivery models <sup>**</sup>	9	11	5	9	8	11	11	7
Budget constraints	10	13	11	10	11	9	13	11
Inadequate work space and facilities <sup>***</sup>	11	12	5	12	9	9	12	10
Limited family/caregiver involvement and support	12	6	12	11	12	4	8	13
Limited support from the administration <sup>***</sup>	13	9	9	13	13	11	9	11

Note. SLP = speech-language pathologist. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p = .000$ .

We tested to see whether four additional variables (i.e., geographic area, population density, years of experience in the schools, and years of experience in the professions) were related to the challenges. Geographic area was related to more of the challenges than were the other three predictor variables (see Table 2 and Appendix Tables B2, B3, B4, and B5).

<b>Response</b>	<b>Geographic Area</b>	<b>Population Density</b>	<b>Years: Schools</b>	<b>Years: Profession</b>
Budget constraints	***		*	*
High workload/caseload size	***		***	***
Inadequate work space and facilities	***	***	**	***
Incorporating optimal service delivery models	***			**
Large amount of paperwork	***			
Limited family/caregiver involvement and support	**	***	***	***
Limited support from the administration	***	*		**
Limited time for collaboration	***			
Limited understanding of my role by others			***	***
Low salary	***		***	***
Out-of-pocket professional expenses	*	***	***	***
Personnel shortage	***	*		*
Volume of meetings	***	*	**	*

Note. SLP = speech-language pathologist. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p = .000$ .

**Predictor Variables**

Each of the four variables was significantly related to four challenges: *inadequate work space and facilities, limited family/caregiver involvement and support, out-of-pocket professional expenses, and volume of meetings* (see Table 2).

**Geographic Area**

Area of the country was related to 12 challenges: *budget constraints, high workload/caseload size, inadequate work space and facilities, incorporating optimal service delivery models, large amount of paperwork, limited family/caregiver involvement and support, limited support from the administration, limited time for collaboration, low salary, out-of-pocket professional expenses, personnel shortage, and volume of meetings* (see Table 2 and Appendix Table B2).

**Population Density**

Population density was significantly related to six challenges: *inadequate work space, limited family/caregiver involvement and support, limited support from the administration, out-of-pocket professional expenses, personnel shortage, and volume of meetings* (see Table 2 and Appendix Table B3).

**Years of Experience in the Schools**

Years of experience in the schools affected responses to eight challenges: *budget constraints, high workload/caseload size, inadequate work space and facilities, limited family/caregiver involvement and support, limited understanding of my role by others, low salary, out-of-pocket professional expenses, and volume of meetings* (see Table 2 and Appendix Table B4).

**Years of Experience in the Profession**

Years of experience in the profession affected responses to 11 challenges: *budget constraints, high workload/caseload size, inadequate work space and facilities, incorporating optimal service delivery models, limited family/caregiver involvement and support, limited support from the administration, limited understanding of my role by others, low salary, out-of-pocket professional expenses, personnel shortage, and volume of meetings* (see Table 2 and Appendix Table B5).



## Burnout

We asked the clinical service providers if professional burnout was prompting them to consider changing careers or retiring.

- Overall, 24% of the SLPs said that they were not experiencing burnout. The range was from 17% in special day/residential schools to 35% in telepractice offices ( $p = .025$ ).
- Overall, 34% of the SLPs were considering changing to a different work setting because of burnout. The range was from 22% of SLPs in telepractice offices to 45% in special day/residential schools ( $p = .001$ ).
- Overall, 27% of the SLPs were considering leaving the profession because of burnout ( $p = .194$ ).
- Overall, 19% were considering retiring because of burnout. The range was from 6% in special day/residential schools to 23% who worked in students' homes ( $p = .007$ ).
- Finally, 7% were considering making a change—but not because of burnout. The range was from 6% in preschool and elementary schools to 18% in special day/residential schools ( $p = .000$ ).

## Retention

We also asked the clinical service providers to select the top two initiatives, from a list of seven possibilities, that their employer could offer to help retain SLPs. The type of facility where they worked had an effect on two of their responses.

- Half (50%) selected placing SLPs on a separate salary schedule from teachers. The range was from 32% of SLPs who worked in students' homes to 53% of those who worked in secondary schools ( $p = .000$ ).
- 33% selected supplementing salaries for Medicaid billing. The range was from 13% in telepractice offices to 36% in secondary schools ( $p = .000$ ).
- 32% selected reimbursing ASHA dues ( $p = .071$ ).
- 15% selected providing professional development funding ( $p = .510$ ).
- 15% selected providing step increases ( $p = .142$ ).
- 15% selected providing money for materials ( $p = .244$ ).
- 11% selected reimbursing state licensure fees ( $p = .243$ ).

## SLPA Supervision

Most (61%) of the clinical service providers said that their district did not employ speech-language pathology assistants (SLPAs). An additional 28% said that they did not supervise any SLPAs even though their district did employ them.

A small number (12%) said that they did supervise an SLPA. This response varied by the type of facility where they were employed ( $p = .007$ ). The range was from

- 4% in students' homes, to
- 6% in special day/residential schools, to
- 8% in telepractice offices, to
- 10% in secondary schools, to
- 12% in preschool and elementary schools, to
- 16% in a combination of the facility types.



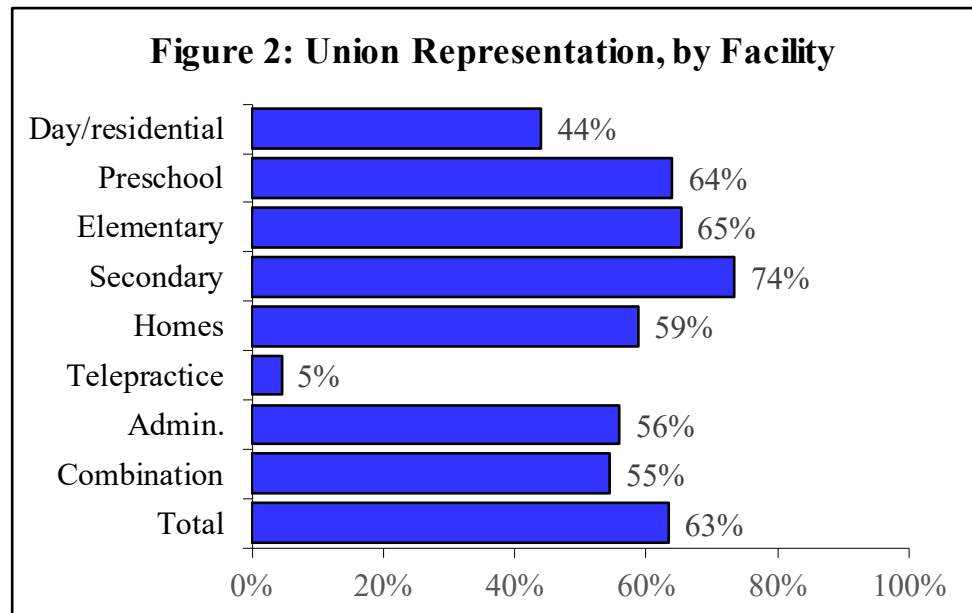
## CF Supervision

We then provided a list of seven options and asked the clinical service providers to select all of those that would encourage them to supervise a clinical fellow (CF) in the future. Only three answers varied by the type of facility where they were employed.

- Overall, 70% selected financial compensation for their time ( $p = .419$ ).
- 39% selected free ASHA continuing education courses ( $p = .424$ ).
- 24% selected training in supervision. The range was from 10% of SLPs in students' homes to 37% in telepractice offices ( $p = .008$ ).
- 23% selected release time ( $p = .208$ ).
- 15% said that nothing was needed because they were already supervising. The range was from 9% in telepractice offices to 20% in a combination of facilities ( $p = .013$ ).
- 6% selected insurance reimbursement for services ( $p = .942$ ).
- 8% selected other ( $p = .043$ ). The list of specified *other* options begins on page 71 in Appendix C of the *2024 Schools Survey Summary Report: Numbers and Types of Responses, SLPs*.

## Union Representation

When we asked all of the SLPs whether union representation was available to them in their districts, 63% said that it was. SLPs in secondary schools were more likely than those in other facility types to report union availability. Facility did have an effect on their responses ( $p = .000$ ; see Figure 2 and Appendix Table C).



Note.  $n = 3,359$ .

## Job Market

We asked the clinical service providers to rate the current job market for SLP clinical service providers in their type of employment facility and in their geographic area. Responses varied by geographic division\* ( $p = .000$ ).

- 79% said that there were more job openings than job seekers.
  - Responses included 59% in the Middle Atlantic states, 70% in the East South Central states, 75% in the East North Central states, 80% in the West South Central states, 82% in New England, 86% in the West North Central states, 88% in the Pacific states, 89% in the Mountain states, and 92% in the South Atlantic states.
- 14% said that job openings and job seekers were in balance.
  - Responses varied from 6% in the South Atlantic states to 20% in the East North Central states.
- 8% said that there were fewer job openings than job seekers.
  - Responses varied from 1% in the West North Central states to 22% in the Middle Atlantic states.

\*See states in each geographic division in Appendix A.

## 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 *Schools Survey* to better understand the priorities and needs of SLPs and educational audiologists.

The survey was fielded on January 25, 2024, to a random sample of 15,000 ASHA-certified SLPs and to all 809 ASHA-certified audiologists who were employed in school settings in the United States. Half of each group was randomly selected to receive postal surveys; half, electronic surveys. Second and third contacts followed on February 22 and March 28 to individuals who had not responded. Everyone received an electronic “be-on-the-lookout-for” message on February 15.

The sample of SLPs was a random sample, stratified by state. Small groups, such as constituents in Wyoming, were oversampled. Weighting was used when presenting data to reflect the actual distribution of SLPs in each state based on ASHA’s membership database.

## Response Rate

Of the original 7,500 SLPs in the postal sample, 1 was deceased, 28 were retired, 42 had incorrect addresses, and 122 were removed for other reasons, leaving 7,307 possible respondents. The actual number of postal respondents was 2,188, resulting in a **29.9%** response rate for this group.

Of the original 7,500 SLPs in the electronic sample, 1 was retired, 79 had incorrect addresses, 82 opted out, and 35 were removed for other reasons. The actual number of electronic respondents was 1,561, resulting in a **21.4%** response rate for this group.

The response rate for the combined samples is **25.7%** (3,749 respondents from a possible 14,610 (eligible SLPs)). This report is based on those respondents.

## Suggested Citation

American Speech-Language-Hearing Association. (2024). *2024 Schools Survey report: SLP workforce and work conditions*.  
<https://www.asha.org/research/memberdata/schools-survey/>

## Supplemental Resources

- American Speech-Language-Hearing Association. (2002). *A workload analysis approach for establishing speech-language caseload standards in the school* [Position Statement]. [asha.org/policy/PS2002-00122/](https://asha.org/policy/PS2002-00122/)
- American Speech-Language-Hearing Association. (n.d.-a). *ASHA career portal; Your place for career development*. <https://careers.asha.org>
- American Speech-Language-Hearing Association. (n.d.-b). *Ethics and schools practice*. [asha.org/slp/schools/profconsult/EthicsSchoolsPractice/](https://asha.org/slp/schools/profconsult/EthicsSchoolsPractice/)
- American Speech-Language-Hearing Association. (n.d.-c). *Information for school-based SLPs*. <https://www.asha.org/slp/schools/>
- American Speech-Language-Hearing Association. (n.d.-d). *Interprofessional education/interprofessional practice (IPE/IPP)*. [asha.org/practice/ipe-ipp/](https://asha.org/practice/ipe-ipp/)
- American Speech-Language-Hearing Association. (n.d.-e). *Recruiting and retaining qualified school-based SLPs*. [asha.org/careers/recruitment/schools/](https://asha.org/careers/recruitment/schools/)
- American Speech-Language-Hearing Association. (n.d.-f). *Speech-language pathology assistants* [Professional Issues Statement]. [asha.org/Practice-Portal/Professional-Issues/Speech-Language-Pathology-Assistants/](https://asha.org/Practice-Portal/Professional-Issues/Speech-Language-Pathology-Assistants/)
- American Speech-Language-Hearing Association. (n.d.-g). *Supervision*. [asha.org/practice/supervision/](https://asha.org/practice/supervision/)
- American Speech-Language-Hearing Association. (n.d.-h). *Teacher unions*. <https://www.asha.org/slp/schools/salaries/advocacy-unions/>
- American Speech-Language-Hearing Association. (2010a). *Roles and responsibilities of speech-language pathologists in schools* [Position Statement]. [asha.org/policy/PS2010-00318/](https://asha.org/policy/PS2010-00318/)
- American Speech-Language-Hearing Association. (2010b). *Roles and responsibilities of speech-language pathologists in schools* [Professional Issues Statement]. [asha.org/policy/PI2010-00317/](https://asha.org/policy/PI2010-00317/)

## Reports

Results from the *2024 Schools Survey* are presented in a series of reports for SLPs:

- *Survey Summary Report: Numbers and Types of Responses, SLPs*
- *SLP Annual Salaries and Hourly Wages*
- ◆ *SLP Caseload and Workload Characteristics*
- ◆ *SLP Workforce and Work Conditions*
- ◆ *Survey Methodology, Respondent Demographics, and Glossary, SLPs*

Results from the educational audiologists are presented in a separate report: *Survey Summary Report: Numbers and Types of Responses, Educational Audiologists*.

## Additional Information

If you would like to speak with a member of the ASHA School Services in Speech-Language Pathology Team about the survey, please send a message to [schools@asha.org](mailto:schools@asha.org), or call ASHA's Action Center (800-498-2071) and ask to be connected to a School Services staff member. To learn more about how the Association is working on behalf of school-based ASHA Certified Members, visit the ASHA Schools webpages at <https://www.asha.org/slp/schools/>.

## Thank You

ASHA would like to thank the SLPs who completed the *2024 Schools Survey*. Reports like this one are possible only 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 A  
State Listings

## 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



## Appendix B

### Greatest Challenges

**Appendix Table B1: Greatest Challenges, by Facility Type**

<p>19. What are your greatest challenges as a school-based SLP? <i>Select all that apply.</i> (Percentages). The list of challenges was in alphabetical order on survey instrument.</p> <p>Analyses limited to respondents who met the following criteria:</p> <ul style="list-style-type: none"> <li>❖ CCC-SLP</li> <li>❖ Clinical service provider</li> </ul>									
Challenge	Facility type								
	All Responses (n ≥ 3,270)	Special Day/ Residential (n ≥ 112)	Preschool (n ≥ 323)	Elementary (n ≥ 1,978)	Secondary (n ≥ 529)	Student's Home (n ≥ 31)	Adminis- trative Office (n ≥ 6)	Teleprac- tice Office (n ≥ 67)	Combina- tion (n ≥ 216)
Large amount of paperwork	76.0	65.2	68.5	78.3	76.8	48.4	(n < 25)	67.6	78.8
	<p>Statistical significance: <math>\chi^2(7) = 48.1, p = .000</math>, Cramer's <math>V = .121</math>  <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.</p>								
High workload/caseload size	66.1	55.4	63.2	69.4	60.2	32.3	(n < 25)	54.4	70.5
	<p>Statistical significance: <math>\chi^2(7) = 47.3, p = .000</math>, Cramer's <math>V = .120</math>  <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.</p>								
Volume of meetings	54.8	44.6	44.8	58.0	56.2	32.3	(n < 25)	43.3	50.7
	<p>Statistical significance: <math>\chi^2(7) = 40.1, p = .000</math>, Cramer's <math>V = .111</math>  <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.</p>								
Out-of-pocket professional expenses	52.5	51.8	48.8	53.5	47.9	41.9	(n < 25)	62.7	59.9
	<p>Statistical significance: <math>\chi^2(7) = 16.0, p = .025</math>, Cramer's <math>V = .070</math>  <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.</p>								
Low salary	45.3	50.0	48.5	45.3	41.3	29.0	(n < 25)	52.9	46.5
	<p>Statistical significance: <math>\chi^2(7) = 10.8, p = .148</math>  <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.</p>								
(Appendix B1 continues on next page.)									

Appendix Table B1 (Cont'd): Greatest Challenges, by Facility Type

19. (cont'd) What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages). The list of challenges was in alphabetical order on survey instrument.									
Analyses limited to respondents who met the following criteria:									
❖ CCC-SLP									
❖ Clinical service provider									
Challenge	Facility type								
	All Responses (n ≥ 3,270)	Special Day/ Residential (n ≥ 112)	Preschool (n ≥ 323)	Elementary (n ≥ 1,978)	Secondary (n ≥ 529)	Student's Home (n ≥ 31)	Adminis- trative Office (n ≥ 6)	Teleprac- tice Office (n ≥ 67)	Combina- tion (n ≥ 216)
Limited time for collaboration	44.9	39.8	35.8	46.7	45.5	32.3	(n < 25)	29.4	51.2
	Statistical significance: $\chi^2(7) = 32.6, p = .000$ , Cramer's $V = .098$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.								
Limited understanding of my role by others	43.6	48.2	28.5	43.8	50.9	15.6	(n < 25)	49.3	47.7
	Statistical significance: $\chi^2(7) = 55.2, p = .000$ , Cramer's $V = .130$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.								
Personnel shortage	41.9	43.4	44.6	41.6	36.4	48.4	(n < 25)	38.8	53.0
	Statistical significance: $\chi^2(7) = 19.6, p = .006$ , Cramer's $V = .077$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.								
Incorporating optimal service delivery models	41.2	36.6	44.8	40.8	41.0	16.1	(n < 25)	26.5	50.2
	Statistical significance: $\chi^2(7) = 25.7, p = .001$ , Cramer's $V = .089$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.								
Budget constraints	35.5	33.6	35.2	36.2	35.5	22.6	(n < 25)	20.6	36.9
	Statistical significance: $\chi^2(7) = 9.9, p = .197$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.								
(Appendix Table B1 continues on next page.)									

**Appendix Table B1 (Cont'd): Greatest Challenges, by Facility Type**

<p>19. (cont'd) What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages). The list of challenges was in alphabetical order on survey instrument.</p> <p>Analyses limited to respondents who met the following criteria:</p> <ul style="list-style-type: none"> <li>❖ CCC-SLP</li> <li>❖ Clinical service provider</li> </ul>									
Challenge	Facility type								
	All Responses ( <i>n</i> ≥ 3,270)	Special Day/ Residential ( <i>n</i> ≥ 112)	Preschool ( <i>n</i> ≥ 323)	Elementary ( <i>n</i> ≥ 1,978)	Secondary ( <i>n</i> ≥ 529)	Student's Home ( <i>n</i> ≥ 31)	Adminis- trative Office ( <i>n</i> ≥ 6)	Teleprac- tice Office ( <i>n</i> ≥ 67)	Combina- tion ( <i>n</i> ≥ 216)
Inadequate work space and facilities	35.2	34.8	44.8	32.5	37.7	22.6	( <i>n</i> < 25)	23.5	46.1
		<p>Statistical significance: <math>\chi^2(7) = 38.6, p = .000</math>, Cramer's <i>V</i> = .109  <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.</p>							
Limited family/caregiver involvement and support	33.9	45.5	31.5	34.5	32.8	38.7	( <i>n</i> < 25)	33.8	29.0
		<p>Statistical significance: <math>\chi^2(7) = 13.9, p = .053</math>  <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.</p>							
Limited support from the administration	29.5	41.6	36.2	26.8	30.4	16.1	( <i>n</i> < 25)	30.9	36.9
		<p>Statistical significance: <math>\chi^2(7) = 31.7, p = .000</math>, Cramer's <i>V</i> = .099  <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.</p>							

**Appendix Table B2: Greatest Challenges, by Geographic Area**

19. What are your greatest challenges as a school-based SLP? *Select all that apply.* (Percentages). The list of challenges was in alphabetical order on survey instrument.  
 Analyses limited to respondents who met the following criteria:  
 ❖ CCC-SLP  
 ❖ Clinical service provider

Response	All Responses (n ≥ 3,270)	New England (n ≥ 223)	Middle Atlantic (n ≥ 667)	East North Central (n ≥ 544)	West North Central (n ≥ 251)	South Atlantic (n ≥ 515)	East South Central (n ≥ 137)	West South Central (n ≥ 320)	Mountain (n = 200)	Pacific (n ≥ 411)
Large amount of paperwork***	76.0	70.5	70.1	80.9	73.4	78.7	80.3	75.6	78.0	78.4
High workload/caseload size***	66.1	57.4	55.3	69.9	65.9	66.4	73.9	70.6	73.0	73.5
Volume of meetings***	54.8	61.9	36.5	59.7	53.0	65.6	67.9	45.9	57.0	63.1
Out-of-pocket professional expenses*	52.5	51.8	55.7	56.4	44.6	53.9	49.6	48.9	51.0	50.0
Low salary***	45.3	33.5	40.4	45.7	47.8	53.1	59.9	59.2	44.5	32.3
Limited time for collaboration***	44.9	52.2	51.3	46.7	48.2	41.5	38.0	32.7	40.5	43.9
Limited understanding of my role by others	43.6	40.2	40.1	43.6	44.6	46.3	51.4	46.4	40.0	44.0
Personnel shortage***	41.9	38.8	28.1	38.3	44.6	50.3	36.2	50.6	50.0	49.3
Incorporating optimal service delivery models***	41.2	50.0	36.5	47.5	45.8	38.8	32.6	34.1	44.0	42.6
Budget constraints***	35.5	44.2	32.6	34.2	33.1	36.6	19.6	39.6	43.0	35.8
Inadequate work space and facilities***	35.2	39.7	37.5	34.7	25.0	29.5	39.4	34.1	35.0	43.0
Limited family/caregiver involvement and support**	33.9	28.6	35.9	39.7	34.7	34.4	38.4	29.1	32.0	27.9
Limited support from the administration***	29.5	31.3	34.7	34.3	23.5	22.7	21.7	25.0	29.0	32.0

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p = .000$ .

**Appendix Table B3: Greatest Challenges, by Population Density**

19. What are your greatest challenges as a school-based SLP? *Select all that apply.* (Percentages). The list of challenges was in alphabetical order on survey instrument.  
 Analyses limited to respondents who met the following criteria:  
 ❖ CCC-SLP  
 ❖ Clinical service provider

<b>Response</b>	<b>All Responses (n ≥ 3,270)</b>	<b>City/Urban (n = 917)</b>	<b>Suburban (n ≥ 1,487)</b>	<b>Rural (n ≥ 703)</b>
Large amount of paperwork	76.0	80.2	78.2	80.1
High workload/caseload size	66.1	69.5	69.2	66.9
Volume of meetings*	54.8	53.9	59.7	55.8
Out-of-pocket professional expenses***	52.5	59.3	55.5	46.8
Low salary	45.3	45.6	46.4	50.9
Limited time for collaboration	44.9	48.4	45.0	48.2
Limited understanding of my role by others	43.6	47.1	44.2	46.2
Personnel shortage*	41.9	46.8	41.3	44.9
Incorporating optimal service delivery models	41.2	44.1	42.6	41.5
Budget constraints	35.5	36.0	38.9	34.3
Inadequate work space and facilities***	35.2	41.5	35.2	32.4
Limited family/caregiver involvement and support***	33.9	37.9	28.6	46.8
Limited support from the administration*	29.5	34.0	30.3	27.3

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology. \**p* < .05. \*\*\**p* = .000.

**Appendix Table B4: Greatest Challenges, by Years of Experience in the Schools**

19. What are your greatest challenges as a school-based SLP? *Select all that apply.* (Percentages). The list of challenges was in alphabetical order on survey instrument.  
 Analyses limited to respondents who met the following criteria:  
 ❖ CCC-SLP  
 ❖ Clinical service provider

Response	All Responses (n ≥ 3,270)	Years of Experience						
		1–5 (n ≥ 583)	6–10 (n ≥ 695)	11–15 (n ≥ 509)	16–20 (n ≥ 422)	21–25 (n ≥ 437)	26–30 (n ≥ 244)	> 30 (n ≥ 221)
Large amount of paperwork	76.0	75.5	79.7	79.4	78.9	81.9	78.8	81.4
High workload/caseload size***	66.1	71.9	73.8	68.8	66.2	66.1	64.8	58.8
Volume of meetings**	54.8	56.8	59.2	56.0	57.0	63.2	52.7	46.8
Out-of-pocket professional expenses***	52.5	62.3	58.4	55.3	51.2	47.5	45.3	47.5
Low salary***	45.3	61.2	57.7	47.2	37.8	37.8	35.2	26.7
Limited time for collaboration	44.9	47.9	47.8	48.4	44.0	44.9	44.3	43.9
Limited understanding of my role by others***	43.6	56.1	47.0	45.2	43.3	43.6	36.7	30.8
Personnel shortage	41.9	43.7	46.6	44.4	41.8	43.8	35.9	41.2
Incorporating optimal service delivery models	41.2	47.8	42.3	43.3	38.6	42.7	38.8	40.3
Budget constraints*	35.5	37.4	41.8	34.5	38.1	34.3	36.9	31.2
Inadequate work space and facilities**	35.2	38.6	40.3	35.2	39.0	30.0	36.3	31.1
Limited family/caregiver involvement and support***	33.9	41.0	38.8	32.4	32.6	30.2	27.9	39.4
Limited support from the administration	29.5	30.7	32.8	29.8	30.3	31.4	29.0	28.5

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology. \*p < .05. \*\*p < .01. \*\*\*p = .000.

**Appendix Table B5: Greatest Challenges, by Years of Experience in the Profession**

19. What are your greatest challenges as a school-based SLP? *Select all that apply.* (Percentages). The list of challenges was in alphabetical order on survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Response	All Responses (n ≥ 3,270)	Years of Experience						
		1–5 (n ≥ 434)	6–10 (n ≥ 555)	11–15 (n = 512)	16–20 (n ≥ 418)	21–25 (n = 443)	26–30 (n ≥ 374)	> 30 (n ≥ 385)
Large amount of paperwork	76.0	77.6	82.2	78.3	78.7	79.2	75.1	81.3
High workload/caseload size ***	66.1	74.5	76.1	71.9	63.7	64.6	63.7	62.1
Volume of meetings *	54.8	59.8	58.5	59.2	57.4	58.9	52.4	50.3
Out-of-pocket professional expenses ***	52.5	66.0	60.1	54.5	51.2	51.5	47.9	46.6
Low salary ***	45.3	64.8	61.0	49.2	42.3	37.5	34.4	31.1
Limited time for collaboration	44.9	48.2	49.5	50.0	43.8	45.4	41.4	46.2
Limited understanding of my role by others ***	43.6	62.2	50.8	46.1	42.5	46.0	34.1	31.2
Personnel shortage *	41.9	47.1	46.8	44.7	43.4	37.2	41.2	41.8
Incorporating optimal service delivery models **	41.2	50.3	44.6	42.4	39.5	42.4	38.8	39.4
Budget constraints *	35.5	40.1	41.9	36.7	35.9	33.2	33.7	34.5
Inadequate work space and facilities ***	35.2	43.0	40.5	38.1	38.2	33.0	28.6	30.6
Limited family/caregiver involvement and support ***	33.9	42.3	41.2	33.0	32.0	31.4	27.5	37.0
Limited support from the administration **	29.5	33.8	36.9	28.3	28.0	31.4	26.7	26.7

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology. \*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p = .000$ .



## Appendix C

### Availability of Union Representation

**Appendix Table C: Availability of Union Representation**

24. Is union representation available to you in your district? (Percentages). Analyses limited to respondents who met the following criterion: ❖ CCC-SLP									
Representation	Facility type								
	All Responses (n = 3,359)	Special Day/ Residential (n = 127)	Preschool (n = 339)	Elementary (n = 1,974)	Secondary (n = 536)	Student's Home (n = 34)	Adminis- trative Office (n = 25)	Teleprac- tice Office (n = 67)	Combina- tion (n = 246)
No.	24.9	41.7	26.5	23.5	16.0	17.6	36.0	58.2	33.7
Yes.	63.4	44.1	64.0	65.3	73.5	58.8	56.0	4.5	54.5
I don't know.	11.7	14.2	9.4	11.2	10.4	23.5	8.0	37.3	11.8
Statistical significance: $\chi^2(14) = 175.6, p = .000$ , Cramer's $V = .162$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.									