



Survey Summary Report: Numbers and Types of Responses, SLPs

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Sampling and Response Rates

Probability (nonreplacement) sampling using a stratified systematic technique was used to select a sample of 27,500 ASHA-certified speech-language pathologists with schools as their primary employment facility for the *2026 Schools Survey*. Of that number, 5,000 SLPs were randomly assigned to receive a postal survey and 20,000 SLPs were randomly assigned to receive an electronic (SurveyMonkey) version. The sample was stratified by state, and data have been weighted to reflect their proportion by state within the Association. Small groups, such as speech-language pathologists who work in Wyoming and Idaho, were oversampled so that sufficient numbers from these groups could be included in the sample. Refer to the *Survey Methodology, Respondent Demographics, and Glossary Report* for greater detail about sampling.



The response rate from the *postal* sample was 28.3% (2,079 completed surveys from a net sample of 7,351 eligibles). The response rate from respondents who used *SurveyMonkey* was 12.7% (2,490 completed surveys from a net sample of 19,574 eligibles). The combined response rate was 17.0%. There were additionally 446 responses from invitations posted on a variety of social media and other web sites. These percentages are unweighted. More detail about response rates can be found in the *Survey Methodology, Respondent Demographics, and Glossary Report*.

Data were weighted for all tables in the report. The “All Responses” column throughout the report reflects results for respondents from the eight facility types as well as from the seven respondents who were employed in “other” types of facilities and 22 respondents who did not answer the question about facility type. Therefore, the “All Responses” column may not be the sum of the *ns* in the other eight columns. Data are not presented for table cells with fewer than 25 respondents, and administrative offices were excluded for questions where responses were limited to clinical service providers.

A description of statistical terms used in the report can be found in Appendix B at the end of this report.

Employment and Earnings

1. Which ONE of the following categories best describes your employment status? (Percentages).

Analyses limited to respondents who met the following criterion:

❖ CCC-SLP

Status	Facility type								
	All Responses (n = 5,011)	Special Day/ Residential (n = 154)	Preschool (n = 589)	Elementary (n = 2,866)	Secondary (n = 694)	Student's Home (n = 32)	Adminis- trative Office (n = 95)	Teleprac- tice Office (n = 115)	Combina- tion (n = 436)
Employed full time	88.0	87.7	87.9	89.4	89.2	75.0	94.7	51.3	86.5
Employed part time	12.0	12.3	12.1	10.6	10.8	25.0	5.3	48.7	13.5
Not currently employed (SKIP to Q. 34.)	Removed from analyses								
		Statistical significance: $\chi^2(7) = 163.2$, $p < .001$, Cramer's $V = .181$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

2. Which ONE of the following best describes your principal employment situation? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Situation	Facility type								
	All Responses (n = 4,988)	Special Day/ Residential (n ≥ 151)	Preschool (n = 587)	Elementary (n = 2,854)	Secondary (n = 692)	Student's Home (n = 32)	Adminis- trative Office (n = 96)	Teleprac- tice Office (n = 115)	Combina- tion (n ≥ 433)
Salaried employee	85.8	90.8	87.9	88.3	89.2	68.8	94.8	18.3	76.7
Contractor	12.4	7.9	10.6	10.9	9.2	15.6	5.2	71.3	18.2
Self-employed	1.8	1.3	1.5	0.8	1.6	15.6	0.0	10.4	5.1
		Too many cells (21%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
Combines Contractor and Self-Employed									
Salaried employee	85.8	91.4	87.9	88.3	89.2	68.8	94.8	18.3	76.9
Contractor or self-employed	14.2	8.6	12.1	11.7	10.8	31.3	5.2	81.7	23.1
		Statistical significance: $\chi^2(7) = 501.1$, $p < .001$, Cramer's V = .318 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

3. To which education union do you belong? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Union	Facility type								
	All Responses (n = 5,011)	Special Day/ Residential (n = 154)	Preschool (n = 589)	Elementary (n = 2,866)	Secondary (n = 694)	Student's Home (n = 32)	Adminis- trative Office (n = 95)	Teleprac- tice Office (n ≥ 114)	Combina- tion (n = 436)
American Federation of Teachers (AFT)	18.2	8.4	20.7	18.2	24.4	21.9	8.4	0.9	14.7
		Statistical significance: $\chi^2(7) = 63.0$, $p < .001$, Cramer's $V = .112$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
National Education Association (NEA)	45.4	42.2	49.9	45.6	44.7	28.1	29.5	48.7	45.2
		Statistical significance: $\chi^2(7) = 19.7$, $p = .006$, Cramer's $V = .063$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Neither of the above	36.8	50.0	28.9	36.7	32.6	46.9	62.1	50.4	40.6
		Statistical significance: $\chi^2(7) = 72.3$, $p < .001$, Cramer's $V = .120$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

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4. What type of pay scale are you on? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Scale	Facility type								
	All Responses (n = 4,972)	Special Day/ Residential (n = 152)	Preschool (n = 586)	Elementary (n = 2,845)	Secondary (n = 686)	Student's Home (n = 32)	Adminis- trative Office (n = 93)	Teleprac- tice Office (n = 115)	Combina- tion (n = 433)
Teacher	51.7	23.7	53.2	55.1	59.2	43.8	44.1	4.3	40.0
Psychologist / related service provider	3.5	2.6	2.2	4.2	2.9	0.0	2.2	0.0	3.5
Speech-language pathologist	35.3	51.3	38.1	33.1	30.6	43.8	22.6	61.7	43.2
Not applicable / none of the above	9.5	22.4	6.5	7.6	7.3	12.5	31.2	33.9	13.4
Statistical significance: $\chi^2(21) = 342.3$, $p < .001$, Cramer's V = .152 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.									

5. In your primary job, are you paid on an annual basis or an hourly basis? *Select one response only.* (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Basis	Facility type								
	All Responses (n = 5,005)	Special Day/ Residential (n = 154)	Preschool (n = 589)	Elementary (n = 2,865)	Secondary (n = 691)	Student's Home (n = 32)	Adminis- trative Office (n = 96)	Teleprac- tice Office (n = 115)	Combina- tion (n = 433)
Annual salary	84.4	83.8	85.7	87.3	87.1	71.9	95.8	12.2	77.4
Hourly rate (SKIP to Q. 9.)	15.6	16.2	14.3	12.7	12.9	28.1	4.2	87.8	22.6
Statistical significance: $\chi^2(7) = 509.3$, $p < .001$, Cramer's V = .320 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.									

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6. What is your gross annual salary for your primary job—before all deductions?

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time
- ❖ Paid an annual salary
- ❖ Annual salary of at least \$1

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Worked 9–10 months (academic year)									
	<i>n</i> = 3,374	<i>n</i> = 53	<i>n</i> = 371	<i>n</i> = 2,110	<i>n</i> = 504	<i>n</i> = 13	<i>n</i> = 40	<i>n</i> = 14	<i>n</i> = 257
25th percentile	\$67,000	\$75,000	\$66,532	\$66,375	\$70,000	<i>(n</i> < 25)	\$72,000	<i>(n</i> < 25)	\$63,500
50th percentile (Median)	\$79,000	\$81,000	\$78,000	\$78,000	\$86,000		\$81,000		\$75,000
75th percentile	\$96,232	\$95,000	\$95,000	\$93,926	\$105,000		\$100,656		\$90,000
Mean	\$83,854	\$87,461	\$81,294	\$82,989	\$91,029		\$86,795		\$80,161
Standard deviation	\$34,218	\$21,924	\$19,751	\$34,958	\$44,710		\$18,860		\$23,345
Mode	\$70,000	\$75,000	\$60,000	\$70,000	\$80,000		\$72,000		\$90,000
		Statistical significance: <i>F</i> (6, 3340) = 5.1, <i>p</i> < .001 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
(Question 6 continues on next page.)									

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6. (cont'd) What is your gross annual salary for your primary job—before all deductions?

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time
- ❖ Paid an annual salary
- ❖ Annual salary of at least \$1

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Worked 11–12 months (calendar year)									
	<i>n</i> = 362	<i>n</i> = 59	<i>n</i> = 72	<i>n</i> = 108	<i>n</i> = 25	<i>n</i> = 5	<i>n</i> = 43	<i>n</i> = 0	<i>n</i> = 45
25th percentile	\$75,723	\$72,000	\$68,200	\$77,000	\$90,000	<i>(n</i> < 25)	\$85,477	<i>(n</i> < 25)	\$78,500
50th percentile (Median)	\$89,000	\$82,000	\$80,000	\$93,000	\$100,000		\$104,000		\$84,000
75th percentile	\$108,000	\$97,500	\$92,433	\$118,000	\$120,000		\$126,000		\$100,000
Mean	\$93,247	\$88,039	\$83,817	\$97,603	\$102,543		\$106,207		\$89,085
Standard deviation	\$25,760	\$23,952	\$20,529	\$28,081	\$26,742		\$25,565		\$22,500
Mode	\$90,000	\$78,000	\$85,000	\$80,000	\$120,000		\$105,000		\$83,000
		Statistical significance: <i>F</i> (6, 349) = 5.6, <i>p</i> < .001 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

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7. For what period of work is this? *If you work for 9–10 months but are paid over a 12-month period, select the first response. Select one response only; then SKIP to Q. 10.* (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Paid an annual salary

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Includes <i>Work Other Period</i>									
	<i>n</i> = 4,196	<i>n</i> = 128	<i>n</i> = 503	<i>n</i> = 2,480	<i>n</i> = 604	<i>n</i> = 22	<i>n</i> = 89	<i>n</i> = 14	<i>n</i> = 335
Work 9 or 10 months per year	90.1	50.8	83.7	94.7	94.9	<i>(n</i> < 25)	48.3	<i>(n</i> < 25)	85.7
Work 11 or 12 months per year	9.5	49.2	15.3	5.0	4.5		50.6		14.0
Work other period	0.4	0.0	1.0	0.3	0.7		1.1		0.3
		Too many cells (38%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
Excludes <i>Work Other Period</i>									
	<i>n</i> = 4,178	<i>n</i> = 128	<i>n</i> = 498	<i>n</i> = 2,473	<i>n</i> = 600	<i>n</i> = 22	<i>n</i> = 88	<i>n</i> = 184	<i>n</i> = 334
Work 9 or 10 months per year	90.5	50.8	84.5	95.0	95.5	<i>(n</i> < 25)	48.9	<i>(n</i> < 25)	85.9
Work 11 or 12 months per year	9.5	49.2	15.5	5.0	4.5		51.1		14.1
		Statistical significance: $\chi^2(7) = 541.0$, <i>p</i> < .001 , Cramer's <i>V</i> = .361 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

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8. If you are paid on an hourly basis, what is the hourly rate you receive at your primary job? *Include your hourly rate before all deductions.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Paid an hourly wage
- ❖ Hourly salary of at least \$1

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Employed Full Time									
	<i>n</i> = 428	<i>n</i> = 14	<i>n</i> = 45	<i>n</i> = 209	<i>n</i> = 51	<i>n</i> = 4	<i>n</i> = 2	<i>n</i> = 43	<i>n</i> = 56
25th percentile	\$50.00	<i>(n</i> < 25)	\$46.00	\$50.00	\$50.00	<i>(n</i> < 25)	<i>(n</i> < 25)	\$50.00	\$53.00
50th percentile (Median)	\$59.00		\$60.00	\$58.00	\$57.00			\$56.00	\$70.00
75th percentile	\$70.00		\$80.00	\$67.00	\$65.00			\$64.00	\$90.00
Mean	\$62.94		\$64.36	\$59.54	\$68.28			\$59.15	\$73.24
Standard deviation	\$23.13		\$22.26	\$13.46	\$44.02			\$15.13	\$26.97
Mode	\$50.00		\$60.00	\$50.00	\$50.00			\$50.00	\$70.00
		Statistical significance: <i>F</i> (7, 415) = 3.4, <i>p</i> = .002 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
(Question 9 continues on next page.)									

8. (cont'd) If you are paid on an hourly basis, what is the hourly rate you receive at your primary job? *Include your hourly rate before all deductions.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Paid an hourly wage
- ❖ Hourly salary of at least \$1

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Employed Part Time									
	<i>n</i> = 332	<i>n</i> = 11	<i>n</i> = 39	<i>n</i> = 141	<i>n</i> = 36	<i>n</i> = 4	<i>n</i> = 2	<i>n</i> = 55	<i>n</i> = 40
25th percentile	\$51.00	<i>(n</i> < 25)	\$50.00	\$55.00	\$49.00	<i>(n</i> < 25)	<i>(n</i> < 25)	\$50.00	\$50.00
50th percentile (Median)	\$62.42		\$62.75	\$65.00	\$55.00			\$55.00	\$65.00
75th percentile	\$75.00		\$75.00	\$75.00	\$75.00			\$60.00	\$75.00
Mean	\$65.43		\$66.44	\$67.03	\$62.45			\$56.30	\$64.04
Standard deviation	\$19.30		\$19.77	\$16.82	\$19.09			\$8.64	\$14.80
Mode	\$75.00		\$75.00	\$75.00	\$49.00			\$55.00	\$45.00
		Statistical significance: <i>F</i> (7, 320) = 16.7, <i>p</i> < .001 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

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9. How many contracted hours do you work per week for the hourly rate you entered in Q. 8?

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Hourly salary of at least \$1

Hours	Facility type								
	All Responses (n = 760)	Special Day/ Residential (n = 25)	Preschool (n = 84)	Elementary (n = 350)	Secondary (n = 86)	Student's Home (n = 9)	Adminis- trative Office (n = 4)	Teleprac- tice Office (n = 98)	Combina- tion (n = 96)
25th percentile	16.00	20.00	9.50	20.00	17.00	(n < 25)	(n < 25)	15.00	13.00
50th percentile (Median)	28.00	35.00	24.00	31.42	35.00			20.00	24.00
75th percentile	37.50	40.00	35.00	37.50	37.83			35.00	35.00
Mean	25.99	30.20	22.56	27.61	27.91			23.16	23.97
Standard deviation	12.23	9.35	13.19	11.57	12.09			12.47	12.31
Mode	40.00	40.00	40.00	40.00	40.00			20.00	35.00
		Statistical significance: $F(7, 743) = 3.8, p < .001$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

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10. Indicate whether the following expenses are paid by you (S), are paid by your employer (E), are paid by a combination of parties (C), or are not applicable (N/A). *Select one response for each row. (Percentages).*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
ASHA Dues									
	<i>n</i> = 4,994	<i>n</i> = 153	<i>n</i> = 588	<i>n</i> = 2,851	<i>n</i> = 693	<i>n</i> = 31	<i>n</i> = 95	<i>n</i> = 115	<i>n</i> = 436
Self	71.0	73.2	65.6	70.9	74.2	61.3	70.5	75.7	72.7
Employer	24.6	24.2	29.3	25.2	21.4	25.8	28.4	20.0	20.4
Combination	3.8	0.7	3.7	3.5	4.3	12.9	1.1	4.3	5.7
Not applicable	0.6	2.0	1.4	0.3	0.1	0.0	0.0	0.0	1.1
		Too many cells (31%) have an expected count of fewer than 5. <u>Conclusion</u> : Too little data are available in some facility categories to test whether responses vary by facility type.							
ASHA Convention									
	<i>n</i> = 4,954	<i>n</i> = 149	<i>n</i> = 584	<i>n</i> = 2,840	<i>n</i> = 681	<i>n</i> = 32	<i>n</i> = 96	<i>n</i> = 115	<i>n</i> = 428
Self	63.8	45.6	61.8	64.8	65.3	78.1	52.1	67.8	65.2
Employer	5.4	14.1	4.3	5.6	4.8	0.0	13.5	1.7	4.0
Combination	4.4	7.4	6.3	3.9	4.6	3.1	5.2	2.6	4.2
Not applicable	26.3	32.9	27.6	25.7	25.3	18.8	29.2	27.8	26.6
		Statistical significance: $\chi^2(21) = 67.4$, $p < .001$, Cramer's $V = .068$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
(Q. 10 continues on next page.)									

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10. (cont'd) Indicate whether the following expenses are paid by you (S), are paid by your employer (E), are paid by a combination of parties (C), or are not applicable (N/A). *Select one response for each row. (Percentages).*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Professional Development									
	<i>n</i> = 4,969	<i>n</i> = 153	<i>n</i> = 586	<i>n</i> = 2,839	<i>n</i> = 686	<i>n</i> = 32	<i>n</i> = 95	<i>n</i> = 114	<i>n</i> = 434
Self	48.0	31.4	43.5	48.5	48.4	46.9	31.6	71.1	54.4
Employer	20.5	26.1	22.5	20.2	21.4	12.5	31.6	12.3	16.4
Combination	30.6	39.9	31.9	31.0	29.6	40.6	36.8	15.8	27.0
Not applicable	0.9	2.6	2.0	0.4	0.6	0.0	0.0	0.9	2.3
		Statistical significance: $\chi^2(21) = 103.4$, $p < .001$, Cramer's $V = .084$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
State Licensing Fees									
	<i>n</i> = 4,993	<i>n</i> = 154	<i>n</i> = 589	<i>n</i> = 2,854	<i>n</i> = 692	<i>n</i> = 32	<i>n</i> = 96	<i>n</i> = 114	<i>n</i> = 433
Self	77.4	68.8	76.7	78.1	77.0	81.3	75.0	67.5	81.3
Employer	18.6	27.9	17.3	18.7	18.2	12.5	22.9	23.7	15.0
Combination	2.4	1.9	2.9	1.9	3.6	6.3	0.0	8.8	2.3
Not applicable	1.5	1.3	3.1	1.3	1.2	0.0	2.1	0.0	1.4
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion</u> : Too little data are available in some facility categories to test whether responses vary by facility type.							
(Q. 10 continues on next page.)									

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10. (cont'd) Indicate whether the following expenses are paid by you (S), are paid by your employer (E), are paid by a combination of parties (C), or are not applicable (N/A). *Select one response for each row. (Percentages).*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Leave Time to Volunteer									
	<i>n</i> = 4,931	<i>n</i> = 149	<i>n</i> = 576	<i>n</i> = 2,826	<i>n</i> = 685	<i>n</i> = 32	<i>n</i> = 95	<i>n</i> = 114	<i>n</i> = 425
Self	48.1	42.3	44.4	48.3	48.2	50.0	46.3	50.0	54.4
Employer	2.6	3.4	3.3	2.5	1.9	0.0	7.4	2.6	2.4
Combination	1.3	0.0	1.2	1.4	0.9	0.0	4.2	0.0	1.6
Not applicable	48.0	54.4	51.0	47.8	49.1	50.0	42.1	47.4	41.6
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
Other, specify ¹ :									
	<i>n</i> = 1,795	<i>n</i> = 62	<i>n</i> = 171	<i>n</i> = 1,040	<i>n</i> = 221	<i>n</i> = 12	<i>n</i> = 42	<i>n</i> = 46	<i>n</i> = 194
Self	24.6	22.6	22.2	22.6	27.6	(<i>n</i> < 25)	21.4	43.5	28.9
Employer	3.8	8.1	5.3	3.7	1.8		0.0	8.7	3.6
Combination	4.8	6.5	2.9	4.7	5.4		2.4	6.5	6.2
Not applicable	66.8	62.9	69.6	69.0	65.2		76.2	41.3	61.3
		Too many cells (28%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

¹This includes open-ended responses from survey participants. See Appendix C, page 69, for the content of these open-ended responses.

11. What salary incentive, stipend, or other type of “salary upgrade” did you receive for either of the following reasons during the past 12 months? *Enter “0” if none.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time
- ❖ Response greater than \$0

Incentive	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
ASHA CCCs									
	<i>n</i> = 951	<i>n</i> = 9	<i>n</i> = 106	<i>n</i> = 578	<i>n</i> = 141	<i>n</i> = 8	<i>n</i> = 27	<i>n</i> = 6	<i>n</i> = 71
25th percentile	\$750	<i>(n</i> < 25)	\$500	\$750	\$1,000	<i>(n</i> < 25)	\$1,000	<i>(n</i> < 25)	\$1,000
50th percentile (Median)	\$2,000		\$1,500	\$2,000	\$2,000		\$2,000		\$1,500
75th percentile	\$3,000		\$2,500	\$3,000	\$3,000		\$3,000		\$4,000
Mean	\$2,364		\$1,827	\$2,450	\$2,337		\$3,694		\$2,365
Standard deviation	\$2,485		\$1,752	\$2,595	\$1,913		\$4,906		\$2,139
Mode	\$2,000		\$2,000	\$2,000	\$2,000		\$2,000		\$2,000
		Statistical significance: <i>F</i> (7, 937) = 3.2, <i>p</i> = .002 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
(Q. 11 continues on next page.)									

11. (cont'd) What salary incentive, stipend, or other type of “salary upgrade” did you receive for either of the following reasons during the past 12 months? *Enter “0” if none.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time
- ❖ Response greater than \$0

Incentive	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Supervision									
	<i>n</i> = 327	<i>n</i> = 9	<i>n</i> = 41	<i>n</i> = 196	<i>n</i> = 44	<i>n</i> = 0	<i>n</i> = 5	<i>n</i> = 2	<i>n</i> = 26
25th percentile	\$500	<i>(n</i> < 25)	\$500	\$500	\$400	<i>(n</i> < 25)	<i>(n</i> < 25)	<i>(n</i> < 25)	\$500
50th percentile (Median)	\$1,000		\$1,000	\$1,000	\$750				\$1,000
75th percentile	\$1,500		\$1,500	\$1,680	\$1,500				\$2,000
Mean	\$1,704		\$1,388	\$2,010	\$980				\$1,227
Standard deviation	\$6,668		\$1,494	\$8,545	\$846				\$1,086
Mode	\$1,000		\$1,000	\$500	\$1,000				\$1,000
		Statistical significance: $F(6, 316) = 0.2, p = .976$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							

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12. If your district provides salary supplements for having ASHA CCCs, has the salary supplement helped your district recruit and retain SLPs? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time
- ❖ Question was included only on the electronic (SurveyMonkey) version

Response	Facility type								
	All Responses (n = 2,874)	Special Day/ Residential (n = 84)	Preschool (n = 277)	Elementary (n = 1,712)	Secondary (n = 386)	Student's Home (n = 16)	Adminis- trative Office (n = 66)	Teleprac- tice Office (n = 55)	Combina- tion (n = 270)
Yes.	5.1	2.4	6.1	4.4	5.7	(n < 25)	24.2	0.0	4.8
No.	11.1	7.1	10.5	10.9	11.9		18.2	9.1	12.6
I don't know.	16.9	17.9	16.2	16.8	18.7		6.1	20.0	15.6
My district does not offer a salary supplement for having ASHA CCCs.	66.8	72.6	67.1	67.9	63.7		51.5	70.9	67.0
		Statistical significance: $\chi^2(21) = 79.3$, $p < .001$, Cramer's $V = .096$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

13. Have you used any of these ASHA advocacy resources to advocate for a stipend? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time
- ❖ Question was included only on the electronic (SurveyMonkey) version

Resource	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
<u>Salary Supplement for Educational Audiologists and School-Based Speech-Language Pathologists</u>									
	<i>n</i> = 2,862	<i>n</i> = 87	<i>n</i> = 274	<i>n</i> = 1,702	<i>n</i> = 382	<i>n</i> = 16	<i>n</i> = 67	<i>n</i> = 58	<i>n</i> = 270
Yes	12.3	3.4	11.7	12.0	14.4	<i>n</i> < 25)	23.9	8.6	13.3
No	87.7	96.6	88.3	88.0	85.6		76.1	91.4	86.7
		Statistical significance: $\chi^2(7) = 17.3$, <i>p</i> = .016 , Cramer's <i>V</i> = .078 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
<u>Working for Change: A Guide for Audiologists and Speech-Language Pathologists in Schools</u>									
	<i>n</i> = 2,855	<i>n</i> = 87	<i>n</i> = 271	<i>n</i> = 1,699	<i>n</i> = 381	<i>n</i> = 16	<i>n</i> = 67	<i>n</i> = 57	<i>n</i> = 270
Yes	10.7	3.4	10.3	10.6	12.1	<i>n</i> < 25)	19.4	8.8	10.4
No	89.3	96.6	89.7	89.4	87.9		80.6	91.2	89.6
		Statistical significance: $\chi^2(7) = 13.1$, <i>p</i> = .069 <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
		(Question 13 continues on next page.)							

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13. (cont'd) Have you used any of these ASHA advocacy resources to advocate for a stipend? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time
- ❖ Question was included only on the electronic (SurveyMonkey) version

Resource	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Administrative Office	Telepractice Office	Combination
<u>Advocacy Template Letters: Stipends for SLPs in Schools for Supervision of Graduate Students and Clinical Fellows</u>									
	<i>n</i> = 2,850	<i>n</i> = 87	<i>n</i> = 274	<i>n</i> = 1,699	<i>n</i> = 379	<i>n</i> = 16	<i>n</i> = 67	<i>n</i> = 57	<i>n</i> = 265
Yes	7.9	3.4	7.7	7.8	7.9	<i>n</i> < 25	13.4	3.5	9.4
No	92.1	96.6	92.3	92.2	92.1		86.6	96.5	90.6
		Statistical significance: $\chi^2(7) = 7.7, p = .363$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
<u>Salary and Compensation for SLPs in Schools</u>									
	<i>n</i> = 2,861	<i>n</i> = 87	<i>n</i> = 274	<i>n</i> = 1,703	<i>n</i> = 382	<i>n</i> = 16	<i>n</i> = 67	<i>n</i> = 58	<i>n</i> = 269
Yes	15.4	4.6	12.0	15.1	18.6	<i>n</i> < 25	28.4	15.5	17.8
No	84.6	95.4	88.0	84.9	81.4		71.6	84.5	82.2
		Statistical significance: $\chi^2(7) = 26.0, p < .001$, Cramer's <i>V</i> = .095 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

14. Although you may work in several types of facilities, select the ONE type of building that best describes where you work all or most of the time. For individuals who work in private practice or early intervention, select the type of building in which you deliver most of your services. Multiple responses will be excluded.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Facility type	Unweighted		Weighted	
	<i>n</i>	%	<i>n</i>	%
Special day / residential school	106	2.1	154	3.1
Pre-elementary (preschool)	500	10.0	589	11.8
Elementary school	3,030	60.5	2,866	57.2
Secondary school (middle school, junior high, senior high)	666	13.3	694	13.8
Student's home	31	0.6	32	0.6
Administrative office	104	2.1	95	1.9
Office for telepractice	110	2.2	115	2.3
Combination from the above list	436	8.7	436	8.7
Other, specify: ²	29	0.6	30	0.6
Total	5,012	100.0	5,011	100.0

²This includes open-ended responses from survey participants. See Appendix C, page 81, for the content of these open-ended responses.

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15. In addition to your school-based employment, do you provide speech-language pathology services in another setting (e.g., PRN or during school breaks)? *Select all that apply.* (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time
- ❖ Question was included only on the electronic (SurveyMonkey) version

Setting	Facility type								
	All Responses (n = 2,869)	Special Day/ Residential (n = 87)	Preschool (n = 277)	Elementary (n ≥ 1703)	Secondary (n = 384)	Student's Home (n = 15)	Adminis- trative Office (n ≥ 65)	Teleprac- tice Office (n ≥ 59)	Combina- tion (n = 271)
I do not work in another setting.									
Yes	76.1	78.2	71.5	77.6	76.3		83.3	64.4	71.2
No	23.9	21.8	28.5	22.4	23.7		16.7	35.6	28.8
		Statistical significance: $\chi^2(7) = 16.3$, $p = .023$, Cramer's $V = .075$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
In a hospital									
Yes	1.6	0.0	0.7	1.8	2.9		0.0	1.7	0.7
No	98.4	100.0	99.3	98.2	97.1		100.0	98.3	99.3
		Too many cells (38%) have an expected count of fewer than 5. <u>Conclusion</u> : Too little data are available in some facility categories to test whether responses vary by facility type.							
In a rehabilitation facility									
Yes	2.0	2.3	1.8	1.8	2.9		1.5	3.3	1.8
No	98.0	97.7	98.2	98.2	97.1		98.5	96.7	98.2
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion</u> : Too little data are available in some facility categories to test whether responses vary by facility type.							
(Question 15 continues on next page.)									

ASHA 2026 SLP Schools Survey: Survey Summary Report

15. (cont'd) In addition to your school-based employment, do you provide speech-language pathology services in another setting (e.g., PRN or during school breaks)? *Select all that apply.* (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time
- ❖ Question was included only on the electronic (SurveyMonkey) version

Setting	Facility type								
	All Responses (n = 2,869)	Special Day/ Residential (n = 87)	Preschool (n = 277)	Elementary (n ≥ 1703)	Secondary (n = 384)	Student's Home (n = 15)	Adminis- trative Office (n ≥ 65)	Teleprac- tice Office (n ≥ 59)	Combina- tion (n = 271)
In a skilled nursing facility									
Yes	3.3	3.4	4.0	3.7	2.9		1.5	5.1	1.5
No	96.7	96.6	96.0	96.3	97.1		98.5	94.9	98.5
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
In home health									
Yes	4.8	4.6	3.6	4.6	5.7		0.0	6.8	5.5
No	95.2	95.4	96.4	95.4	94.3		100.0	93.2	94.5
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
In an other facility, specified ³									
Yes	14.0	16.1	19.9	12.2	11.2		13.8	22.0	20.3
No	86.0	83.9	80.1	87.8	88.8		86.2	78.0	79.7
		Statistical significance: $\chi^2(7) = 27.4$, p < .001 , Cramer's V = .098 <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							

³This includes open-ended responses from survey participants. See Appendix C, page 81, for the content of these open-ended responses.

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16. Although you may perform more than one job function, select the ONE position that best describes how you spend most of your time. *Multiple responses will be excluded.* (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Function	Facility type								
	All Responses (n = 4,951)	Special Day/ Residential (n ≥ 151)	Preschool (n ≥ 576)	Elementary (n ≥ 2,833)	Secondary (n ≥ 689)	Student's Home (n = 29)	Adminis- trative Office (n ≥ 94)	Teleprac- tice Office (n = 114)	Combina- tion (n = 431)
Clinical service provider (includes all SLPs who provide any direct service)	90.3	85.4	84.9	94.8	94.2	96.6	9.5	92.1	81.7
Diagnostician	2.7	0.0	9.5	1.4	1.2	0.0	7.4	0.0	5.3
Special education teacher	2.2	2.0	2.9	2.3	1.9	3.4	0.0	0.9	1.6
Consultant	1.1	5.3	0.5	0.4	0.4	0.0	9.5	0.0	4.9
Administrator/ supervisor/ director	3.2	7.3	2.1	0.8	1.9	0.0	67.4	5.3	6.0
Other, specify: ⁴	0.5	0.0	0.0	0.3	0.4	0.0	6.3	1.8	0.5
		Too many cells (50%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
Recoded to <i>Clinical Service Provider</i> and <i>Other</i>									
Clinical service provider	90.3	84.9	85.1	94.8	94.1	96.6	9.6	92.1	81.7
All other functions	9.7	15.1	14.9	5.2	5.9	3.4	90.4	7.9	18.3
		Statistical significance: $\chi^2(7) = 845.0$, $p < .001$, Cramer's $V = .414$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

⁴This includes open-ended responses from survey participants. See Appendix C, page 88, for the content of these open-ended responses.

17. Do you provide any direct services to students? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time
- ❖ Question was included only on the electronic (SurveyMonkey) version

Response	Facility type								
	All Responses (n = 2,874)	Special Day/ Residential (n = 87)	Preschool (n = 277)	Elementary (n = 1,704)	Secondary (n = 387)	Student's Home (n = 15)	Adminis- trative Office (n = 67)	Teleprac- tice Office (n = 60)	Combina- tion (n = 270)
Yes	95.2	95.4	91.0	98.9	99.5	(n < 25)	26.9	90.0	89.6
No	4.8	4.6	9.0	1.1	0.5		73.1	10.0	10.4
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

Caseload or Workload

If you provide NO direct services to students, SKIP to Q. 26.

“Caseload” is based only on the number of students served, whereas “workload” is based on ALL required and performed activities.

18. What is your average monthly caseload size? *Count each student only once.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response greater than 0

Caseload Size	Facility type								
	All Responses (n = 3,872)	Special Day/ Residential (n = 111)	Preschool (n = 421)	Elementary (n = 2,381)	Secondary (n = 573)	Student's Home (n = 21)	Adminis- trative Office (n = 3)	Teleprac- tice Office (n = 53)	Combina- tion (n = 294)
25th percentile	40	19	30	40	40	(n < 25)	(n < 25)	40	40
50th percentile (Median)	50	25	40	50	50			55	50
75th percentile	60	32	48	60	60			40	65
Mean	50	29	39	52	53			31	55
Standard deviation	20	14	16	19	18			14	25
Mode	50	30	40	50	50			30	50
		Statistical significance: $F(7, 3847) = 51.4, p < .001$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

19. What do you consider to be a manageable monthly caseload size for YOUR caseload?

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Caseload (Q. 18) greater than 0

Caseload Size	Facility type								
	All Responses (n = 3,808)	Special Day/ Residential (n = 106)	Preschool (n = 410)	Elementary (n = 2,340)	Secondary (n = 567)	Student's Home (n = 21)	Adminis- trative Office (n = 3)	Teleprac- tice Office (n = 51)	Combina- tion (n = 293)
25th percentile	35	18	25	35	40	(n < 25)	(n < 25)	35	35
50th percentile (Median)	40	24	35	45	45			45	42
75th percentile	50	30	40	50	50			50	50
Mean	42	26	34	43	45			47	43
Standard deviation	14	11	13	13	13			23	15
Mode	40	30	40	40	40			40	40
		Statistical significance: $F(7, 3783) = 58.1, p < .001$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

20. What is the SINGLE greatest barrier to achieving a manageable caseload size? *Select one response.* (Percentages). The list of barriers was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time or part time

Barrier	Facility type								
	All Responses (n = 4,231)	Special Day/ Residential (n = 126)	Preschool (n = 454)	Elementary (n = 2,557)	Secondary (n = 620)	Student's Home (n = 26)	Adminis- trative Office (n = 6)	Teleprac- tice Office (n = 97)	Combina- tion (n = 326)
No barrier; my caseload is manageable.	23.9	39.7	29.5	20.6	27.7	42.3	(n < 25)	35.1	23.0
Excessive non-therapy workload.	27.7	19.8	23.1	30.1	24.5	23.1		22.7	27.3
No enforceable caseload limits.	19.2	4.8	14.5	22.2	15.2	15.4		10.3	19.3
Shortage of SLPs in my area.	10.4	4.8	12.3	10.7	7.7	0.0		15.5	10.7
Difficulty with dismissal of students from services.	5.6	8.7	2.2	4.4	12.1	0.0		6.2	7.4
Lack of administration support.	5.3	12.7	6.8	4.9	4.5	7.7		5.2	4.0
District or state policy.	3.5	0.8	4.8	3.1	4.0	3.8		4.1	4.9
Some other barrier.	4.4	8.7	6.6	4.0	4.2	7.7		1.0	3.4
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

21. Have you used the new ASHA Workload Calculator app that is available to ASHA members? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time or part time

Response	Facility type								
	All Responses (n = 4,379)	Special Day/ Residential (n = 128)	Preschool (n = 481)	Elementary (n = 2,635)	Secondary (n = 639)	Student's Home (n = 26)	Adminis- trative Office (n = 5)	Teleprac- tice Office (n = 100)	Combina- tion (n = 343)
Yes	25.6	7.0	18.3	28.2	24.6	11.5	(n < 25)	23.0	28.0
No	74.4	93.0	81.7	71.8	75.4	88.5		77.0	72.0
		Statistical significance: $\chi^2(7) = 51.0$, $p < .001$, Cramer's $V = .108$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

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22. Which of the following have you done to help improve your workload? *Select all that apply.* (Percentages). The list of actions was in alphabetical order on the survey instrument. Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time or part time

Action	Facility type								
	All Responses (n = 4,471)	Special Day/ Residential (n = 129)	Preschool (n ≥ 490)	Elementary (n ≥ 2,685)	Secondary (n ≥ 649)	Student's Home (n ≥ 27)	Adminis- trative Office (n ≥ 9)	Teleprac- tice Office (n = 105)	Combina- tion (n = 352)
Collaborated with other staff.	70.2	67.4	71.6	71.4	68.9	50.0	(n < 25)	53.3	70.2
		Statistical significance: $\chi^2(7) = 23.6$, $p = .001$, Cramer's $V = .073$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Met with school leaders and made recommendations/ requests.	54.0	48.8	54.9	56.3	47.5	28.6	(n < 25)	37.1	57.1
		Statistical significance: $\chi^2(7) = 43.5$, $p < .001$, Cramer's $V = .099$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Tried a different service delivery model.	52.6	39.5	42.9	55.3	56.0	50.0	(n < 25)	33.3	52.0
		Statistical significance: $\chi^2(7) = 56.1$, $p < .001$, Cramer's $V = .112$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Used a workload calculator other than ASHA's.	13.4	9.3	14.1	13.7	13.7	14.3	(n < 25)	9.5	13.1
		Statistical significance: $\chi^2(7) = 3.8$, $p = .803$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							
None of the above.	12.2	18.6	14.5	10.6	12.2	22.2	(n < 25)	28.6	11.4
		Statistical significance: $\chi^2(7) = 44.0$, $p < .001$, Cramer's $V = .100$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

23. How many students do you serve in a typical month in each of the following areas? *Students who have overlapping areas of intervention may be counted more than once.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 18 (caseload size) is at least 1

Area of Intervention	Facility Type					
	All Responses		Special Day/Residential		Preschool	
	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*
	<i>n</i> = 3,872	<i>n</i> varies	<i>n</i> = 111	<i>n</i> varies	<i>n</i> = 421	<i>n</i> varies
Acquired brain injury (ABI)	12.5	1.8	28.6	5.9	7.9	1.3
Augmentative and alternative communication (AAC)	78.2	8.3	82.8	16.9	81.8	10.2
Autism spectrum disorder (ASD)	92.5	16.5	90.7	17.2	93.1	16.5
Central auditory processing disorder	20.5	4.5	17.3	7.8**	9.3	6.5
Childhood apraxia of speech (CAS)	59.3	2.8	40.5	3.1	65.9	2.9
Cognitive communication disorders	43.3	11.2	47.1	16.9	40.2	10.8
Dysphagia (swallowing/feeding)	8.8	3.0	28.2	6.9	14.6	2.8
Fluency disorders	63.1	2.4	24.3	2.3	35.0	1.4
Language disorders: pragmatics/social communication	84.8	15.6	82.2	20.8	81.1	15.6
Language disorders: semantics, morphology, syntax	88.3	22.9	65.6	21.6	78.8	19.9
(Q. 23 continues on next page.)						

*Includes only SLPs who do serve these students. **This data point came from a small sample ($n < 25$) and is less reliable.

23. (cont'd) How many students do you serve in a typical month in each of the following areas? *Students who have overlapping areas of intervention may be counted more than once.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 18 (caseload size) is at least 1

Area of Intervention	Facility Type					
	All Responses		Special Day/Residential		Preschool	
	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*
	<i>n</i> = 3,872	<i>n</i> varies	<i>n</i> = 111	<i>n</i> varies	<i>n</i> = 421	<i>n</i> varies
Reading and writing (literacy)	28.3	16.3	35.4	11.5	8.2	12.9
Selective mutism	23.5	1.4	9.3	1.7**	25.0	1.4
Speech sound disorders	89.7	20.0	62.8	7.4	90.8	16.0
Voice or resonance disorders	11.2	1.7	6.9	1.6**	6.8	2.0
(Q. 23 continues on next page.)						

*Includes only SLPs who do serve these students. **This data point came from a small sample ($n < 25$) and is less reliable.

23. (cont'd) How many students do you serve in a typical month in each of the following areas? *Students who have overlapping areas of intervention may be counted more than once.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 18 (caseload size) is at least 1

Area of Intervention	Facility Type					
	Elementary		Secondary		Student's Home	
	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*
	<i>n</i> = 2,381	<i>n</i> varies	<i>n</i> = 573	<i>n</i> varies	<i>n</i> = 21	N/A
Acquired brain injury (ABI)	10.2	1.4	19.3	2.0	(n < 25)	
Augmentative and alternative communication (AAC)	77.4	7.5	75.6	7.6		
Autism spectrum disorder (ASD)	92.0	15.4	93.4	19.2		
Central auditory processing disorder	20.3	4.0	29.3	4.9		
Childhood apraxia of speech (CAS)	62.5	2.7	44.8	2.3		
Cognitive communication disorders	41.6	9.1	51.4	15.7		
Dysphagia (swallowing/feeding)	6.3	2.0	7.8	4.2		
Fluency disorders	67.7	2.3	73.8	2.8		
Language disorders: pragmatics/social communication	83.9	13.7	93.0	20.2		
Language disorders: semantics, morphology, syntax	90.9	22.6	89.9	26.0		
(Q. 23 continues on next page.)						

*Includes only SLPs who do serve these students. **This data point came from a small sample (*n* < 25) and is less reliable.

23. (cont'd) How many students do you serve in a typical month in each of the following areas? *Students who have overlapping areas of intervention may be counted more than once.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 18 (caseload size) is at least 1

Area of Intervention	Facility Type					
	Elementary		Secondary		Student's Home	
	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*
	<i>n</i> = 2,381	<i>n</i> varies	<i>n</i> = 573	<i>n</i> varies	<i>n</i> = 21	N/A
Reading and writing (literacy)	28.1	15.2	40.8	19.9	(<i>n</i> < 25)	
Selective mutism	21.6	1.3	32.1	1.5		
Speech sound disorders	92.4	23.2	84.9	10.5		
Voice or resonance disorders	11.2	1.6	13.9	1.8		
(Q. 23 continues on next page.)						

*Includes only SLPs who do serve these students. **This data point came from a small sample (*n* < 25) and is less reliable.

23. (cont'd) How many students do you serve in a typical month in each of the following areas? *Students who have overlapping areas of intervention may be counted more than once.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 18 (caseload size) is at least 1

Area of Intervention	Facility Type					
	Administrative Office		Telepractice Office		Combination	
	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*
	<i>n</i> = 3	N/A	<i>n</i> = 53	<i>n</i> varies	<i>n</i> = 294	<i>n</i> varies
Acquired brain injury (ABI)	(<i>n</i> < 25)		14.8	1.7**	16.3	1.6
Augmentative and alternative communication (AAC)			81.0	7.2	82.1	10.3
Autism spectrum disorder (ASD)			94.6	21.2	93.5	19.3
Central auditory processing disorder			21.9	3.6**	22.6	5.0
Childhood apraxia of speech (CAS)			42.1	2.3**	61.5	3.3
Cognitive communication disorders			30.3	17.4**	46.2	13.6
Dysphagia (swallowing/feeding)			6.3	3.7**	13.1	2.9
Fluency disorders			67.2	1.8	62.9	2.8
Language disorders: pragmatics/social communication			84.5	18.3	82.1	18.5
Language disorders: semantics, morphology, syntax			98.0	28.4	86.1	23.9
(Q. 23 continues on next page.)						

*Includes only SLPs who do serve these students. **This data point came from a small sample (*n* < 25) and is less reliable.

23. (cont'd) How many students do you serve in a typical month in each of the following areas? *Students who have overlapping areas of intervention may be counted more than once.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 18 (caseload size) is at least 1

Area of Intervention	Facility Type					
	Administrative Office		Telepractice Office		Combination	
	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*	Percentage who regularly serve clients with this disorder	Mean number served*
	<i>n</i> = 3	N/A	<i>n</i> = 53	<i>n</i> varies	<i>n</i> = 294	<i>n</i> varies
Reading and writing (literacy)	(n < 25)		19.7	11.2**	34.7	19.2
Selective mutism			12.8	2.6**	28.2	1.6
Speech sound disorders			96.5	21.9	86.5	20.4
Voice or resonance disorders			12.1	2.0**	13.9	2.0

*Includes only SLPs who do serve these students. **This data point came from a small sample (*n* < 25) and is less reliable.

24. Are you involved in billing... (Percentages). Analyses limited to respondents who met the following criteria: ❖ CCC-SLP ❖ Employed full time or part time ❖ Question was included only on the electronic (SurveyMonkey) version									
Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Medicaid									
	<i>n</i> = 2,430	<i>n</i> = 80	<i>n</i> = 237	<i>n</i> = 1,590	<i>n</i> = 361	<i>n</i> = 9	<i>n</i> = 15	<i>n</i> = 53	<i>n</i> = 232
Yes	81.6	75.0	79.3	83.1	83.1	<i>(n</i> < 25)	<i>(n</i> < 25)	73.6	76.3
No	18.4	25.0	20.7	16.9	16.9			26.4	23.7
		Statistical significance: $\chi^2(7) = 14.2$, <i>p</i> = .047 , Cramer's <i>V</i> = .074 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Private Insurance									
	<i>n</i> = 2,454	<i>n</i> = 76	<i>n</i> = 220	<i>n</i> = 1,520	<i>n</i> = 333	<i>n</i> = 10	<i>n</i> = 15	<i>n</i> = 49	<i>n</i> = 224
Yes	3.8	9.2	5.5	2.5	3.3	<i>(n</i> < 25)	<i>(n</i> < 25)	8.2	5.8
No	96.2	90.8	94.5	97.5	96.7			91.8	94.2
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion</u> : Too little data are available in some facility categories to test whether responses vary by facility type.							

25. During the current school year, how much time do you spend on each of the following activities in a typical WEEK? Enter "0" if none. (Mean hours) The list of activities was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 18 (caseload size) is at least 1
- ❖ Total number of hours for Q. 25 was limited to a maximum of 55 which captured 89% of respondents.

Activity	Facility type								
	All Responses (n = 3,051)	Special Day/ Residential (n = 90)	Preschool (n = 335)	Elementary (n = 1,855)	Secondary (n = 467)	Student's Home (n = 16)	Adminis- trative Office (n = 3)	Teleprac- tice Office (n = 42)	Combina- tion (n = 226)
Direct intervention	21.3	19.8	21.4	21.4	21.0	(n < 25)	(n < 25)	22.9	20.9
Documentation	5.1	5.6	4.9	5.1	5.0			8.0	5.5
Diagnostic evaluations (e.g., observation, screening, scoring, analysis)	3.5	1.5	2.9	3.7	3.7			2.8	3.6
Collaborative consultation	2.2	3.3	2.3	2.0	2.7			2.5	2.3
Medicaid billing	1.8	1.4	1.6	1.8	1.9			1.5	1.6
Supervision	0.9	1.1	0.8	0.8	0.8			0.4	0.9
Technology checks	0.6	1.4	0.6	0.6	0.7			0.4	0.7
Other duties as assigned	2.1	2.8	2.2	2.1	2.0			1.4	2.4
Total	37.5	36.9	36.7	37.5	37.8			40.0	37.8
		Tests of significance could not be run using the available software.							

Workforce

26. Based on your own observations and experiences, rate the current job market for speech-language pathology clinical service providers in your type of employment facility and in your geographic area. (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service providers

Openings	Facility type								
	All Responses (n = 4,119)	Special Day/ Residential (n = 121)	Preschool (n = 448)	Elementary (n = 2,471)	Secondary (n = 596)	Student's Home (n = 26)	Adminis- trative Office (n = 10)	Teleprac- tice Office (n = 99)	Combina- tion (n = 325)
More job openings than job seekers	67.9	61.2	64.1	69.1	69.8	69.2	(n < 25)	66.7	64.6
Job openings and job seekers in balance	21.3	29.8	25.7	20.4	19.3	15.4		21.2	22.5
Fewer job openings than job seekers	10.8	9.1	10.3	10.4	10.9	15.4		12.1	12.9
		Statistical significance: $\chi^2(14) = 19.8, p = .136$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							

27. What are the TOP TWO initiatives that your employer could offer to help retain SLPs? (Percentages). The list of initiatives was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Question was included only on the electronic (SurveyMonkey) version

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Place SLPs on a Separate Schedule From Teachers									
	<i>n</i> = 2,261	<i>n</i> = 65	<i>n</i> = 198	<i>n</i> = 1,415	<i>n</i> = 317	<i>n</i> = 11	<i>n</i> = 10	<i>n</i> = 48	<i>n</i> = 197
Initiative #1	46.5	46.2	52.5	47.1	46.7	<i>n</i> < 25	<i>n</i> < 25	31.3	43.7
Initiative #2	8.1	9.2	7.1	7.7	9.1			8.3	8.1
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
Reimburse SLPs for Their ASHA Dues									
	<i>n</i> = 2,261	<i>n</i> = 64	<i>n</i> = 198	<i>n</i> = 1,415	<i>n</i> = 316	<i>n</i> = 11	<i>n</i> = 10	<i>n</i> = 48	<i>n</i> = 197
Initiative #1	14.7	15.6	9.6	14.3	16.5	<i>n</i> < 25	<i>n</i> < 25	18.8	15.7
Initiative #2	22.7	29.7	31.3	21.6	18.4			22.9	27.9
		Statistical significance: $\chi^2(14) = 25.8$, <i>p</i> = .027 , Cramer's <i>V</i> = .076 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
(Q. 27 continues on next page.)									

27. (cont'd) What are the TOP TWO initiatives that your employer could offer to help retain SLPs? (Percentages). The list of initiatives was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Question was included only on the electronic (SurveyMonkey) version

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Supplement SLPs' Salaries for Medicaid Billing									
	<i>n</i> = 2,261	<i>n</i> = 64	<i>n</i> = 197	<i>n</i> = 1,415	<i>n</i> = 316	<i>n</i> = 11	<i>n</i> = 8	<i>n</i> = 48	<i>n</i> = 197
Initiative #1	10.5	4.7	9.1	11.9	8.9	<i>n</i> < 25	<i>n</i> < 25	2.1	7.6
Initiative #2	18.4	17.2	16.8	19.4	16.1			16.7	17.3
		Statistical significance: $\chi^2(14) = 19.4, p = .151$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							
Provide Step Increases									
	<i>n</i> = 2,261	<i>n</i> = 65	<i>n</i> = 197	<i>n</i> = 1,415	<i>n</i> = 317	<i>n</i> = 12	<i>n</i> = 9	<i>n</i> = 48	<i>n</i> = 197
Initiative #1	11.8	10.8	18.8	10.5	11.4	<i>n</i> < 25	<i>n</i> < 25	14.6	13.7
Initiative #2	13.3	9.2	10.2	14.6	11.7			12.5	12.2
		Statistical significance: $\chi^2(14) = 21.2, p = .097$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							
(Q. 27 continues on next page.)									

27. (cont'd) What are the TOP TWO initiatives that your employer could offer to help retain SLPs? (Percentages). The list of initiatives was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Question was included only on the electronic (SurveyMonkey) version

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
Provide Money for Materials									
	<i>n</i> = 2,261	<i>n</i> = 65	<i>n</i> = 198	<i>n</i> = 1,415	<i>n</i> = 317	<i>n</i> = 11	<i>n</i> = 10	<i>n</i> = 48	<i>n</i> = 197
Initiative #1	6.4	4.6	4.0	6.2	7.3	<i>(n</i> < 25)	<i>(n</i> < 25)	8.3	10.2
Initiative #2	11.6	4.6	14.1	10.7	14.2			18.8	10.7
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
Provide Professional Development Funding									
	<i>n</i> = 2,261	<i>n</i> = 65	<i>n</i> = 198	<i>n</i> = 1,416	<i>n</i> = 317	<i>n</i> = 11	<i>n</i> = 10	<i>n</i> = 48	<i>n</i> = 196
Initiative #1	5.6	9.2	2.5	6.2	4.1	<i>(n</i> < 25)	<i>(n</i> < 25)	10.4	4.1
Initiative #2	11.8	7.7	9.6	12.6	13.9			8.3	7.7
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
(Q. 27 continues on next page.)									

27. (cont'd) What are the TOP TWO initiatives that your employer could offer to help retain SLPs? (Percentages). The list of initiatives was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Question was included only on the electronic (SurveyMonkey) version

Response	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Administrative Office	Telepractice Office	Combination
Reimburse SLPs for Their State Licensure Fees									
	<i>n</i> = 2,261	<i>n</i> = 64	<i>n</i> = 198	<i>n</i> = 1,415	<i>n</i> = 316	<i>n</i> = 11	<i>n</i> = 9	<i>n</i> = 48	<i>n</i> = 197
Initiative #1	4.3	6.3	2.0	4.1	4.7	<i>n</i> < 25	<i>n</i> < 25	10.4	5.1
Initiative #2	9.8	21.9	7.6	9.1	10.8			12.5	11.7
		Too many cells (29%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

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

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Challenge	Facility type								
	All Responses (n = 4,475)	Special Day/ Residential (n ≥ 129)	Preschool (n ≥ 490)	Elementary (n ≥ 2,686)	Secondary (n ≥ 652)	Student's Home (n = 28)	Adminis- trative Office (n ≥ 9)	Teleprac- tice Office (n = 105)	Combina- tion (n ≥ 352)
Large amount of paperwork	73.3	50.4	68.2	77.4	68.6	75.0	(n < 25)	58.1	72.2
		Statistical significance: $\chi^2(7) = 85.2$, p < .001 , Cramer's V = .138 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Volume of meetings	59.0	48.8	46.9	63.7	56.5	46.4	(n < 25)	34.3	58.0
		Statistical significance: $\chi^2(7) = 89.8$, p < .001 , Cramer's V = .142 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
High workload/caseload size	58.4	46.9	50.2	62.0	53.8	50.0	(n < 25)	47.6	58.6
		Statistical significance: $\chi^2(7) = 46.8$, p < .001 , Cramer's V = .102 <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	47.1	38.8	35.3	47.8	52.5	53.6	(n < 25)	48.6	51.8
		Statistical significance: $\chi^2(7) = 43.9$, p < .001 , Cramer's V = .099 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Out-of-pocket professional expenses	46.6	40.3	46.3	46.7	44.4	39.3	(n < 25)	61.0	49.7
		Statistical significance: $\chi^2(7) = 16.1$, p = .024 , Cramer's V = .060 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
(Q. 28 continues on next page.)									

28. (cont'd) What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages). The list of challenges was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Challenge	Facility type								
	All Responses (n = 4,475)	Special Day/ Residential (n ≥ 129)	Preschool (n ≥ 490)	Elementary (n ≥ 2,686)	Secondary (n ≥ 652)	Student's Home (n = 28)	Adminis- trative Office (n ≥ 9)	Teleprac- tice Office (n = 105)	Combina- tion (n ≥ 352)
Limited time for collaboration	42.5	31.8	32.9	46.0	39.6	39.3	(n < 25)	33.3	43.6
		Statistical significance: $\chi^2(7) = 44.2$, p < .001 , Cramer's V = .100 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Low salary	42.0	36.4	44.3	42.2	38.0	50.0	(n < 25)	52.4	42.8
		Statistical significance: $\chi^2(7) = 12.5$, p = .084 <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Incorporating optimal service delivery models	40.9	35.7	39.4	42.1	39.5	53.6	(n < 25)	29.5	42.6
		Statistical significance: $\chi^2(7) = 11.8$, p = .106 <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Budget constraints	38.0	31.0	42.0	37.3	36.5	46.4	(n < 25)	30.5	44.2
		Statistical significance: $\chi^2(7) = 16.5$, p = .021 , Cramer's V = .061 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
(Q. 28 continues on next page.)									

28. (cont'd) What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages). The list of challenges was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Challenge	Facility type								
	All Responses (n = 4,475)	Special Day/ Residential (n ≥ 129)	Preschool (n ≥ 490)	Elementary (n ≥ 2,686)	Secondary (n ≥ 652)	Student's Home (n = 28)	Adminis- trative Office (n ≥ 9)	Teleprac- tice Office (n = 105)	Combina- tion (n ≥ 352)
Limited family/caregiver involvement and support	36.1	48.8	37.6	35.7	32.2	28.6	(n < 25)	28.6	43.6
		Statistical significance: $\chi^2(7) = 26.6$, $p < .001$, Cramer's $V = .077$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Personnel shortage	35.8	43.4	34.9	36.0	32.5	42.9	(n < 25)	26.7	40.3
		Statistical significance: $\chi^2(7) = 15.1$, $p = .035$, Cramer's $V = .058$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Inadequate work space and facilities	30.3	34.1	39.0	28.1	31.5	35.7	(n < 25)	21.0	34.3
		Statistical significance: $\chi^2(7) = 34.5$, $p < .001$, Cramer's $V = .088$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Limited support from the administration	28.0	31.8	30.3	26.8	28.0	39.3	(n < 25)	32.4	31.4
		Statistical significance: $\chi^2(7) = 9.1$, $p = .244$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							

SUPERVISION

29. Do you currently supervise a speech-language pathology assistant (SLPA)? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Response	Facility type								
	All Responses (n = 4,170)	Special Day/ Residential (n = 121)	Preschool (n = 456)	Elementary (n = 2,503)	Secondary (n = 608)	Student's Home (n = 27)	Adminis- trative Office (n = 10)	Teleprac- tice Office (n = 99)	Combina- tion (n = 326)
Yes, I do.	12.4	6.6	12.9	13.3	9.9	0.0	(n < 25)	13.1	12.6
No. My district employs them, but I do not supervise any.	30.9	18.2	27.4	31.4	33.9	33.3		28.3	31.3
No. My district does not employ SLPAs.	56.7	75.2	59.6	55.3	56.3	66.7		58.6	56.1
		Statistical significance: $\chi^2(14) = 31.5$, p = .005 , Cramer's V = .062 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

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30. What would encourage you to supervise a graduate student in the future? *Select all that apply.* (Percentages). The list of incentives was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Incentive	Facility type								
	All Responses (n = 4,475)	Special Day/ Residential (n ≥ 129)	Preschool (n ≥ 490)	Elementary (n ≥ 2,686)	Secondary (n ≥ 652)	Student's Home (n = 28)	Adminis- trative Office (n ≥ 9)	Teleprac- tice Office (n = 105)	Combina- tion (n ≥ 352)
Nothing is needed. I already do that.	13.4	17.1	12.4	14.4	12.9	7.1	(n < 25)	6.7	9.4
		Statistical significance: $\chi^2(7) = 15.9$, $p = .026$, Cramer's V = .060 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Financial compensation for my time.	64.4	60.0	63.7	64.1	64.6	64.3	(n < 25)	61.9	70.2
		Statistical significance: $\chi^2(7) = 6.9$, $p = .441$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Guidance from the academic program.	31.0	29.5	26.3	31.6	29.7	39.3	(n < 25)	29.5	35.2
		Statistical significance: $\chi^2(7) = 12.6$, $p = .081$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Training in supervision.	27.6	23.3	32.2	26.7	27.1	32.1	(n < 25)	29.5	29.5
		Statistical significance: $\chi^2(7) = 10.3$, $p = .170$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Better preparation of students.	23.0	25.6	21.6	23.1	22.8	14.3	(n < 25)	21.0	26.3
		Statistical significance: $\chi^2(7) = 5.2$, $p = .637$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
(Q. 30 continues on next page.)									

30. (cont'd) What would encourage you to supervise a graduate student in the future? *Select all that apply.* (Percentages). The list of incentives was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Incentive	Facility type								
	All Responses (n = 4,475)	Special Day/ Residential (n ≥ 129)	Preschool (n ≥ 490)	Elementary (n ≥ 2,686)	Secondary (n ≥ 652)	Student's Home (n = 28)	Adminis- trative Office (n ≥ 9)	Teleprac- tice Office (n = 105)	Combina- tion (n ≥ 352)
Release time.	21.9	20.0	22.2	22.1	20.7	17.9	(n < 25)	15.2	26.1
		Statistical significance: $\chi^2(7) = 9.5, p = .220$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							
Insurance reimbursement for services.	10.6	12.3	10.8	10.4	9.2	3.6	(n < 25)	12.4	13.9
		Statistical significance: $\chi^2(7) = 9.0, p = .251$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							
Other, specify: ⁵	7.4	3.8	5.7	6.6	8.0	7.1	(n < 25)	14.3	13.1
		Statistical significance: $\chi^2(7) = 31.8, p < .001$, Cramer's V = .085 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

⁵This includes open-ended responses from survey participants. See Appendix C, page 88, for the content of these open-ended responses.

31. Do you need additional professional development on the topic of supervision? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Response	Facility type								
	All Responses (n = 4,079)	Special Day/ Residential (n = 118)	Preschool (n = 444)	Elementary (n = 2,460)	Secondary (n = 588)	Student's Home (n = 26)	Adminis- trative Office (n = 10)	Teleprac- tice Office (n = 99)	Combina- tion (n = 314)
No. I feel very comfortable as a supervisor.	44.6	47.5	40.1	45.0	45.1	46.2	(n < 25)	45.5	44.3
Yes. I feel moderately comfortable as a supervisor but would like to improve my skills.	36.5	43.2	36.3	36.6	36.9	30.8		29.3	36.6
Definitely. I need much more training in supervision.	18.8	9.3	23.6	18.4	18.0	23.1		25.3	19.1
		Statistical significance: $\chi^2(14) = 28.2$, p = .014 , Cramer's V = .059 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

Demographics

32. Which <u>ONE</u> of the following best describes where most of the students you serve are located? (Percentages). Analyses limited to respondents who met the following criteria: ❖ CCC-SLP ❖ Employed full time or part time									
Area	Facility type								
	All Responses (n = 4,616)	Special Day/ Residential (n = 143)	Preschool (n = 542)	Elementary (n = 2,633)	Secondary (n = 643)	Student's Home (n = 30)	Adminis- trative Office (n = 92)	Teleprac- tice Office (n = 108)	Combina- tion (n = 395)
City/urban area	29.4	23.8	28.6	29.1	31.7	36.7	38.0	28.7	29.1
Suburban area	48.6	69.9	53.5	47.1	53.8	46.7	48.9	37.0	40.5
Rural area	21.9	6.3	17.9	23.9	14.5	16.7	13.0	34.3	30.4
Statistical significance: $\chi^2(14) = 100.2$, $p < .001$, Cramer's $V = .105$ <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.									

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33. In what state are most of the students you serve located? *Use standard post office two-letter code (e.g., NM for New Mexico).*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

State	n	State	n	State	n
Alabama (AL)	47	Kentucky (KY)	66	North Dakota (ND)	32
Alaska (AK)	11	Louisiana (LA)	60	Ohio (OH)	184
Arizona (AZ)	77	Maine (ME)	25	Oklahoma (OK)	53
Arkansas (AR)	84	Maryland (MD)	104	Oregon (OR)	60
California (CA)	483	Massachusetts (MA)	140	Pennsylvania (PA)	211
Colorado (CO)	89	Michigan (MI)	156	Rhode Island (RI)	18
Connecticut (CT)	81	Minnesota (MN)	117	South Carolina (SC)	112
Delaware (DE)	20	Mississippi (MS)	44	South Dakota (SD)	14
District of Columbia (DC)	9	Missouri (MO)	110	Tennessee (TN)	61
Florida (FL)	213	Montana (MT)	16	Texas (TX)	323
Georgia (GA)	113	Nebraska (NE)	40	Utah (UT)	42
Hawaii (HI)	11	Nevada (NV)	22	Vermont (VT)	18
Idaho (ID)	25	New Hampshire (NH)	31	Virginia (VA)	87
Illinois (IL)	267	New Jersey (NJ)	238	Washington (WA)	98
Indiana (IN)	84	New Mexico (NM)	35	West Virginia (WV)	45
Iowa (IA)	19	New York (NY)	493	Wisconsin (WI)	132
Kansas (KS)	55	North Carolina (NC)	125	Wyoming (WY)	12
				Total	5,011

(Q. 33 continues on next page.)

33. (cont'd) In what state is your primary employment FACILITY located? *Use standard post office two-letter code (e.g., NM for New Mexico).* (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Region/Division	Facility type								
	All Responses (n = 5,011)	Special Day/ Residential (n = 154)	Preschool (n = 589)	Elementary (n ≥ 2,866)	Secondary (n = 694)	Student's Home (n = 33)	Adminis- trative Office (n ≥ 95)	Teleprac- tice Office (n = 115)	Combina- tion (n = 436)
Northeast	25.0	57.1	30.1	23.3	26.5	18.2	12.6	14.8	21.1
Middle Atlantic	18.8	39.0	23.6	17.1	19.7	18.2	10.4	12.2	17.7
New England	6.2	18.8	6.5	6.2	6.8	0.0	2.1	2.6	3.4
Midwest	24.2	18.2	34.0	22.7	24.4	48.5	17.9	22.6	22.0
East North Central	16.4	14.9	20.7	15.5	16.6	21.2	14.6	20.0	16.1
West North Central	7.8	3.2	13.2	7.2	7.8	27.3	4.2	3.5	6.0
South	31.2	12.3	17.8	34.4	27.7	24.2	58.9	33.9	34.9
East South Central	4.3	0.0	2.4	5.0	3.0	6.1	5.2	2.6	6.9
South Atlantic	16.5	10.4	9.5	18.0	14.1	18.2	32.3	21.7	17.2
West South Central	10.4	1.3	5.9	11.4	10.5	0.0	20.8	9.6	10.8
West	19.6	12.3	18.2	19.6	21.5	9.1	10.5	28.7	22.0
Mountain	6.3	3.9	7.3	6.4	5.6	0.0	7.3	7.0	6.9
Pacific	13.2	8.4	10.9	13.2	15.9	9.1	3.1	20.9	15.1
		Statistical significance: FOR 4 REGIONS: $\chi^2(21) = 233.6$, $p < .001$, Cramer's V = .125 FOR 9 DIVISIONS: $\chi^2(56) = 301.3$, $p < .001$, Cramer's V = .093							

34. (a) How many years have you been employed in the speech-language pathology profession, and (b) how many of those years were in schools? *Round to the nearest full year. Enter "0" if you have never been employed in the professions.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Response greater than 0

Years	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
(a) Total Years in the Professions									
	<i>n</i> = 4,642	<i>n</i> = 144	<i>n</i> = 547	<i>n</i> = 2,640	<i>n</i> = 642	<i>n</i> = 30	<i>n</i> = 94	<i>n</i> = 109	<i>n</i> = 406
25th percentile	8.0	8.0	8.0	8.0	9.0	8.0	16.0	11.0	9.0
50th percentile (Median)	15.0	12.0	15.0	15.0	16.0	12.0	23.0	16.0	16.0
75th percentile	25.0	21.0	24.0	24.0	26.0	22.0	29.0	25.0	26.0
Mean	17.0	14.8	17.1	16.5	17.6	15.8	22.7	18.1	17.7
Standard deviation	10.5	10.6	10.5	10.5	10.3	9.1	8.7	10.6	10.9
Mode	3.0	2.0	3.0	6.0	16.0	12.0	31.0	12.0	6.0
		Statistical significance: $F(7, 4603) = 6.4, p < .001$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
(Q. 34 continues on next page.)									

34. (cont'd) (a) How many years have you been employed in the audiology or speech-language pathology profession, and (b) how many of those years were in schools? *Round to the nearest full year. Enter "0" if you have never been employed in the professions.*

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Response greater than 0

Years	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Administrative Office	Telepractice Office	Combination
(b) Total Years in the Schools									
	<i>n</i> = 4,611	<i>n</i> = 144	<i>n</i> = 534	<i>n</i> = 2,633	<i>n</i> = 636	<i>n</i> = 30	<i>n</i> = 93	<i>n</i> = 108	<i>n</i> = 402
25th percentile	6.0	6.0	6.0	6.0	7.0	6.0	14.0	6.0	6.0
50th percentile (Median)	12.0	11.0	12.0	12.0	13.0	12.0	20.0	12.0	13.0
75th percentile	21.0	18.0	21.0	21.0	22.0	16.0	26.0	19.0	22.0
Mean	14.3	13.2	14.2	14.0	15.1	11.8	19.6	13.5	14.9
Standard deviation	9.5	8.8	9.5	9.5	9.3	6.9	8.8	9.5	9.8
Mode	6.0	2.0	3.0	6.0	7.0	6.0	19.0	7.0	6.0
		Statistical significance: $F(7, 4572) = 6.0, p < .001$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

35. Identify the degrees you have earned. *Count only actual degrees—not equivalencies or certificates—and do not include degrees expected but not yet conferred. Select all that apply.* (Percentages).

Analyses limited to respondents who met the following criterion:

❖ CCC-SLP

Degree	Facility type								
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Student's Home	Adminis- trative Office	Teleprac- tice Office	Combina- tion
	<i>n</i> = 5,015	<i>n</i> = 154	<i>n</i> ≥ 589	<i>n</i> = 2,866	<i>n</i> = 697	<i>n</i> = 32	<i>n</i> = 95	<i>n</i> = 115	<i>n</i> ≥ 435
Master's	91.4	91.6	91.0	91.1	92.0	93.8	93.7	92.2	92.9
Doctorate	1.6	0.6	1.4	1.3	2.4	0.0	7.4	5.2	1.4
Other doctorate, specify: ⁶	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
		Tests of statistical significance were not run on these data because there are so many small cells.							
Highest Degree									
	<i>n</i> = 4,626	<i>n</i> = 142	<i>n</i> = 544	<i>n</i> = 2,627	<i>n</i> = 647	<i>n</i> = 30	<i>n</i> = 93	<i>n</i> = 109	<i>n</i> = 406
Master's	98.1	99.3	98.5	98.4	97.4	100.0	92.5	94.5	98.5
Doctorate	1.9	0.7	1.5	1.6	2.6	0.0	7.5	5.5	1.5
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

⁶This includes open-ended responses from survey participants. See Appendix C, page 99, for the content of these open-ended responses.

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36. How much unpaid student debt do you have for your education? Enter "0" if none.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Debt of at least \$1

Response	Facility type								
	All Responses (n = 1,378)	Special Day/ Residential (n = 50)	Preschool (n = 172)	Elementary (n = 811)	Secondary (n = 175)	Student's Home (n = 6)	Adminis- trative Office (n = 11)	Teleprac- tice Office (n = 32)	Combina- tion (n = 113)
25th percentile	\$25,000	\$32,000	\$25,000	\$23,000	\$31,000	(n < 25)	(n < 25)	\$21,837	\$30,000
50th percentile (Median)	\$55,000	\$60,000	\$50,000	\$52,000	\$57,345			\$60,847	\$65,000
75th percentile	\$96,000	\$100,000	\$80,000	\$96,000	\$95,000			\$95,000	\$106,000
Mean	\$65,878	\$70,050	\$60,240	\$65,337	\$69,871			\$67,411	\$70,383
Standard deviation	\$54,321	\$43,825	\$44,411	\$58,273	\$54,105			\$47,515	\$46,168
Mode	\$100,000	\$120,000	\$40,000	\$100,000	\$50,000			\$15,000	\$150,000
		Statistical significance: $F(7, 1362) = 0.6, p = .779$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							

SURVEY FEEDBACK

37. On what type of device did you take this survey? (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Question was included only on the electronic (SurveyMonkey) version

Device	Facility type								
	All Responses (n = 2,500)	Special Day/ Residential (n = 77)	Preschool (n = 233)	Elementary (n = 1,473)	Secondary (n = 336)	Student's Home (n = 14)	Adminis- trative Office (n = 64)	Teleprac- tice Office (n = 52)	Combina- tion (n = 246)
Desktop/laptop	54.1	63.6	53.2	54.0	55.7	(n < 25)	60.9	57.7	50.8
Tablet	1.9	2.6	0.9	1.8	2.7		0.0	0.0	3.3
Mobile phone	44.0	33.8	45.9	44.1	41.7		39.1	42.3	45.9
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

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38. What were the main reasons you decided to complete this survey? *Select all that apply.* (Percentages). The list of reasons was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Question was included only on the electronic (SurveyMonkey) version

Reason	Facility type								
	All Responses (n = 2,872)	Special Day/ Residential (n ≥ 87)	Preschool (n = 274)	Elementary (n ≥ 1,707)	Secondary (n ≥ 386)	Student's Home (n ≥ 15)	Adminis- trative Office (n ≥ 65)	Teleprac- tice Office (n ≥ 59)	Combina- tion (n = 270)
I believe ASHA will use this survey to help SLPs in school settings.	47.0	49.4	44.9	46.6	47.3	(n < 25)	66.7	40.7	49.3
		Statistical significance: $\chi^2(7) = 15.7$, $p = .028$, Cramer's V = .074 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
I wanted to share my experiences.	43.4	36.8	39.4	44.1	43.7	(n < 25)	52.3	36.7	45.6
		Statistical significance: $\chi^2(7) = 8.4$, $p = .301$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Invitation email for the survey.	29.4	33.3	25.9	29.6	26.6	(n < 25)	22.7	37.3	33.3
		Statistical significance: $\chi^2(7) = 10.5$, $p = .161$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
I believe ASHA will use this survey to help the CSD profession.	27.1	31.0	23.0	27.1	24.5	(n < 25)	33.3	38.3	30.4
		Statistical significance: $\chi^2(7) = 10.9$, $p = .144$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
(Q. 38 continues on next page.)									

ASHA 2026 SLP Schools Survey: Survey Summary Report

38. (cont'd) What were the main reasons you decided to complete this survey? *Select all that apply.* (Percentages). The list of reasons was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Question was included only on the electronic (SurveyMonkey) version

Reason	Facility type								
	All Responses (n = 2,872)	Special Day/ Residential (n ≥ 87)	Preschool (n = 274)	Elementary (n ≥ 1,707)	Secondary (n ≥ 386)	Student's Home (n ≥ 15)	Adminis- trative Office (n ≥ 65)	Teleprac- tice Office (n ≥ 59)	Combina- tion (n = 270)
Learning about how the survey results will be used in the future.	14.3	21.6	14.2	13.6	14.0	(n < 25)	12.3	13.3	18.5
		Statistical significance: $\chi^2(7) = 11.4, p = .122$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Reminder emails about the survey (if applicable).	14.0	9.1	11.3	14.3	13.7	(n < 25)	16.9	18.6	15.2
		Statistical significance: $\chi^2(7) = 6.2, p = .518$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
The email from ASHA telling me the survey was forthcoming.	11.6	13.8	8.4	12.1	13.2	(n < 25)	6.1	11.9	10.4
		Statistical significance: $\chi^2(7) = 8.9, p = .263$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
I like taking surveys.	7.4	12.6	10.2	6.1	8.5	(n < 25)	7.7	10.0	9.3
		Statistical significance: $\chi^2(7) = 14.9, p = .037$, Cramer's V = .072 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
(Q. 38 continues on next page.)									

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38. (cont'd) What were the main reasons you decided to complete this survey? *Select all that apply.* (Percentages). The list of reasons was in alphabetical order on the survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Question was included only on the electronic (SurveyMonkey) version

Reason	Facility type								
	All Responses (n = 2,872)	Special Day/ Residential (n ≥ 87)	Preschool (n = 274)	Elementary (n ≥ 1,707)	Secondary (n ≥ 386)	Student's Home (n ≥ 15)	Adminis- trative Office (n ≥ 65)	Teleprac- tice Office (n ≥ 59)	Combina- tion (n = 270)
Learning about how the survey results have been used in the past.	5.2	12.6	3.6	4.0	6.5	(n < 25)	12.1	8.5	6.7
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
A friend or colleague completed the survey.	2.9	1.1	3.3	3.2	2.8	(n < 25)	4.6	0.0	2.2
		Too many cells (25%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
The letter that I received in the mail (if applicable).	1.3	0.0	2.2	1.0	1.6	(n < 25)	3.1	1.7	1.5
		Too many cells (44%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
Other, please specify: ⁷	10.1	6.9	8.0	9.8	10.6	(n < 25)	13.6	5.1	13.0
		Statistical significance: $\chi^2(7) = 15.6$, $p = .029$, Cramer's V = .074 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

⁷This includes open-ended responses from survey participants. See Appendix C, page 100, for the content of these open-ended responses.

39a. You completed this survey electronically from a link that was sent to you. When we field this survey again in 2 years, which of the following ways would you be MOST likely to complete it? “1” is your most likely format for completing the survey, and “3” is your least likely format for completing the survey. (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Question was included only on the electronic (SurveyMonkey) version.

Ranking	Facility type								
	All Responses (n = 2,230)	Special Day/ Residential (n ≥ 71)	Preschool (n ≥ 200)	Elementary (n ≥ 1,308)	Secondary (n ≥ 311)	Student's Home (n = 10)	Adminis- trative Office (n ≥ 57)	Teleprac- tice Office (n = 47)	Combina- tion (n ≥ 216)
Paper and pencil survey mailed to my postal address									
1: most likely format	5.1	0.0	2.0	5.0	6.8	(n < 25)	5.3	4.3	8.3
2	12.8	11.3	10.0	12.8	14.3		7.0	12.8	14.8
3: least likely format	82.1	88.7	88.1	82.3	79.1		87.7	83.0	76.9
		Too many cells (21%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
Electronic link / QR code mailed via letter to my postal address									
1: most likely format	10.1	16.7	10.0	10.2	8.0	(n < 25)	10.5	10.6	10.6
2	76.3	73.6	82.0	76.3	76.5		77.2	80.9	71.0
3: least likely format	13.5	9.7	8.0	13.5	15.4		12.3	8.5	18.4
		Statistical significance: $\chi^2(14) = 20.3, p = .121$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							
Electronic link sent via email or other online locations (e.g., social media, ASHA.org)									
1: most likely format	84.7	83.3	88.0	84.8	84.9	(n < 25)	82.8	85.1	80.6
2	10.9	13.9	8.5	11.0	9.3		15.5	6.4	14.3
3: least likely format	4.4	2.8	4.2	4.2	5.8		1.7	1.7	5.1
		Too many cells (21%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

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39b. You completed this survey that you received at your postal address. When we field this survey again in two years, which of the following ways would you be MOST likely to complete it? Rank order the possibilities from 1 to 3 where “1” is your most likely format for completing the survey, and “3” is your least likely format for completing the survey. *Cut the letter at the dotted line and return this portion with your survey.* (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Question was included only on the second letter to individuals who had not responded to the first mailing of the survey).

Ranking	Facility type								
	All Responses (<i>n</i> ≥ 101)	Special Day/ Residential (<i>n</i> ≥ 1)	Preschool (<i>n</i> ≥ 12)	Elementary (<i>n</i> = 66)	Secondary (<i>n</i> ≥ 7)	Student's Home (<i>n</i> ≥ 0)	Adminis- trative Office (<i>n</i> ≥ 0)	Teleprac- tice Office (<i>n</i> ≥ 5)	Combina- tion (<i>n</i> ≥ 7)
Paper and pencil survey mailed to my postal address									
1: most likely	44.9	(<i>n</i> < 25)	(<i>n</i> < 25)	39.5	(<i>n</i> < 25)	(<i>n</i> < 25)	(<i>n</i> < 25)	(<i>n</i> < 25)	(<i>n</i> < 25)
2	18.9			18.4					
3: least likely	36.2			42.1					
		Too many cells (75%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
Electronic link / QR code mailed via letter to my postal address									
1: most likely	31.6	(<i>n</i> < 25)	(<i>n</i> < 25)	28.8	(<i>n</i> < 25)	(<i>n</i> < 25)	(<i>n</i> < 25)	(<i>n</i> < 25)	(<i>n</i> < 25)
2	44.6			50.0					
3: least likely	23.8			21.2					
		Too many cells (83%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							
Electronic link sent via email or other online locations (e.g., social media, ASHA.org)									
1: most likely	64.4	(<i>n</i> < 25)	(<i>n</i> < 25)	59.5	(<i>n</i> < 25)	(<i>n</i> < 25)	(<i>n</i> < 25)	(<i>n</i> < 25)	(<i>n</i> < 25)
2	16.5			17.7					
3: least likely	19.1			22.8					
		Too many cells (75%) have an expected count of fewer than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

Appendix A

Regions of the Country

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

Statistics

Statistics used in this summary report include the following notations and descriptions:

Notation	Description
Response rate	The percentage of individuals who were included in the sample, minus any who were ineligible $RR = \frac{(C + P)}{S - (Ret + I)}$ Where RR = Response rate C = Number of completed surveys P = Number of partial surveys S = Sample size Ret = Ineligible because of retirement I = Ineligible for other reasons (e.g., does not work in schools, is no longer in the field, has undeliverable addresses) $RR = \frac{4,569}{27,500 - (13 + 563)} = 17.0\%$
<i>n</i>	The number in the sample. In this report, the number of people who answered a particular question.
Mean	A measure of central tendency; an average. Add the total of all the values and divide by the number of items. Example: $(1 + 1 + 7 + 34 + 88) / 5 = 26.2$
Standard deviation	A statistic that shows the spread of scores in a distribution. Used with means. The larger the standard deviation, the more widely the scores are spread out around the mean.¹ About 68% of the measurement is between 1 standard deviation greater than and 1 standard deviation smaller than the mean; 95% are plus/minus 2 standard deviations. Example: $(1 + 1 + 7 + 34 + 88)$ Standard deviation = 37.1 Therefore, 68% of the responses are between -10.9 and 63.3
Median	A measure of central tendency. Arrange the values in order, from lowest to highest. Select the value in the middle position. Example: 1, 1, 7, 34, 88 Median = 7
(Appendix table continues on next page.)	

Notation	Description
Mode	A measure of central tendency; an average. The value that occurs more frequently than any other value. Example: 1, 1, 7, 34, 88 Mode = 1
Statistical significance	Describes whether a value is larger or smaller than would be expected by chance alone. Note that a large sample size can lead to results that are “statistically significant” even though the results themselves may not have substantive or practical significance. This is particularly true for chi-square (χ^2) tests. ¹
Chi-square (χ^2)	A test used to assess the statistical significance of a finding where the variables being assessed are nominal (e.g., annual salary and hourly salary) or ordinal (e.g., excellent, good, fair, and poor). It measures whether there are statistically significant differences between the observed frequencies and the expected frequencies of two variables. The larger the observed frequency is in comparison with the expected frequency, the larger the χ^2 statistic and the more likely the difference is statistically significant. When the sample size is large, large χ^2 values (that is, ones that are statistically significant) can be obtained even for weak associations. ¹
Cramer’s V	A measure of the <u>strength</u> of the association, used with χ^2 statistics to identify the meaningfulness of a relationship. The χ^2 value may be large with a small probability ($p < .05$) of having occurred by chance. That is, it is “statistically significant at the .05 level.” Cramer’s V is a measure of how strong (practically important) the relationship is between the variables. The larger the Cramer’s V, the stronger the association.
ANOVA (F)	F is the statistic computed when conducting an analysis of variance (ANOVA). <i>Analysis of variance</i> measures the differences between means on two or more variables. It is used when independent variables are categorical and a dependent variable is continuous. ¹
p	Probability. Found in expressions such as $p = .003$ meaning “The probability that this result could have been produced by chance is 1 in 3/1000ths. The smaller the number, the less likely that the result was due to chance. The p value is the actual probability associated with an obtained statistical result, such as χ^2 or F . ¹
df	Degrees of freedom. The number of values that are free to vary when computing a statistic. Used in interpreting both a χ^2 and an F ratio. It is calculated in a cross-tabulation as $(R - 1)(C - 1)$ or (the number of rows minus 1) times (the number of columns minus 1). In a 3×4 table, df would be 6.

¹ Vogt, W. P. (1993). *Dictionary of statistics and methodology*. Sage.

Appendix C

Open-Ended Responses

Question 10, Other Expense

Special day/residential school

- Self ISBE
- Self Materials
- Employer ASHA Learning Pass
- Employer Therapy materials
- Employer State Association dues (KSHA)
- Employer Supplies, like ink, lamination, colored ink, Velcro
- Combination Therapy materials
- Combination Materials
- Combination For ASHA dues, we pay the dues ourselves but can be reimbursed through school Medicaid funding
- Not applicable Materials, local professional organizations
- Not applicable Not applicable ($n = 25$)

Pre-elementary (preschool)

- Self Any consumables, or other materials are paid by me. I even buy my own Kleenexes and wipes.
- Self Materials ($n = 5$)
- Self Supplies, technology
- Self Therapy supplies
- Self Therapy materials and office supplies
- Self Therapy materials
- Self I purchase all of my office materials, speech therapy materials/activities. I do not receive a stipend for any materials.
- Self Teaching certificate
- Self Educator's license
- Self State teaching license
- Self NJ SLP license
- Self VT Teacher license required
- Self Teaching license
- Self CE Registry
- Self State dues
- Self National Certification (initial application and yearly renewal)
- Self SpeechPathology.com
- Self My contractor job offers zero PTO options or sick leave.
- Employer Materials
- Employer Assessments
- Employer Tx supplies
- Employer Mileage
- Employer ASHA Learning Pass
- Employer SpeechPathology.com

- Employer Professional liability insurance
- Employer Wellness stipend
- Employer Limited amount of PD—approximately \$275-\$300 per year
- Combination Materials ($n = 2$)
- Combination Therapy materials
- Combination I get \$250 toward materials from the PTA and the rest I pay for myself.
- Combination Paid family leave in my state (NY) allows for my employer to pay 66% of my salary for 12 weeks if I elect to pay into the NYPFL tax on my paycheck.
- Not applicable I just wanted to mention that I can use my Medi-Cal allotment to pay for ASHA dues and Professional Development; so, most years I have paid but the last year or two I have used district allocated Medi-Cal funds to pay for them.
- Not applicable Sometimes, we get a small stipend for PD. It depends on what is in the budget that year. I'm guessing we may lose it soon completely.
- Not applicable Not applicable ($n = 105$)

Elementary school

- Self Materials ($n = 17$)
- Self Materials and assessments
- Self Materials for assessments
- Self Materials, supplies
- Self Materials and resources/journals
- Self Supplies/materials
- Self Therapy materials ($n = 10$)
- Self Therapy supplies ($n = 3$)
- Self Teaching supplies
- Self Therapy supplies and materials
- Self Therapy materials/supplies
- Self Therapy materials, office supplies
- Self Therapy materials (online and vendors)
- Self All therapy materials
- Self Therapy materials and resources
- Self All online resources needed for teletherapy
- Self Therapy materials and supplies
- Self Materials beyond the basics
- Self Materials aside from standardized tests
- Self Most materials
- Self All materials
- Self Material expenses
- Self Classroom materials
- Self Materials – self paid
- Self Materials for working with students.
- Self Therapy materials, classroom materials (i.e., pencils pens printer ink).

- Self All therapy materials. My school where I work is now rationing paper and told the diagnostician, SLPs and OT we cannot have paper.
- Self I use my own money to cover items I need to provide therapy.
- Self Treatment materials Memberships
- Self All materials needed for my job: materials, laminator, velcro etc
- Self Materials such as office supplies, craft supplies, games, toys, etc.
- Self Materials to use at work, such as digital subscriptions.
- Self Materials to do my job
- Self Supplies ($n = 4$)
- Self Supplies for work; come employer but a lot not.
- Self Some materials are not always provided by the school. I purchase those myself.
- Self Some supplies
- Self Majority of supplies
- Self Basic supplies
- Self Speech supplies
- Self Most office supplies and materials are paid for and supplied by myself.
- Self All school supplies, therapy materials, pens, sticky note, folders, everything.
- Self Treatment supplies. District pays for all testing materials.
- Self Therapy or office materials after yearly budget is gone.
- Self All materials needed to work with students.
- Self I pay for all therapy materials I use doing my job.
- Self Materials for therapy Software programs for planning
- Self Nearly all materials and supplies used for speech therapy are purchased by myself, with the exclusion of evaluations and test forms.
- Self We get a stipend each year to spend on materials (usually about \$200). I believe we can also use this for PD if we choose.
- Self Most therapy materials paid by self Employer purchases assessment materials and some subscriptions (articulation station, SLP toolkit)
- Self We have no budget, all therapy materials now are paid for by myself, all PD hours, all incentives everything. They took away our budget last year.
- Self Therapy materials for my students are paid for by a combination of myself and my school's PTA. I do not receive any funding from my district for therapy materials.
- Self Many of my materials, rewards for kids and office supplies are paid by me ---just the same as every teacher in the building
- Self We pay for our own materials. We get \$300 every other year for PD.
- Self Anything else I need to work with students, I buy on my own with my own money
- Self I bought my own equipment for teletherapy work.
- Self Non-school/unavailable through school platforms for activities, items, or visuals that my students may need.
- Self Sick leave
- Self Sick days
- Self Personal time/sick leave
- Self Maternity leave
- Self Medical/maternity leave

- Self First three months of employment I did not have sick leave.
- Self I am allowed to use comp time to take time off.
- Self Malpractice insurance
- Self Workers comp and Professional liability
- Self Union dues/Liability insurance
- Self Liability insurance ($n = 3$)
- Self Malpractice insurance
- Self Insurance
- Self State Convention Registration; Therapy Supplies
- Self State Speech-Language Hearing Association; State Convention
- Self State association convention
- Self I have never been able to attend an ASHA Convention. I do volunteer but it is after hours.
- Self State association
- Self State association dues ($n = 2$)
- Self TN dues
- Self TSHA dues, TSHA convention
- Self State convention
- Self NJSHA conference
- Self State license
- Self State teaching license
- Self I also have a teaching license that I must pay to maintain.
- Self Department of Health license yearly; Teacher certification license
- Self Health License for Medicaid billing
- Self State teaching license, therapy materials, etc.
- Self State license, TSHA Dues, ASHA Dues, State Convention all paid by me. Small district and loss of funds due to changes in laws in Texas.
- Self State educator license, state SLP license, AND ASHA license
- Self DOE certification
- Self State Department of Ed
- Self State teaching certificate fees
- Self CT Department of Public Health State (SLP) Licensure
- Self Ohio license and pupil services license
- Self In Vermont, you need 2 state licenses to work in a school. Neither are paid for by the district.
- Self OPR of VT
- Self State educator license, educational SLP endorsement
- Self Educational Staff Associate certificate
- Self Teaching certificate ($n = 2$)
- Self Teaching certification - required in my state
- Self Teacher's certificate
- Self Teacher certification fees
- Self Certifications like LAMP certifications, materials like Playdoh, bubbles, etc.
- Self State licensure and PEL license

- Self Pupil Services Certificate to practice in the schools from Ohio Department of Education
- Self Any dues associated- license, pd, materials
- Self Teacher license & finger prints
- Self Fingerprinting
- Self Credential
- Self State Agency of Education Educational SLP License - Liability insurance - Materials needed for professional development
- Self Initial ASHA application fees were not covered by my employer and were prohibitively expensive for a new clinician. Extortionate!
- Self I work for an agency and am part time, substitute SLP and do assessments. they do pay for ASHA dues (I'm Life Member now), Professional Development, if we get prior approval, and state license
- Self Boardmaker, SLP toolkit, other materials
- Self Therapy materials/resources, SLP insurance
- Self All of the state clearances every 5 years
- Self Practice expenses: professional liability, software package for treatment notes, healthcare insurance policy, retirement
- Self Any additional costs (e.g.: mileage, hotels, travel, food, etc) are at my personal expense.
- Self I pay for some professional development; district pays for some.
- Self Any CEUs I want to obtain online or in person are paid by me. My employer pays for 1 conference a year. Typically the Sp Path @ Audiologist in the schools Conference is what they pay for yearly. They will only pay do the ASHA convention when it is in NOLA.
- Self Therapy Online subscriptions
- Self Professional development time from work- required to use sick leave or personal necessity days
- Self CEUs
- Self Professional development above \$99 per year is paid by me
- Self Subscription tools for service delivery and/or caseload management
- Self MEDBRIDGE
- Self SLPNow, SLP Toolkit, The Informed SLP
- Self SLP Toolkit - Therapy planning and data
- Self ASHA Learning Pass
- Self SLP Toolkit ASHA Learning Pass
- Self Materials and subscriptions to SLP sites for therapy (everyday speech, digitalSLP, boom decks, etc)
- Self Sick leave, materials, Internet, gas, computer
- Self Tuition
- Self Mileage
- Self Travel
- Self Travel expenses to conventions, CPR, CPI training (unpaid hours) provided by the district. And virtual conventions
- Self Travel to conferences

- Self Initial ASHA application fees were not covered by my employer and were prohibitively expensive for a new clinician. Extortionate!
- Self Everything is independent
- Self Any and all expenses, including but not limited to materials, specific trainings, etc.
- Self Everything is paid for by ME.... And it's EXPENSIVE.
- Self Because I started working for the school district as a direct hire on 9/29/26, I missed the timelines to receive the \$300 additional stipend other employees received.
- Self Anything that is not offered by the district, we are responsible to pay for. I try to take advantage of free CEU opportunities.
- Self My employer pays for nothing and offers us no relevant PD. I have to do it all on my own time after hours.
- Self In the school, SLPs are paid significantly less than other professionals who have jobs requiring a masters degree. We do not get reimbursed for ASHA dues or state licensure.
- Self My employer doesn't pay for anything.
- Self Everything is paid by me
- Self ASHA needs to consider lowering the cost of dues.
- Self I am a coach for the special Olympics.
- Employer STIPEND FOR THESE
- Employer Materials
- Employer Materials stipend
- Employer Small materials budget (\$175)
- Employer Employer pays for necessary materials (e.g., testing, activities) and professional development.
- Employer Testing and treatment materials
- Employer Supplies
- Employer LessonPix, boom cards
- Employer ASHA Supplement provided by employer
- Employer Bonus
- Employer Employer does pay an annual stipend of \$1200 to recognize SLPs with ASHA membership, since teachers can be paid for their national board certification. This took over 20 years of advocacy to obtain by the current SLPs in the district.
- Employer SLPs are given the National Board Certification stipend because the district recognizes our CCCs and the amount of education we have had.
- Employer Currently SLPs in our school district are receiving an annual stipend of \$6000. This is because the district has not been able to fully staff SLPs so we are all taking on more workload to cover the shortage of employees.
- Employer District added a one time \$1,000 stipend that was added to base salary. This is designed to cover yearly costs of dues, license, memberships, etc.
- Employer SPED stipend
- Employer State license
- Employer Education license
- Employer Teacher license

- Employer Our state and ASHA dues/licenses just finally got reimbursed by our employers
- Employer Medicaid billing
- Employer MSHA state organization
- Employer MSHA
- Employer KSHA
- Employer CSHA
- Employer ISHA conference
- Employer My district pays for my state association (SCSHA) dues.
- Employer TSHA Conference - been twice in 6 years
- Employer Conference
- Employer State SLP Convention ($n = 2$)
- Employer State convention
- Employer My Employer pays for me to attend our state speech convention (KSHA)
- Employer TSHA CEUs
- Employer The district does pay for the learning pass for ASHA but other professional developments are paid for out of my pocket.
- Employer Pupil Personnel
- Employer Employer pays for SLP Now subscription.
- Employer Gas/mileage
- Employer Mileage when serving multiple campuses
- Employer I get up to 2 days per year to observe for educational purposes. These days are not deducted from annual sick/personal days.
- Employer My school district sometimes allows professional "leave" without my needing to use my leave. I get paid, but I still have to pay for the PD.
- Employer Wellness stipend
- Employer CEU time off
- Employer NEA 1 day – advocacy
- Employer "leave time to volunteer" would be paid up to 5 personal days, if board approved, but any other time off would be unpaid.
- Employer 10 PTO days
- Employer District budget
- Employer Speechpath.com
- Combination Materials ($n = 15$)
- Combination Therapy materials ($n = 3$)
- Combination Learning materials
- Combination Materials for the therapy sessions
- Combination Therapy materials (district has provided \$150 the last 2 years to purchase materials) so anything outside of that is the employee's responsibility
- Combination Materials and equipment
- Combination Supplies and materials
- Combination Materials and supplies ($n = 2$)
- Combination Therapy and assessment materials
- Combination Tx materials
- Combination Therapy supplies ($n = 2$)
- Combination Supplies to do therapy

- Combination Supplies ($n = 2$)
- Combination Therapy materials (mostly self) Assessments (school)
- Combination Therapy supplies are paid partially by myself and my employer. I get a \$250 per year stipend for supplies and tuition, but that is given before taxes rolled into my September paycheck so in reality it's closer to \$190 annually. Anything after that is up to me to pay.
- Combination This year is the first year that our district paid for our ASHA dues. The previous 25 years, I paid for them myself.
- Combination My school will buy test protocols and tests. They've bought some materials, but mostly I buy my own. The district also is having budget difficulty, so I expect more difficulty getting any new materials or tests in the future.
- Combination I have been given time paid time off and reinvestment up to two hundred and fifty dollars to attend Indiana Speech and Hearing Association Convention.
- Combination My employer reimburses me for the annual ASHA Learning Pass
- Combination MOI
- Combination Travel expenses I have to pay myself without reimbursement for any Professional development (hotel, mileage), but I can take professional development days off and get paid.
- Combination SCSHA - state convention
- Combination State convention
- Combination Travel expenses such as driving to various district locations.
- Combination Therapy materials (combination), State Convention (employer)
- Combination 1000 CEU FUND & THEN SELF PAY IF MORE
- Combination Teacher license
- Combination Medical, dental, & IRA
- Combination My district provides some access to continuing education and/or materials - can choose to have ASHA Pass OR SLPNow through my district. Can get some approved time (1-2 days) of paid professional development / excused time off.
- Combination District paid for state membership/conference fee but Inpaid for hotel food and travel.
- N/A I am not paid for any time outside of my specific employment duties.
- N/A Not able to volunteer; too busy.
- N/A I would have to take a personal day to volunteer.
- N/A Our therapist typically do not attend the ASHA Convention or volunteer on a regular basis.
- N/A You can either attend the local state convention, the ASHA convention, or receive the ASHA Learning Pass. The district will pay for only one of these.
- N/A Most therapy materials are purchased by myself.
- N/A Materials for my caseload are out of pocket. District provides some standardized assessments, but I purchased additional training and assessments.
- N/A We are expected to use our PTO for any offsite trainings. We do not get substitutes for this time and we have to pay out of pocket for CEUS.
- N/A (Note: an additional 742 SLPs in elementary schools selected the combination of *other* and *N/A* but failed to specify what the *other* was.)

Secondary school

- Self Materials ($n = 3$)
- Self Materials, supplies, computer, etc.
- Self Some materials
- Self Materials for student therapy
- Self Therapy materials ($n = 2$)
- Self Supplies for therapy
- Self Therapy supplies ($n = 2$)
- Self Materials – budget cuts
- Self Materials, apps, TPT, etc.
- Self Supplies, testing equipment etc.
- Self Materials and supplies, including furniture and research based therapy materials.
- Self I pay for therapy materials. Feeding utensils and online books etc.
- Self Except for testing, I pay for the materials I use.
- Self \$1,000 stipend
- Self State conference
- Self State convention
- Self KSHA
- Self State organization, state convention, materials, online material subscriptions
- Self Employer pays for speechpathology.com
- Self Journals not offered by ASHA
- Self PD for ASHA, PD for state, and separate PD for school salary advancement because SLP specific PD is not counted toward salary advancement since ASHA PD does not register with the state.
- Self State of Wisconsin license
- Self Dept. of Health License
- Self Our district requires us to bill Medicaid in order for them to pay for our annual ASHA and state licensing fees. Teacher license is also required in our district for SLPs but not paid for by district.
- Self State license, best practice evaluation and treatment materials not supplied by employer
- Self State licensing
- Self Department of public health license, state teacher license
- Self Health insurance
- Self Liability insurance
- Self Professional Liability Insurance
- Self Liability insurance Mileage Computer Materials Assessments
- Self State Association Dues, malpractice insurance
- Self Maternity
- Self Materials, technology, requirements for licensure (finger printing, background checks, etc.)
- Self Sick leave, insurance, travel between schools
- Self ALL ME

- Employer Books and materials for my therapy room. I have a set amount for PD each year, which I can use for the ASHA convention, classes, workshops, etc., so that is all one pot of money.
- Employer Employer provides access to additional resources for interventions and assessments for all SLPs in Omaha Public Schools.
- Employer \$250 annual allotment for above
- Employer They pay for learning pass
- Employer Provided a CEU subscription service options in addition to a CEU stipend
- Employer We receive a \$5000 stipend for having our CCC's which can be seen as covering our ASHA dues
- Employer Meetings outside of school hours.
- Employer Supplemental 10 day contract
- Combination Materials ($n = 2$)
- Combination Therapy materials
- Combination Speech therapy supplies
- Combination Resources and manipulatives for activities
- Combination Any work material over \$100 for the school year
- Combination We may get \$ from employer for PT, but not always
- Combination Purchase some of my own materials
- Combination Conferences I pay registration, employer pays salary
- Combination Clearances
- N/A Our district agreed to pay for our ASHA dues, ISHA dues,& for us to attend the ISHA conference in Indianapolis since we had to start billing Medicaid.
- N/A Materials
- N/A Some materials- Everyday Speech
- N/A Until this year (2025-26) I paid all my dues and licensing fees; in my current contract, the district pays for some.
- N/A (Note: an additional 146 SLPs in secondary schools selected the combination of *other* and *N/A* but failed to specify what the *other* was.)

Student's home

- Self Insurance
- Self Pay for nothing
- N/A (Note: an additional 5 SLPs in students' homes selected the combination of *other* and *N/A* but failed to specify what the *other* was.)

Administrative office

- Self Teaching certificate
- Self State Licensure, ASHA Convention is only covered when it falls in our state.
- Self State association fees, Board certification fees
- Self Insurance
- Self Gas mileage
- Combination State association fees are reimbursed every other year by employer. I get some therapy materials paid for by my employer but purchase other items to supplement.
- N/A My job does give us a \$2000 stipend for having our CCC's.

- N/A Fingerprints
- N/A (Note: an additional 33 SLPs in administrative offices selected the combination of *other* and *N/A* but failed to specify what the *other* was.)

Office for telepractice

- Self Materials ($n = 2$)
- Self Resources and materials
- Self Materials, equipment
- Self Class / work materials
- Self Printing
- Self Virtual therapy materials
- Self Teletherapy resources and materials
- Self State licensing
- Self Professional liability insurance
- Self Insurance
- Self Subscription SLP services, materials, etc.
- Self Subscriptions to websites that have online therapy games and activities, copy paper, notebooks, pens, printer ink.
- Self All resources, continuing education, equipment for job
- Self Required ca development classes, training for onboarding for the job is unpaid
- Self Maternity leave
- Self Whatever else
- Employer Materials stipend
- Employer \$200 stipend for professional development and/or classroom resources
- Employer Travel, Assessments Paid by Employer Therapy Materials and Subscriptions (Ex. SLP Now, SLP ToolKit) paid by self or combination of self and employer
- Combination \$200
- Combination Therapy materials and resources
- N/A (Note: an additional 17 SLPs in offices for telepractice selected the combination of *other* and *N/A* but failed to specify what the *other* was.)

Combination from the above list

- Self Materials ($n = 3$)
- Self Therapy materials ($n = 5$)
- Self Therapy supplies, therapeutic play objects
- Self Material, subscriptions
- Self Most materials
- Self Materials- My school district does have a small stipend for materials but they make it so difficult (I wanted to buy a printer but it had to be through a specific website/vendor) that I just end up buying things out of pocket
- Self I also pay for reinforcers and many materials (lamination, any other expenses incurred as a contractor any other expenses incurred as a contractor: Velcro dots, toys, TPT material, Boomcards, etc.).
- Self All expenses are paid by me including materials normally
- Self All day to day classroom supplies and materials

- Self BLS/CPR self paid, no materials budget.
- Self Materials and subscriptions
- Self Materials and subscriptions required to do my job effectively.
- Self Supplies, materials
- Self Supplies
- Self All supplies
- Self All intervention materials, thousands of dollars worth.
- Self Subscriptions to digital resources, such as Super Duper Digital, SLP Elevate, Everyday Speech , iPad apps
- Self The following are expenses paid yearly by myself as a school-based SLP: therapy materials, visuals, iPad, sanitary products (Lysol wipes, hand sanitizer, tissues), construction paper, etc.
- Self All continuing education fees and therapy materials needed for my day to day work with students.
- Self CE registry fee - paid by self
- Self Any other specific professional development.
- Self ALL professional development I enroll in to attend I have to take a personal day off.
- Self Any other continuing Ed or conferences I would like to attend I pay for
- Self CEUs
- Self Work pays for conference fees yearly out of college continuing education money, and travel x1 per contract (2-3 yrs). We have to fight to keep it every contract negotiation.
- Self Health insurance
- Self Liability
- Self Liability insurance
- Self Liability insurance, materials, travel, computer, internet, office rental, meals, website, EMR, etc.
- Self Professional insurance, SLP material + book
- Self Malpractice insurance, Tx and Dx materials/supplies, family health insurance, retirement, etc.
- Self I work for an online school. They pay for my licensing in other states, outside of my home state. That I have to cover.
- Self State licensing
- Self Fingerprint
- Self Union dues(c. \$100/mo), teaching credential, therapy materials excluding technology (i.e., laptop, access to a few digital subscriptions are provided). We have no “curriculum” therefore having a classroom “budget” is a rare offering. Often office supplies, including markers for student use, Velcro, card stock, post-it notes, etc. are purchased by SLPs out of pocket(except for paper and basic furniture). If you use all the allotted ink from the SPED color printer, you may be buying it yourself the rest of the year.
- Self Asha fees dues which are very expensive in addition to our state license fee we need to pay every year - \$430 a year
- Self As a private practice owner I am paying for it even if it is coming out of my business account or personal

- Self Any other expenses incurred as a contractor
- Employer Classroom supplies
- Employer My employer gives me a small (\$175) materials budget each school year.
- Employer State dues (WSHA)
- Employer License
- Employer Mileage between schools
- Employer District reimburses some mileage.
- Employer I get paid a travel stipend, cell phone stipend
- Employer Parking fees for self employed and car wear and tear
- Employer Medical insurance
- Employer Health stipend
- Combination Materials ($n = 2$)
- Combination Therapy materials
- Combination Materials/resources
- Combination Materials: school \$300 allowance and then my expense beyond; can only buy through certain vendors, which I feel is wrong!
- Combination SHAA
- Combination Student loan
- N/A Materials
- N/A Not given leave time to volunteer
- N/A (Note: an additional 114 SLPs in combinations of facilities selected the combination of *other* and *N/A* but failed to specify what the *other* was.)

Other facility

- Self Liability insurance
- Employer Work-related travel
- N/A (Note: an additional 3 SLPs in an other facility selected the combination of *other* and *N/A* but failed to specify what the *other* was.)

Question 14, Other Facility

- Preschool assessment center
- Preschool diagnostic center
- Preschool evaluation team
- Pupil appraisal office
- Restorative school
- State agency
- State education agency

Question 15, Other PRN Facility

Special day/residential school

- Pediatric outpatient
- Pediatric outpatient rehab

- Private practice ($n = 3$)
- Private practice, rehab
- Private speech clinic
- University

Pre-elementary (preschool)

- Children's clinic
- Community clinic
- Consult and supervision for teletherapy company
- Contractor for a state school
- Early intervention ($n = 4$)
- Early intervention – home services
- Early intervention birth to three
- In home early intervention regional center
- Head Start
- Home care
- Home instruction students through their school districts
- I provide the services for summer therapy
- Independent contractor
- Outpatient
- Outpatient pediatrics via teletherapy
- Outpatient private practice ($n = 3$)
- Preschool
- Private
- Private client
- Private clinic
- At a private speech therapy clinic
- Private in home
- Private in-home therapy
- Private practice ($n = 8$)
- Private practice in the summer
- Private practice setting
- Private therapy pediatrics in client homes
- Small private practice ($n = 2$)
- I own a mobile pediatric private practice.
- Same office – summer work (by the hour)
- Summer school
- Supervise university speech pathology students after my school day two days per week
- Telehealth
- Trainings for the state, sitting on committees to develop procedures

Elementary School

- ABA center
- ABA clinic
- Administration
- As a contractor in private schools and homes
- As an accessibility consultant for creative organizations.
- At a university
- Babynet services
- Birth to three
- Birth to three (Early Intervention)
- Birth to three (in home/virtual)
- Birth to three Early Intervention evaluator
- Client homes
- Clinic ($n = 8$)
- Clinic and home health
- Clinical educator at university
- Compensatory speech services in public library
- Contract with Northern Speech Services
- Cyber school services
- Cyber school teletherapy
- Early Intervention ($n = 11$)
- Early Intervention & private clinic
- Early Intervention per visit
- Early Intervention – Louisiana Early Steps
- Early Intervention, birth to 3.0 in homes/day care
- Early Supports
- EI
- EI and private practice
- EI/community/homes
- In Early Intervention in clients' homes
- Private/EI (in homes and schools)
- EIDT center
- ESY and private practice
- Extended school year (summer school)
- Extended school year/transition meeting from EI
- First Steps ($n = 2$)
- Home based early intervention, birth to three
- Home office
- In home/daycare pre k services
- Hospice
- I contract for evaluations with Social Security. I also work as an adjunct clinical faculty at [university name redacted] University for one summer session each year.
- I do evaluations for DDS
- I provide early intervention and private speech services

- I provide homebound speech services for student who can't come to school for medical reasons.
- I see some students privately
- I work in another setting as a consultant, but not an SLP consultant. I train teachers across the country in supporting MLL's.
- I've been trying to find extra home health work for after 4 pm and have not found any
- In a daycare setting/early childhood
- In person student who is in a virtual academy/online program
- In summer, private pay
- Itinerant preschool services
- Medical clinic
- Middle School
- Montessori
- My own private practice ($n = 2$)
- Outpatient ($n = 3$)
- Outpatient clinic ($n = 3$)
- Outpatient clinic for students
- Outpatient pediatric clinic
- Outpatient private pediatric clinic
- Outpatient private practice
- Part C
- Pearson Field Research
- Pediatric clinic
- Pediatric home health
- Pediatric outpatient
- Pediatric outpatient clinic ($n = 2$)
- Pediatric private clinic
- Pediatric private practice ($n = 5$)
- Pediatric therapy clinic
- Peds private practice
- PreK home based services
- Preschool ($n = 2$)
- Private ($n = 7$)
- Private - self employed
- Private 'tutor'
- Private clients ($n = 2$)
- Private clinic ($n = 6$)
- Private pediatric clinic
- Private pediatric clinic or home services
- Private practice ($n = 38$)
- Private practice (owned)
- Private practice (self employed)
- Private practice and specialized school during ESY
- Private practice clinic
- Private practice clinic and home-based sessions

- Private practice in summer
- Private practice teletherapy
- Private practice- home based
- Private Practice-Teletherapy
- Private practice, online school setting
- Private Practice, [university name redacted] University
- Private school
- Private Sp&Hrng Clinic
- Private therapy
- Private therapy in summer
- Private tx after school with grant money; if runs out and have to stop
- Some limited private practice
- Some private therapy on the side in the summer time.
- Summer private practice
- Starting Private practice
- PRN outpatient pediatric SLP
- School setting
- Self employed - self pay summer sessions
- Self employed after school hours in home
- Self owned private practice
- Self-employed
- Side SLP work through agency to provide due process / compensatory services in students' homes
- Summer program to train graduate students
- Summer testing preschool
- Supervision at University
- University ($n = 2$)
- University- Higher Education
- Telehealth ($n = 7$)
- Teletherapy Private Practice
- Virtual telehealth
- Virtual Cyber School
- Test Standardization at Home
- Travel to 5 schools
- Tutoring private students with language-based learning disorders
- Will be providing ESY services during the summer

Secondary School

- Occasional advocacy work. Not compensated.
- Consultant to a private psychology firm.
- Contract SLP for online school therapy
- Extended School Year
- Home office
- Homebound; Facilitator role; Extended school year (when available)

- Juvenile detention facilities
- Occasionally I will do preschool evaluations for another school district
- Outpatient clinic
- Outpatient and private practice
- Own a part-time private practice
- Pediatric clinic
- Pediatric outpatient
- Private clinic ($n = 3$)
- Private outpatient clinic ($n = 2$)
- Private practice ($n = 14$)
- Private practice clinic
- Private schools
- Private speech
- Self employed
- PRN evaluations for a district. I hardly get ANY work though. Maybe 10 hours total through the entire school year.
- Senior community as part of rehab
- Speech in the home
- Telehealth
- Telehealth private practice
- Telepractice
- Teletherapy
- Virtual
- University ($n = 2$)
- University teaching
- Adjunct professor at a local university clinic in the summers

Student's Home

- Private practice ($n = 2$)

Administrative Office

- Adjunct professor at a university
- I am an EdAuD full time and also teach in a university part time
- Consultative work
- In a pediatric clinic
- Private practice ($n = 2$)
- Private sessions/early intervention
- Supervise SLPa as a private SLP

Office for Telepractice

- Daycares
- Preschool
- I see students in a school; employed by an agency

- I have a private practice where I see kids in their homes.
- Private Practice
- Private clinic
- Outpatient clinic
- Telepractice in private practice
- PRN work in the public schools
- University supervisor
- I sometimes work with publishers to edit speech-language pathology books

Combination from the above list

- Adjunct at university
- Adjunct professor
- Adjunct professor for [university name redacted] University
- I work for a university but as an adjunct professor.
- University
- Teaching in a program
- Private tutoring
- Birth to 3 program
- Early Intervention
- Early Intervention and a private practice
- Early Intervention and private practice
- EI and private practice per diem
- Pediatric home health & home-based early intervention
- Clinic
- Clinical setting
- Pediatric clinic
- Outpatient clinic ($n = 2$)
- Outpatient pediatric clinic
- Clinic/private practice
- Private
- Private practice ($n = 13$)
- Private clinic ($n = 4$)
- Private clients ($n = 2$)
- Private practice in homes
- private practice teletherapy
- I have a private practice.
- My own private practice.
- I have my own private practice.
- Telehealth
- Virtual
- Remote clinic
- PRN diagnostics at an outside clinic
- I get paid from another company to be a CF supervisor to help pay the bills.
- Present and moderate professional development courses for SLPs

- Supplemental contract for Peer to Peer program
- Need to get a virtual job to pay my bills and hopefully retire
- I have in the past but sometimes I do summer school services through my district

Question 16, Other Function

Elementary school

- Adjunct SLP faculty

Secondary school

- Social worker

Question 30, encouragement to supervise graduate student

Special day/residential school

- Admin pro rating caseload to compensate for time
- Admin support; private school does not encourage
- Can't in my facility
- Interest in my program from students.
- Less Screenings/Assessments for Elementary Students
- Time & lower caseload
- I have supported several SLP students over the years. Just not any at this time.
- I won't do it again — I don't have enough time since being promoted to program manager. It's not fair to the student.

Pre-elementary (preschool)

- Bigger office
- Part-time options
- N/A for my role
- My role does not lend itself to having a graduate student
- Reduced caseload
- Reduced caseload while supervising.
- Time
- Time in the day
- Time & stress
- Time in my schedule
- Time to team with grad student
- If my caseload/workload allowed time for it, I would do it.
- Smaller caseload/workload - more time to work with graduate student
- CEUs for supervision
- Our district had a 5% salary stipend for SLPs with their CCCs. They took that away for all SLPs hired after 2017. I will not supervise new SLPs because I'm not getting the same stipend as my colleagues (they grandfathered the stipend for all SLPs hired before 2017).

- \$ towards routine schooling from college
- Employer doesn't allow due to driving/community based
- I Travel so district doesn't want me to supervise (DASH) travel rule
- Stability in my district administration. I never know what next year will be like, so I am reluctant to commit to a grad student.
- In person programs. Graduate students who have been attending an online program are significantly under prepared for the real life scenarios of being an SLP. They are doing a disservice to the students they will eventually see because they lack the knowledge and skill provided by in person programs. Unfortunately even though they lack these things they will eventually be hired because of the lack of SLPs.
- No grad program within driving distance, so no opportunity
- No opportunity
- Opportunity to supervise
- Am willing, not asked
- More time as an SLP as I recently acquired my CCC
- I would do it.
- Have in the past, but retiring
- Have supervised an SLPA in the past, just don't have or need one at my school at this time.
- I have supervised when I worked in hospital and elementary school settings. Now in Birth-3 I do not supervise as so much is relationship-based with families.
- I love my past students. I just want to make sure I'm available.
- I do have a graduate student.
- No interest
- I am not interested in supervising a student of a CF, due to lack of adequate time and increased work stress it would create for me.
- Work/life balance; mental capacity

Elementary School

- Free PD/CEUS
- Not necessarily additional compensation for my time, but allowing extra time built in to my day to provide the necessary support, complete documentation, plan effectively, etc.
- Opportunity ($n = 3$)
- I have started contracts with universities, but they haven't sent any interns.
- A grad student willing to come to Gering, NE
- Proximity to academic program
- In our rural area, this is not really a choice.
- We are rural and don't attract candidates.
- Availability of students
- No grads apply currently
- Being asked by a grad program
- Being contacted by a school/grad student
- Haven't been asked recently
- Nothing. I just haven't been contacted to supervise.
- We have reached out to area schools but have not been needed.
- Graduate students rarely want to travel/live in my rural area.

- Student who is interested
- Allow me to interview the student to decide if they are a good fit.
- Enthusiastic support for this from my administrators
- For the district to hire CFYs
- District allowing
- I would love to. Not sure how to find them or if my district would allow it.
- If my administration supported this, reduced red tape
- School admin support
- My supervisor isn't open to it.
- We do not currently have opportunities
- My district being more organized in itself
- More collaboration between programs and my district
- I want it but there are none. Almost supervised SLPA student, but state did not allow due to no experience supervising SLPA first.
- I've never been asked to supervise a student.
- Not allowed in my county, as contractor
- Students need more training in school-based practices. Coursework in IEP development, law and regulations, and timelines. It is shocking when students and even CFYs have no idea about the process of referring, evaluating, and classifying students.
- This goes further with better preparation, but my current student is at [university name redacted] University and wow she is so unprepared due to her college. She has never seen an assessment before, doesn't understand standard scores, doesn't know how to annotate phonetically. Her college has left her so unequipped I will be actively telling people to run from this place. She is a great learner once taught.
- The quality of grad students has significantly declined since covid. I thought the field was competitive and don't understand how some individuals have been accepted into grad programs. If students are not capable of being successful in this career, then I expect the grad schools to weed them out and not send them into the field to complete internships. More than one terrible experience of this nature has discouraged me from supervising students anymore. It's a disservice to the whole field and devalues our degrees and certifications when incompetent clinicians are pushed through programs and make it into practice.
- Make sure they have a bachelors. I have met some SLPAs that have no idea what they are doing.
- Grad students are not properly taught special education laws or the realities of school-based speech
- More resilient interns
- Students in my area who require supervision
- Stipend
- We usually are compensated, but it's only \$100... It definitely takes a time out of your schedule for teaching and allowing for independence. So I would say additional compensation. I used to take a graduate student every year.
- bigger speech room
- Adequate building room
- Space - my office is really tight
- Lack of space

- Inadequate WORK SPACE
- Space to work...itinerant
- I need the physical space in my room for another person to work. We have 4 SLPs throughout the week who share a space.
- Larger space/room; more reasonable caseload with reduced caseload size
- At this time I truly don't have the space (office and/or treatment space) for a student. I am in an office with 5 other people and end up providing service in hallways, between bookcases and in copy rooms or multi-purpose rooms where there are 6 other groups providing reading interventions.
- Lower caseload to accommodate grad students supervision
- Lower caseload
- Lower caseload; more time
- Adjusted caseload #
- Caseload caps
- Caseload reduction to create time to observe grad student
- Decreased caseload
- Lower caseload and adequate time for paperwork
- I need a lower caseload so that I have time to dedicate to training and supervision.
- I would be more willing to have a student if my caseload was manageable enough to soothe the burnout I feel
- Manageable caseload
- Reduced caseload to allow time for supervision
- Smaller workload
- More manageable workload. I can't take on another duty at this time.
- More help/less of a caseload
- If I had a more manageable caseload and could commit the time.
- Smaller caseload/workload so I can collaborate w/ grad student and teach them.
- Less workload/lower caseload
- Help with workload
- Reduced workload
- Reduction of my workload
- Reduced workload to allow instructional time
- Reduction in caseload or other responsibilities to have enough time to supervise
- Reduce paperwork required
- Reduction in caseload to allow time to supervise/support a graduate student
- Reduced responsibilities
- less required documentation from me
- It adds more work to my job.
- Time ($n = 3$)
- Time to do so
- Time to give the student
- Time to meet with student
- Time to teach graduate student
- Time for collaboration and conversation with the student

- Time in my schedule to really supervise properly. And time to discuss therapy planning, which there is never enough time for- especially if the students have extensive needs.
- Time to adequately train
- Time to work with them
- Time, workload too much currently
- Need more time in the schedule
- Time too big of a workload
- I'm too busy.
- Too busy
- More time ($n = 2$)
- The time to support appropriately
- More free time to spend with them – not enough time to give a student what they need
- I really don't have time for this. Extra compensation is not enough.
- I find that supervising graduate students is a lot of extra work. I don't have time in my day...
- I do not have the time for direct treatment and training. If reasonable caseload, I would consider. When would I meet with and supervise them?
- Current part-time position limits opportunities
- I work part time and do not have the time to supervise a student.
- Current role is not suitable; have supervised in past roles.
- I am willing to supervise graduate students; however, my particular assignment is not typical for a school based SLP so the district doesn't place graduate students with me.
- can't supervise
- I'm a contractor & haven't been in a district that would allow me to supervise.
- I only work 6 hours per day. That would not be fair to a grad student. When I was full-time, I supervised grad students every year.
- Part-time position
- I would need to become a regular employee first.
- I am a working retiree.
- I am retiring 6/2026.
- Retiring this year, so is N/A
- I'm retired but working as a sub SLP
- Tele-therapist
- I do not have a teaching cert.
- I don't feel ready yet; only been in school setting 1 year.
- I feel like I am not as well versed in new techniques as the younger SLPs
- I service too many buildings and could not do it in my current role.
- I think it's hard to supervise a new SLPP and have a graduate student.
- If it were a shorter time like 10 weeks instead of 20, but they would need to be really prepared! And they never are. Compensation would be the greatest incentive because it's a lot of work that I'm doing for the grad program.
- Longer timeframe to complete their required hours in (less rushed)
- My role doesn't have a home base.
- My schedule is inconsistent.
- Added work up front
- I feel like I can barely keep myself afloat, cannot take on more responsibility

- More experience ($n = 2$)
- Want more experience
- Sometimes I am not certain if I am doing everything exactly right since people do things different ways and the district is not always clear
- Self confidence
- I don't want to be evaluated by students.
- Time to take required ASHA supervision course
- Don't require extra training which is unneeded. It should be an option but not mandated.
- Not having to take the supervision classes
- Feel confident I would have enough time to supervise a student
- Pay for training and ease of training. It is only offered outside of work hours late at night and in person.
- Not interested ($n = 9$)
- Don't want that role
- I do not want to.
- I don't get paid enough & would never rec. this job to anyone.
- No money or compensation would encourage me to supervise a graduate student b/c I do too much paperwork and billing outside of my duty day and I won't add more to my plate for a work/life balance. Although my 'breakdown' of what makes up my minutes/hours in a given week, it just doesn't capture all that I do on any given day in my school, esp. with two center based programs and a P-5th enrollment in a Title 1 school.
- I just don't want the added load.
- I will not take a student. I am burnt out and too busy
- Assurance that potential negative outcomes would not reflect on my personal license/certification
- Make CCCs much much cheaper. I only keep my very expensive CCCs to supervise grad students. I would love reimbursement for that outrageous expense for something I earned 26 years ago.
- More balance work between me and the primary SLP at my school
- Not necessarily additional compensation for my time, but allowing extra time built in to my day to provide the necessary support, complete documentation, plan effectively, etc.
- My last 2 only came for a very short period.
- Did in previous years
- Have done in the past.
- Have done it 3 yrs in past.
- I am currently supervising a graduate student intern from [university name redacted] University. Over my 30-year career, I have supervised four graduate students. I have found that today's students come into their internships with a stronger combination of clinical and school-based experience than when I graduated. They are very well prepared for the demands of the role. My most recent student intern was able to take over a full caseload with minimal support needed for therapy planning and implementation. This level of preparation not only benefited the students we serve but also allowed me to complete several items on my own to-do list that might otherwise have been delayed. I value the opportunity to mentor emerging professionals and feel good about paying it forward. At this stage in my career, I do not feel that compensation is necessary for supervising graduate interns, as supporting the next generation is professionally rewarding in itself.

- I did this in the past. I am no longer interested.
- I do not currently have a graduate student, but I have had them in the past.
- I have in the past, but students are not placed in my location
- I have previously and would again in the future if time allows
- I have regularly supervised in the past but changed school districts and have not supervised since starting the with new district.
- I have supervised a large number of graduate students in both university clinic settings and school-based placements, often mentoring more than one student at a time. I genuinely enjoy supervising and strongly value the opportunity to introduce students to school-based practice. What I have observed, however, is that school placements are sometimes positioned as secondary to hospital, clinic, or private practice settings. This unintentionally minimizes the complexity and impact of school-based speech-language pathology. In reality, school-based SLPs engage in highly specialized work that integrates literacy, language development, collaboration with multidisciplinary teams, IEP development, inclusive practices, and educationally relevant service delivery. When students enter these placements without a full understanding of this scope, they may view the experience as simply fulfilling a requirement rather than recognizing it as a dynamic and essential professional pathway. I believe school-based placements should be presented as a robust, leadership-oriented, and intellectually rigorous option within our field.
- I have supervised grad students and CFY's in the past, and did not get any compensation for doing it; however, it was a pleasure, and I would gladly do it again, if there were the opportunity.
- I have supervised in the past, but universities do not ask
- I have supervised several graduate students in the past. I began working in a new district and did not want additional responsibility until I felt more comfortable with my job requirements.
- I have supervised students in the past but my workload is off the charts outrageous that I don't have time to supervise. Additionally, the high amount of job stress I have endured for the past 20+ years has been taking a physical toll on my health, so adding anything extra on my plate would only raise my stress level.
- I have taken several students. It is very time consuming & I don't have the time.
- I often supervise grad students.
- I sometimes do.
- Was a mentor/supervisor for graduate to get CCCs
- I actually supervise interns every year.
- I already supervise but the above would encourage me to offer more often
- I already supervise graduate students each year.
- I already supervise graduate students.
- I always supervise grad students
- I do supervise graduate students. I currently have a student intern and when I agreed to have a student intern, my support with my work load was taken away from the county.
- I supervise 2 grad students per academic year (spring and fall)
- I supervise graduate students already
- I supervise graduate students for two local universities.
- I supervise students yearly
- I am already open to this, but do not perform this duty currently.
- I am willing to supervise.
- I haven't been able to / eligible yet. I look forward to it.

- I love to supervise students if I know them.
- I love taking graduate students. But because I only have a day and half of direct services I don't have enough hours to support them. I work on our AT team three days a week.
- I really enjoy supervising upcoming SLPs. Having time that is supported is essential to making the choice to do so. Supported financially and through work time.
- We'd love to have some!
- I find good students helpful and will always take the opportunity.
- Our graduate student clinicians are very well prepared.
- I love supervising students, but financial compensation would be great. We only get financial compensation for SLPAs and CFYs.
- I specifically write my contracts for places w/ no SLPAs. Work ethic is on decline.
- I try to seek opportunity to supervise students. Communicating with area graduate programs is a challenge. Sometimes students are just not in our area. I work in the burbs just outside a city and very accessible. There are at least 6 programs within 45 minutes. I'd love an easier way to know who to contact within the programs
- I would love to supervise a graduate student, but I haven't had the opportunity to do so in my current job, so just more available opportunities would encourage me.
- I'm interested but was not given one.
- I would given the opportunity
- No requests
- None at this time
- Recruitment
- N/A ($n = 2$)
- Recruitment
- What is release time?

Secondary School

- Nothing
- Recognition for effort
- Compensation
- Stipend
- Free course, etc. from the college?
- Receive CEU credit for supervising graduate students like School Psychologists do.
- Permission from district
- Our local university (university name redacted) has difficult staff to work with clinically.
- Smaller caseload
- We need better evaluations of our caseload of students!!!! ALL of the LANGUAGE TESTs are OUTDATED and do not support the current need of school students! It's INSANE how much we pay ASHA and we have not had new testing tools in YEARS!!!! Ridiculous!!! Over qualifying kids due to horrible testing especially in the area of AUTISM. You should be ashamed!!!
- Manageable caseload numbers
- Reduced workload to support student effectively and appropriately
- Time to provide appropriate supervision needs
- Time to orient them to the building
- Time in the day to take on teaching and collaboration

- Time in a regular day which would mean lessening nondirect therapy workload
- Time; SLP shortage
- More time to do it
- Not enough time - need time to do it
- I am not working as an SLP.
- I do not work enough hours to include supervision of a student.
- I'm part time currently so I would imagine they need more hours
- I work 4 days.
- I'm open to it but I'm part time.
- Unable to supervise graduate students in my current role.
- understanding workplace across multiple school districts
- I would love to, but my district doesn't allow.
- I'd be happy to do it. No one wants to drive to my rural district and work in the secondary building.
- I'm willing, but they always want elementary instead of secondary
- Not many students want a practicum in high school, and I require that a grad student may be interested in working with high school students. It is counseling heavy
- Referrals from administrators
- The last I knew ASHA required additional courses/trainings to supervise. I have not supervised for ASHA since I heard about this years ago (10?) because I'm not taking any more classes that go above and beyond my 30 CEUs. Things have become very unclear in the advent of technology. Also, to have an entire Convention based on AI was ridiculous, in my opinion. AI works by using our clean energy sources, mainly clean water, and it will definitely take jobs away in the future. You can't say you care about the environment when being so careless when choosing to use AI as a basis for the conference.
- Opportunity
- Opportunity. I am willing.
- Once I feel more comfortable in the job
- Only my 2nd year. Would like a little more time before a student.
- More personal experience
- Retiring in May
- I would love to.
- It is nice to supervise a student to help the field grow.
- Someone supervised me when I was a student, so I also want to give back.
- Review supervision requirements per that students program(s)
- Students have more dedicated time for internship and do not have split internships
- If I am supervising, it should be compensated if not monetarily, then with a lower caseload
- I would check nothing is needed since I do in fact have graduate interns, but I do it because I love it, and it's hard to get other people to do it due to the lack of compensation and release time.
- A student opportunity
- I did in the past.
- I have previously.

- I have supervised graduate students in the past. It is very time consuming and the quality of student is questionable, which can make it more stressful. There is no compensation or benefit in my area for doing this and the risk is not worth the benefit.
- I already supervise 1-2 graduate students every semester.
- I don't have an issue with supervision of students
- Never been asked.
- No current opportunities
- None apply to district
- Being able to be honest about my dislike of how the field is moving toward literacy
- Not interested ($n = 3$)
- Not interested due to time
- Not interested in supervising

Student's Home

- Students not interested in Early Intervention
- The rules are too strict and up to interpretation.

Administrative Office

- Collaboration between the academic program and the SLP
- I can't answer as an administrator.
- I can't in my position.
- I cannot offer hours in a category other than diagnostic
- I cannot supervise with the limited time I provide direct services.
- I currently do not carry a caseload so I am not in a position to supervise a graduate student at this time.
- I don't provide services.
- Not appropriate in my role
- Not in an SLP role now
- Unable to take on this responsibility in my role as an administrator.
- I am unable to supervise a grad student since I don't see students.
- Already did this; not going to do it again.
- To be asked
- More time at work
- Nothing. Not everyone is cut out to supervise and people need to stop pressuring everyone to supervise. But if I were to supervise, I would need my caseload numbers LOWERED so that I even had time to teach a graduate student. It is a supervisors JOB to TEACH graduate students and anyone who claims otherwise is out of touch on what the purpose of grad school clinical placements are for. We need to stop expecting grad students to magically already know how to be SLPs.
- Training programs are not adequately training students.

Office for Telepractice

- Our school doesn't take students.
- We can't.

- Outreach
- N/A to my position
- Not for teletherapy
- Not requiring CCC to supervise
- I don't work enough; kinda retired.
- Company request
- Get the opportunity
- Clear guidance on state specific required paperwork and direct observation requirements.
- I have in the past for "pay it forward" reasons but now insurance/state policies make it very difficult with rules and what counts to supervise.
- None

Combination from the above list

- Available grad students!
- Free graduate level classes at the university, which would help move up in the salary step pay scale
- Payment for required training in supervision
- Administration isn't supportive and doesn't value supervision.
- Current SLP supervisor prohibits possibilities
- admin support in the screening/hiring process.
- Actual time to teach the student and talk about how the day went- unable to do so due to high caseload numbers, too much paperwork, and not enough time in the day.
- Additional time for students in placements (5 days/week vs 2-3 days/week)
- I work less than part time.
- Only work a few hrs/wk. Have supervised numerous students in 33 yrs.
- My position is 90% remote.
- They can't learn, watching me fixing iPads.
- Tenure - only tenured teachers can supervise
- I'm retiring; however, financial compensation would have been nice when I did supervise
- My district actually allowing us to have students
- Rural area, few/none around
- less duties/more time to supervise
- Lower workload
- Reduced caseload
- More time, already burned out
- Time to provide feedback to a student
- More EI training
- They need to show up.
- Students can be self-starters/take initiative, be focused instead of being on their phones when they are supposed to be writing reports.
- Stopped because of the personalities of "I already know it all."
- Had 2 students upset parents in the clinical setting before—used to supervise students all the time prior.
- Have done once but not sure to continue.

- I already supervise 2 SLP's. I don't have time to add a grad student. I used to about every year some time ago.
- I have always been willing to take on students. Since 2020/2021, I have been stretched above capacity and no longer have the ability to support a person entering this field in a healthy way.
- I have been a supervisor- it friends on who is picked to supervise each year based on needs
- I have been interested however my work space is very small and would not easily fit another adult plus the students
- I have done that in the past.
- I have enough to do . I'm not willing to add an extra responsibility.
- I have had two graduate student placements and both fell through at the last moment.
- I have supervised a graduate student in the past, both in a medical setting where I was compensated and when my current school district did not offer additional compensation. We have since advocated for a stipend for supervision, and I would supervise again, but in the rural area where we work, we do not get a lot of graduate students.
- I have supervised graduate students, but it is a significant amount of work. There is little motivation when I am increasing my workload to get no compensation from my district for supervision.
- I have supervised many graduate students. We are typically offered a course voucher from their university as compensation. Monetary compensation would be an attractive option instead.
- I have when student available for my area.
- I think it would be a great idea for ASHA to discount annual dues for people who supervised graduate students during the previous calendar year! Supervising is fun and rewarding, but it does take lots of extra time and adds to the workload, as I have to spend the time I would usually have to do paperwork to teach and explain things to my student.
- I work in a setting D/level 4 school. Safety of a graduate student, value of a behavioral based program, and the many factors involved with highly aggressive students does not make for an optimal learning opportunity.
- I'm starting year 28. Have supervised many grad clinicians but never received financial compensation (more work, no money).
- Experience in current job market
- Feeling like I would do a decent job
- Being asked
- Never been asked
- Opportunity
- Not sure
- NA
- My supervision CEU took a long time to show that I had met the requirements to supervise

Question 35, Other doctorate

Special day/residential school

- Juris Doctorate (lawyer)
- JD

Question 38, reason to complete survey

Special day/residential school

- I want ASHA to do better advocacy for SLP's in schools
- I HOPE that ASHA
- I hope that ASHA actually uses this information and supports SLPs in schools but also in other employment areas will use the survey results to help SLPs in school settings.
- Hoping others do this too and results can be helpful.
- Colleagues reminding us to make our voices heard

Pre-elementary (preschool)

- The SLPs in my district used data from past surveys to help advocate for our group.
- I hope ASHA will use this survey to help SLPs in the school setting.
- Want to provide ASHA with feedback on lack of support/advocacy to school SLPs
- Would like to see Asha advocate for SLPs in the schools. There are REAL issues here!!!!
- I don't think ASHA is doing enough to advocate for higher salaries in the schools and I wanted to express that.
- I want ASHA to actually do something for school providers.
- I hope that ASHA improves their advocacy and takes more action in regards to improving working environments/compensation for SLPs
- Hope for some legislature for our profession.
- All states need caseload caps!
- My district uses the number 40 as the caseload size without consideration for special populations and is cutting another position next year.
- I want ASHA to endorse a reasonable number as a school caseload cap (< 40), as AOTA does for OT.
- I feel like ASHA doesn't support California schools at all. Our workload and expectations is insane.
- In PA, caseloads in the schools as well as early intervention preschool, continue to be high. We have a high number of SLP vacancies yet the need to fill these positions has not increased the salaries. High caseloads and high paperwork demands should be increasing salaries. SLP's should be on a different salary scale than teachers. Is ASHA working with the PA dept of education to address these issues? Where is the ASHA dues going?
- ASHA needs to be more supportive of helping school based SLPs be paid on a different schedule than teachers - I do not feel supported in this. Especially when teachers are getting nationally certified and we already are through ASHA (but we get no increase in salary).
- ASHA needs to know they are doing a terrible job of advocating for and supporting our profession. The need for slp's is higher than ever and every job offer in the past 10 years has been lower and lower. I was offered a salary two years ago less than what I got during my CFY. Do better for us and stop using our money to lobby the government for your relevance and requiring CCC without supporting us.
- I'm hoping that ASHA will see that I don't feel like I get very much for the \$250 I pay yearly.
- Had time when the
- email came

- A reminder email from my state association
- District Coordinator asked us to fill this out.
- Had some free time but otherwise I wouldn't bother. It's not like you guys do anything for school-based providers anyway.

Elementary school

- I want ASHA to hear my voice.
- To receive that resulting data.
- I used the last survey results to try to show my district that I am not paid equally
- Recently used previous surveys to advocate for my job related to caseload, workload, paperwork, etc.
- We desperately need help in the schools.
- I want ASHA to actually start advocating and taking a hard look at that insane roles school-based SLPs serve.
- I hope that ASHA can do more for school based SLP's. Just this year, my school direct began reimbursing us for ASHA dues but to prior to that, I have been paying each year and I honestly was unclear on what I was receiving in return for these expensive yearly dues.
- I believe it's important ASHA knows how much SLPs are struggling. I myself may not be struggling, but the vast majority are.
- I want ASHA to support SLPs.
- I'm hoping ASHA will actually truly use this information to help us, we are drowning in the schools.
- It would be nice if ASHA would help fight for SLPs and make others more aware of what we do and just how specialized we are.
- I have strong concerns about ASHA's lack of support to SLPs, I don't see any benefit from paying for my CCC other than I had to. I am new to the field and feel that ASHA took my money with no real support that they try to claim.
- My hope is that ASHA will take our pain points as SLPs into consideration. Our student loan debt and low wages are taking a LARGE toll on the well begin of SLPs.
- Hoping my responses will help ASHA provide school based SLPs with more support
- Provide input in hopes ASHA will use. Not sure, but hoping.
- I hope it will be used to help.
- I would hope that ASHA would use the information, but my 34 years of experience leads me to believe that ASHA is not supportive of school-based SLPs.
- I am hopeful ASHA will start doing much more to support SLPs in general and SLPs in the schools in particular.
- I hope ASHA will use the info to create mandates for school districts to retain SLP.
- SLPs in schools need help!
- Help us please.
- I hope this survey will show ASHA where school SLPs need support.
- I hope it means something.
- In the hope that school SLPs will be seen and heard
- Provide my input to ASHA
- I want ASHA to do better.
- I'm hoping my information will help make changes in the field.

- I do not believe ASHA will use this survey to help others.
- I hope that this information can help support school based SLPs.
- I want to help improve SLP pay for future generations of SLPs.
- I HOPE that ASHA will use the information to make some recommendations to help bargain in the school settings.
- Something has to change quick.
- In hopes to further my profession
- Hopeful that school SLPs will get more support from ASHA
- I want to represent my state data related to these concerns.
- I hope that ASHA will use this information to continue to advocate for SLPs in school settings to receive professional levels of reimbursement.
- I actively searched for this survey so that ASHA has a current understanding of the challenges facing the school-based SLP. I should note, when asking about payment there was no option to select a 10-month payment. I do not get paid 12 months, only 10. I am not paid over the summer.
- Giving realistic answers to hard questions to better the field
- I want change to happen.
- I'm hoping my information will help make changes in the field.
- ASHA SHOULD and NEEDS to help school SLPs more.
- I wanted to make sure that my demographic was represented.
- I feel under represented in the schools by ASHA and want to share to increase ASHA's knowledge and understanding.
- I don't think recent data about life as an SLP has accurately reflected my experience.
- To let ASHA know how shitty the working conditions are for school-based SLPs.
- I hope ASHA will address my concerns but don't have a lot of faith in that.
- I think ASHA can do more for school SLPs and the profession in general.
- I HOPE ASHA will use this survey to help SLPs in the school setting.
- Hope that this will actually make a change for my other SLP's and my family.
- Advocating for SLPs to ASHA
- I would like ASHA to increase their advocacy.
- I want ASHA to do a better job of actually advocating for SLPs.
- I would like ASHA to advocate for School Based SLPs and you need the data to do so.
- Because ASHA needs to hear our voices because you don't advocate for us.
- I feel ASHA isn't doing enough to advocate for our profession as a whole and I wish you would listen to us more.
- Hope for better advocacy in light of current political administration
- I feel like as a guiding body in the field for SLPs, ASHA can issue guidelines that will better support and advocate for SLPs in the schools.
- I hope to have the opportunity to encourage ASHA to speak up against the current administration in this country as it pertains to potential cuts to special education.
- Wanted to tell ASHA to do more to advocate for SLPs and actually make our lives better. I will continue to renew as a non-member until I see improvement.
- I use the survey for my own advocacy.
- I'm hoping ASHA will use these responses to better advocate for SLPs.
- I hope ASHA will use this to help the workload of our profession and help advocate for us better.

- School SLPs are drowning in OK. Overworked, underpaid, under-represented by ASHA. We need your **ADVOCACY** please.
- I am incredibly disappointed with the lack of advocacy from ASHA. Oregon SLPs desperately need YOU to advocate for us!!! At the state level, we need funding for education. And at the school level, we need less paperwork (or shorter reports), a workload model and take non-SLP job responsibilities off of our plates (eg duty, staff meetings, etc. that address teacher roles but have nothing to do with our jobs). YOU need to send a strong message that we are highly qualified professionals to school districts because we are lumped in with gen ed teachers. SLPs in my SD are strong advocates, but there's only so much we can do. So many school SLPs are quitting and even leaving the profession because of the enormous workload. Even though I love working with my students, I can't wait to retire and wish I would have chosen a different profession. I feel let down by ASHA.
- I hope ASHA will advocate a separate salary table for SLP's separate from the teacher scale.
- I HOPE that ASHA will actually advocate for us, such as lobbying for better funding for public education, opening more graduate programs, lobby for better pay all around, lobbying for improvements to Medicare/Medicaid.
- Like many others, I would like ASHA to actually advocate for our profession rather than just taking funds from members. I want to believe that ASHA will **DO BETTER**.
- To communicate the need for ASHA to advocate for better salaries and workload for SLPs, not just providing vide guidelines but also work with states to pass legislation to cap caseloads and improve salaries.
- I HOPE ASHA uses the information from this survey to help SLPs. We need it! Our dues need to go to something that will directly impact us.
- Beyond frustrated that SLPs continue to be put on a teacher salary in my state- we shouldn't have to fight this battle.
- To help others advocate for appropriate pay and support
- I hope that ASHA does a better job of advocating for our profession. We are very educated to be paid so little and it's disappointing.
- I hope that ASHA will utilize this information to advocate for school-based SLPs salaries and workloads.
- I'm hopeful it will actually play a part in advocating for changes from ASHA and how you utilize our funds so that YOU can advocate for us better.
- Our profession needs stronger advocacy for caseload numbers and pay scales. No more SLPs on teacher pay scales!.
- advocating to be compensated as other related service providers and not on the same pay scale as teachers.
- I am hopeful that ASHA will advocate for SLPs to be paid on their own schedule.
- Advocating for salary increase
- Wanted to contribute to data collection for better advocacy primarily re: caseload limits
- To have a cap on school caseloads for all states. Unlimited is unprofessional.
- I need ASHA to do better with Advocating for SLPs as the school based settings workload vs caseload and lack of SLPs entering the field from college is putting those of us working hard daily into burn out. Younger SLPs are focusing on their mental health and quitting at alarming rates from schools due to lack of ASHA advocating for us to have reduce caseloads in All states. The demands on SLPs are much higher than other disciplines. Also, we should be

advocated to be respected in the same way as OTs, PTs, and School Psychologist in schools and not be placed into the teacher category as we are Therapist, not Teachers.

- Hoping for greater advocacy surrounding workload, duties, etc.
- Praying ASHA will actually use the info to benefit school SLPs instead of putting the burden's on the already overwhelmed public school districts
- Please share advocating for MTSS/RTI to count toward our caseload/workload. It's getting out of hand!! Teachers are not SLPs they cannot provide the same speech sound support we can, but the errors aren't severe enough to formally for formal direct instruction. So we end up still servicing these kids "uncounted" on our caseloads. And districts are stating to abuse that (because they don't have to hire more SLPS if we don't get to count the MTSS kids in our numbers).
- I am miserable in my job but do not know what else to do.
- I'm so unhappy with my job.
- Was curious about the questions that were going to be asked. I'm very unhappy with my job.
- Demoralization. I have worked for the public school system the past six out of 30 years as a pediatric SLP and would not have if not for Covid. I am planning to exit now that I am vested. We have consistently high caseloads and no caseload cap, case management duties at the same RSP/teacher pay (with less benefits and protection) with many "speech only" students that likely need other services, and redundant paperwork on outdated systems that glitch and/or fail, even losing entire IEPs. We must compensate for the faulty system by re-doing work, rewatching trainings that won't record our progress, and/or to manually entering or deleting information (even clerical) that the system is not automatically populating, has duplicated by accident, or lost. Therapy itself feels like an afterthought to this system. I have spoken to the union, and they cannot/will not help with the high caseloads. I was disappointed to realize over this time that ASHA has not/or is not able to provide the tangible help or strong advocacy the clinicians themselves need, and I see why there is now a shortage of SLPs. I give honest feedback when asked about going into the field; consider OT or Nursing instead.
- To see if ASHA accurately reports how many SLPs are unhappy with them.
- I thought it might help me get a fresh perspective on my job and ASHA
- I feel ASHA is not providing for SLP in the way we need.
- I did it but I don't think ASHA is active enough to support school based SLPs
- My frustration at ASHA's continued lack of support for school based SLPs.
- Significant frustration with burden of paperwork increasing each year with little regard for workload versus caseload (even though ASHA has made this statement, it is not a legal requirement; therefore, it does not protect SLPs and its students). This is leading to significant burnout and consideration of leaving the school setting.
- ASHA is not thought of very highly in our field. I am surprised ASHA didn't charge me to take this survey.
- Where I choose "Believe" I meant "Hope".
- I am struggling to justify the money spent on ASHA dues.
- I'm broke and can't keep affording all these dues and getting nothing in return.
- Gave the opportunity to vent(ish) about my low salary.
- I hope ASHA will use this survey to help SLPs in school settings get lower caseloads and better pay
- I hope ASHA does more to support SLPs, because the fee we pay seems to go nowhere for us.
- Want ASHA to know they charge us for nothing

- Sick of ASHA doing nothing for me
- I hope you take into consideration the amount you charge with the little outcome you provide. I wish I didn't have to have my CCCs in my district. I cannot believe you don't even provide free CEUs.
- I think ASHA could do more to support SLPs than they currently do, given the amount my dues cost.
- To share that ASHA dues are honestly way too high. The school doesn't help pay for them and there isn't enough support or reason to pay over \$200 every single year.
- My frustration the ASHA is not doing anything substantive for me and my colleagues so I want to voice my experience. Considering dropping my CCC because I do not see value in your expense.
- I HOPE ASHA uses this information to improve the service it provides to members in return for the highest professional dues in our field.
- Because I want ASHA to see how Little, we are paid for everything we do and how ASHA isn't putting any change into these states that are paying us on the teacher's salary.
- My frustration with ASHA and how little I benefit from paying \$\$\$ every year for nothing in return.
- I'm hoping for more support and change in our profession. Currently I feel like I pay dues with little to no return.
- I wanted to let ASHA know I am not happy with their use of my dues or the work they have been doing (or lack thereof).
- I m hoping ASHA will change and actually advocate for us because right now ASHA dues feel like a waste of money.
- I desperately hope for a significant reduction in the yearly cost of CCCs as they aren't necessary anymore and we don't see the value for the \$225 price point. Also desperately hoping that someone will listen and my money will actually be used to advocate for SLPs and not ASHA advocating for themselves. Many SLPs have lost faith in ASHA.
- We need a higher salary for all we do in schools.
- Please help change the salary for school SLPs. Why in the heck are we on a teachers pay scale?? We should be included on the same pay scale as school psychs, OTs, & PTs!!!! It's extremely frustrating and makes the horrendously high caseload not doable! I'm strongly considering switching out of the schools because of this.
- I receive little compensation and almost no benefits from my school district. I use this survey to help push them to at least reimburse my professional development costs.
- I believe SLPs are underpaid considering their Masters Degree requirement and student debt. I believe many SLPs are losing faith in ASHA's ability to advocate for us — and share easy to digest research that we are able to readily share and educate others in our community.
- reminder from our state DPI / hoping for better advocacy from ASHA.
- WI DPI sent the link.
- TSHA sent it out.
- TSHA email request to complete and participate
- My local organization TSHA- who I feel greatly supports me- sent it out in an email.
- I am hoping ASHA will consider helping Texas SLPs be paid what they deserve.
- NJSHA shared this survey with its members.
- ISHA requested IN School based SLPs fill out.
- I'm hoping ASHA will push for caseload caps in the state of Indiana.

- CSHA presentation shared the link.
- Encouraged by a CSHA presenter who put on a great CEU about caseload/workload
- I believe we are underserving the children of WV, our services are being watered down and our children have to survive with less because of staffing and budgetary concerns.
- It was sent in a Teams group for WV School SLPs.
- Lead SLP for district recommended completing it so that we could hopefully see the results for our state (SC).
- SCSHA email requested members to take it to obtain survey results for the state.
- I'm moving to a new position with significantly less benefits for SLPs than my current position. Idaho is a lot worse for SLPs than Montana.
- So our state can get state-specific results
- My state association email
- State association asked us to complete it
- State Association sent the link asking SLPs to respond.
- State organization's encouragement
- Email from my state organization explaining that we need a certain number of participants in order to get state specific data
- My state association asked me to complete it.
- Reminder from state association
- Learned through state speech-hearing association emails
- Encouraged by my state association, in which I am active
- Suggestion by my supervisor
- Supervisor sent survey
- Encouragement from departmental leads
- Boss sent a reminder
- My SLP boss asked us to.
- District request
- Lead SLP sent the survey to complete
- Lead SLP in my district asked us to complete if we got the link.
- Our Lead Speech Pathologist made it easy for us to access the survey.
- Our speech therapy team lead encouraged all district SLPs to take the survey.
- SLP lead encouraged SLP's in district to complete.
- State SLP coordinator emailed a reminder.
- Active ASHA participant and state association
- Someone posted on Facebook.
- Facebook post from colleague
- Facebook page asking if SLPs took the survey
- Fix SLP is asking us to advocate !!!!!
- State assoc. posted link on Instagram
- LinkedIn
- Notice on social media. I didn't receive any notice from ASHA (that I saw.)
- Encouragement from workplace
- Colleague reminded me to complete it
- Nothing else to do at lunch
- I thought ASHA might keep contacting me until I did.

- Waiting for parent for a meeting
- ASHA is failing and I hope this helps them wake up
- I believe ASHA needs to update its practices because I know of many SLPs do not find it helpful.
- To give ASHA more information we are under paid and over worked
- Need minimum people to complete the survey
- I am retiring after this school year and I think my experiences matter to help future school SLPs.
- I'm retiring at the end of June 2026.
- Am interested in a doctorate program based on improving SLP work life in the schools
- Working in the schools continues to get worse. My hope is my association can be a better voice for us professionals. I am a member of NEA and they seem to provide more benefits and advocacy than ASHA for my needs.
- The profession is losing good SLPs for many reasons, and I don't feel like ASHA realizes that, is doing enough to stop that flow, or is doing enough to support the SLPs that are staying in the profession. There isn't a space to put additional information, so I'm going to include here that the main thing I did to improve my workload is adhere to our state/federal criteria. When I took this position I had a caseload of 45. I'm now down to 30 because at least 15 of those kids should not have been receiving services. This makes me question if there's actually an SLP shortage or just a shortage of SLPs following the criteria.
- Encourage ASHA to provide language about caseload caps and specific salary schedules for SLPs
- To ensure correct updates to current salary, caseload/ workload, responsibilities of SLPs in schools
- My daughter is getting a PhD in Sociology and does surveys all the time for school and work. I realize how important they are to answer now.
- ASHA needs to know what is happening in the school system where there are high caseload and limited SLPs. And school admin doesn't want to listen and hire a 4th SLP to ease the workload.
- I currently have a manageable caseload and workload, however my previous school had a very high workload and poor working conditions. I was not able to reflect that.
- My hope is that ASHA will finally enforce a caseload cap, otherwise paying dues is useless for SLPs in the school setting
- I would like them to bring back ASHA Schools in the Summers.

Secondary school

- Hoping ASHA will actually have their people advocate for us.
- I hope the information is useful to ASHA and will be used to help SLPs in school settings.
- I was hoping for a section for a write-in concern. Due to the increase in suicidal ideation among people who stutter, it is unsafe for SLP assistants to be allowed to serve students who stutter. Much like dysphagia, this group requires skills outside of the scope of SLP assistants. This is a real problem for any generalist setting including the schools.
- I was hoping to provide useful information but was pigeon holed by response choices
- I like to see the results - where I stand in relation to other SLPs with similar work experience.
- With the latest issue with 92507 and concerns with ASHAs lack of transparency, I wanted to do a better job of doing my part for sharing data.
- Hope for change for our profession

- Hopeful ASHA will do something with the information to SUPPORT SLPs in the trenches!
- Important for ASHA to know what goes on
- Hope it will get utilized
- I'm disappointed in ASHA and hope to see changes
- I'm shouting from every rooftop I can that this is not sustainable. We are burned out.
- I hope ASHA will use this survey to help SLPs in school setting.
- To show ASHA real life data and hope they actually make a positive change for SLPs for once
- Holding on to some hope that our jobs could be improved.
- Although I don't have any faith that ASHA will help make change or help SLPs in school settings, I think it is important to give real life as a SLP
- For ASHA to gather information but I'm not sure what use they put it too
- To complain about the horrible tests we have in the hopes that someone will read this!!!
- Changes need to be made or all SLPs will leave the profession
- The fact that my previous district and previous administrator were SO BAD. They did illegal things and did not care about speech. It was so awful! That motivated me to fill it out. With many of the survey questions, I thought about my old boss/old district from 2019 to 2025.
- I sometime feel we as SLPs get the run around we ask our state association a question and then they refer us to ASHA then ASHA refers us back to the state association.
- I wish ASHA would use this information to get us better pay and lower caseload but I have not seen ASHA do either of those for us, ever.
- Voice dissatisfaction with advocacy
- I want ASHA to do a better job advocating for our profession. We pay too much in dues to have the issues we have in our field. We are burned out and you could do better!
- I would like ASHA to improve on advocating for SLPs
- I feel we need better advocacy for salary, work load, caseloads and overall support.
- Hoping ASHA will actually do something to help our boots in the ground professionals. We do t have time to advocate, do workload models etc. we pay ASHA they should help us. The only rooting about ASHA is research funding. I Mae the same money I did 20 years ago when adjusted for inflation. I tell people not to go into this field. Please do something for the people that pay you. Language in our union contract does not cover specifically the unique position of the job and grievances are ignored. We need our own union. You are supposed to be a professional organization but do t support your members who are begging for you to do something .
- I hope the results of this survey will be used to advocate for us school-based SLPs
- Link when accessing journal
- SEAL Representative forwarded it to me
- Reminder from our district SLP lead
- Lead SLP encouraged us to represent the state of WV
- ISHA newsletter link
- Got an email from TSHA
- email from the State of ND
- Fixslp
- Our speech supervisor suggested that we take the survey.
- My supervisor asked that we all complete the survey.
- Supervisor asked me to complete. I've received no notification from AHSA. Unfortunately, this is typical.

- I was on the ASHA site.
- I took the survey because I enjoy providing my feedback and am a full-time SLP in the schools.
- I was told that--by me participating--my state would be one more member closer to being able to receive state-specific survey results.
- To get my CEUs
- I am hoping ASHA will give me a scholarship to pay off my student loan. Please and thank you. And I'm hoping I haven't been paying ASHA for years when I actually didn't need to pay them.
- I would like to share how little faith I have in ASHA to support SLPs. Even though my employer reimburses me for my dues, I resent having to pay them every year.
- I want ASHA to know I do not feel supported or that my dues go to things that help me.

Student's home

- Data is useful, though I fear mine will be misleading, since I work in EI and could make caseloads in schools look lower, since all visits are 1:1.
- I wanted to ensure my thoughts about how LITTLE ASHA advocates for SLPs is HEARD !!!
- I am on medical leave and I have the time.

Administrative office

- Hoping ASHA can do something
- I was hoping to give input that you guys really, really need to hear, and I wanted to know what info you guys are even looking for.
- I hope that this helps ASHA focus better on needs of school based SLPs. We are in a desperate situation, with demands from parents, advocates, attorneys, and school administrators.
- I believe in providing input when asked. I hope that the results are sent out to ASHA members.
- If enough SC SLPs completed using the link shared by our state organization, SCSHA, then state-specific data would be shared with SCSHA, and that would help support state-level advocacy efforts.
- Email from NYSSLHA
- Social media discussion
- ASHA Community reminder
- Noticed it on the start page when I opened ASHA for other reasons.

Office for telepractice

- I want ASHA to know the profession needs significant changes and to actually support SLPs
- I believe ASHA is not fully aware of the current challenges faced by all SLPs who work with students ages 3 to 23. This includes SLPs in private schools, alternative schools, charter schools, therapeutic schools, and virtual schools, in addition to public schools. I have worked all of these settings either in-person or via telepractice. We need national standards for SLPAs and SLPA supervision and national standards for telepractice. I would like to see ASHA take the lead for these critical issues. Thank you for considering my comments.
- Sharing my experience and some negatives in hopes ASHA will do something/more to help.
- LinkedIn post

Combination from the above list

- I want ASHA to better support SLPs.
- Hope that ASHA will actually help SLPs.
- I'm hopeful ASHA will use it to support school SLPs.
- ASHA has received significant criticism for not adequately supporting its members. I completed this survey in the hope that ASHA will take meaningful steps to better support speech-language pathologists working in schools.
- I hope there will be some positive changes in this field within the schools soon.
- Hoping ASHA will begin to support school based SLPs.
- Speaking from experience, ASHA has got to help school based SLPs. The shortage of SLPs in schools is becoming insurmountable. We are fighting against poor public opinion, not understanding the profession and universities are not promoting Speech Pathology in Schools. It is becoming a crisis.
- I believe ASHA is out of touch with school SLPs especially large urban districts and what our role requires on top of direct service times.
- To inform ASHA of the serious problems SLPs face in the school setting - coming from an SLP who has worked across 3 states.
- A lot of us are struggling.
- Urgent & immediate changes are dire in our profession.
- I pray that we can get rid of supervisors who make us want to leave the profession. I also hope to stop being treated as old. I wish after nearly 40 years I had actually made enough to retire. Hence why I'm still answering surveys at 61 years old.
- I feel that it is important to share information in order to improve our profession.
- using this information to drive change in my district (i.e., separate and increased salary schedule for SLPs, paid PD on 3-year rotating basis that matches our state license, explaining shortages to district leaders, recruitment and retention info).
- I hope that ASHA will make school SLP's feel more supported.
- I am hopeful this information will be used to help SLPs in the school settings in the future.
- I am hopeful ASHA will shift their attention to their school based members. Please help us with advocacy. And salary. Or reduce education requirements so young SLPs are not indebted to student loans for a low-wage job. If I'm treated like a teacher, then I should only need an education like a teacher.
- High case loads and low pay at my current job
- Hoping ASHA will start to help with caseload caps
- I hope ASHA will use this information to better advocate for school based SLPs who do not have the time to advocate for themselves amongst their large caseloads/workloads.
- I want my state to have data on school-based SLP positions for advocacy.
- I took this to give my input; however, the caseload/workload questions do not reflect my current position, so the amounts of times were guesses. I am employed 1/4 time for Direct SLP services and 3/4 time for AT/AAC and that varies WIDELY week to week.
- Maybe one day the paperwork load will diminish.
- Please support increase in pay for SLPs. We should never be on the same pay scale as teachers.
- CSHA training recommended taking it
- Letter from Regional Educational Service Center
- State organization sent information about it.

- Request from Sped Director
- SCSHA Email
- I'm running a survey study myself currently and I wanted to see how this one was designed.
- I want to see if my ASHA dues will actually be put to good use.
- I hope that ASHA could understand that there are many barriers in our field including transparency about ASHA CCC dues and their use which is costly for many clinicians. I use a large part of my SLP budget to pay for expense.
- I hope you use the information but I'm not holding my breath. ASHA has done nothing for me in 23 years except cost me money.
- I think that ASHA is overpriced and does nothing useful for speech pathologists and wanted to say that. It seems ridiculous to have yearly fees for an organization that doesn't even give us access to their research or courses.
- I am frustrated by how much I pay for ASHA dues and how little they seem to actually support therapists in this field. Everyone I speak with in my profession is very frustrated by the fiscal waste of our dues on salaries and meaningless work from ASHA. Please decrease our dues and use this money more judiciously.
- In hopes that ASHA stops being the company we all have to pay into but no one wants. Wishing it would finally do something for us.

Other facility

- Changes aren't happening in my district; maybe ASHA can make something happen.
- I was in a meeting, and it was encouraged I complete the survey.