2019 ASHA Schools Virtual Town Hall

Attract, Prepare, and Retain School-Based SLPs

December 9, 2019
6:30-8:00 pm EST
Judith K. Montgomery, PhD, CCC-SLP

Moderator

Financial Disclosures:
Applicable travel, lodging, per diem and mileage costs paid by ASHA
Receives annual royalties as an author of four books and other SLP publications
Receives compensation as the Communication Disorders Quarterly journal editor

Non-financial Disclosures:
Certified ASHA member
Council for Clinical Certification in Audiology and Speech Language Pathology (CFCC) member
Committee on Clinical Specialty Certification (CCSC) member
Board Certified Specialist in Child Language and Language Disorders
Special Interest Group 1, Language Learning and Education and Special Interest Group 16, School-Based Issues Affiliate
Welcome!

2019 ASHA SCHOOLS
Virtual Town Hall
Monday, December 9, 2019 • 6:30-8:00 p.m. EST

ATTRACT • PREPARE • RETAIN
Learning Objectives

• Obtain **information on mentoring** students and locate **career resources** that highlight the benefits of entering the profession of speech-language pathology that can be shared with high school and college counselors and other relevant stakeholders.

• Identify federal, state, and district level **tuition assistance programs** to aide in pursuing a degree in speech-language pathology and **loan forgiveness** programs to aide in addressing student loan debt.

• Identify ASHA, state and school district resources, programs and supports to utilize and **share with stakeholders in support of retention** of school-based SLPs
Charles H. Carlin, PhD, CCC-SLP
Associate Professor and Graduate Program Coordinator at The University of Akron of Ohio

Financial Disclosures:
Faculty member at The University of Akron
Financial compensation from ASHA for this presentation

Nonfinancial Disclosures:
No nonfinancial relationships to the content of this presentation
Katherine A. Hoffman, MS, CCC-SLP
Arizona Superintendent of Public Instruction for the Arizona Department of Education

Financial Disclosures:
Receives a salary as an employee of the Arizona Department of Education
Travel reimbursement from ASHA for this presentation

Non-Financial Disclosures:
Arizona State Board of Education – Board member
Arizona State Charter School Board – Board member
Arizona Board of Regents – Board member
Democratic party – elected official
ASHA member
Arizona Federation of Teachers – member
Jerrold Jackson, MA, CCC-SLP
Owner and Special Services Director of Roundtree Group, PLLC

Financial Disclosures:
• Travel reimbursement from ASHA

Nonfinancial Disclosures:
• Member of ASHA Council for Clinical Certification in Speech-Language Pathology/Audiology
• Member and former co-chair of Texas Speech-Language-Hearing Association's Public School Committee
Joneen Lowman, PhD, CCC-SLP
Associate professor, University of Kentucky

Financial Disclosures:
Employee of University of Kentucky
Grant funding from OSEP and NIDCD
Financial compensation from ASHA for this presentation

Nonfinancial Disclosures:
SIG 18 Telepractice Committee Chair
Telepractice Topic Chair for 2020 ASHA Convention
Jeffrey C. Meeks, EdD, CCC-SLP
Director of Special Education, Holbrook Unified School District, Arizona

Financial Disclosures:
Travel expenses were reimbursed for participation in this event
No other relative financial relationships exist

Non-Financial Disclosures:
Jeff Meeks is a former President of the Arizona Speech-Language-Hearing Association (ArSHA) and he currently serves as the Chair of the Government Affairs Committee. He receives no compensation as a member of the ArSHA board.
John T. Riley, MA
Senior Policy Analyst, National Education Association

Financial Disclosures:
Employee of the National Education Association
No financial compensation from ASHA for this presentation

Nonfinancial Disclosures:
No nonfinancial relationships to the content of this presentation
Laurie VanderPloeg, MA
Director of the Office of Special Education Programs

Financial Disclosures:
Employed by the U.S. Department of Education

Nonfinancial Disclosures:
None
Attract
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Retain

ASHA School Services
Attract
U.S. News & World Report ranked “speech-language pathologist” as #18 in “Best Health Care Jobs” and #23 in “100 Best Jobs” for 2019.
Occupational Outlook

Speech-Language Pathologists

Percent change in employment, projected 2018-28

- Speech-language pathologists: 27%
- Health diagnosing and treating practitioners: 13%
- Total, all occupations: 5%

Note: All Occupations includes all occupations in the U.S. Economy.
About 60% of SLPs in rural areas report that job openings for clinicians outnumber job seekers, compared with 51% of SLPs in city/urban areas and 53% of SLPs in suburban areas.

https://www.asha.org/Research/memberdata/Schools-Survey/
“The shortage of special education teachers and related service providers is often cited as a reason why districts are unable to deliver services.

These shortages can be the product of personnel shortages, budget constraints or both.”
Disability Category: 2017 Part B IDEA Data, Ages 6-21
Make a Difference, Make a Change Campaign

• ASHA’s initiative to recruit people into the fields of audiology and speech-language pathology.

• Materials distributed at schools, colleges, places of worship, job fairs, community organizations, etc.

• Special focus on under-represented students, e.g., African American, Asian Indian, Asian Pacific Islander, Hispanic and Native American, and males.
Empowering audiologists, speech-language pathologists, and supporting speech, language, and hearing scientists.
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Prepare
Speech-Language Pathology Trends: CSD Education Trends Report

Data have been extrapolated to 100% of existing programs.
Degrees Granted. The number of speech-language pathology master’s degrees granted steadily increased from 6,441 in 2008–2009 to 8,531 in 2017–2018, a 32.4% increase.

Data have been extrapolated to 100% of existing programs.
Male Student Enrollment. The percentage of males enrolled in speech-language pathology master’s programs averaged 4.6% between 2010–2011 and 2017–2018, ranging from 4.3% in 2010-2011 and 2015-2016 to 5.0% in 2013-2014.

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
Minority Student Enrollment. The percentage of minorities enrolled in speech-language pathology master’s programs mostly trended upward between the 2010–2011 and 2017–2018 academic years, from 13.6% in 2010-2011 to 19.1% in the most recent academic year (2017-2018).

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
<table>
<thead>
<tr>
<th>Decision to Open New Program Comes From:</th>
<th>Program Needs Approval From:</th>
<th>Program Needs to Meet Requirements From:</th>
<th>Program Receives Guidance From:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration President/Provost</td>
<td>State Higher Ed Agency/Board of Trustees</td>
<td>Council for Clinical Certification (CFCC)</td>
<td>ASHA’s Academic Affairs and Research Education (AARE)</td>
</tr>
<tr>
<td>Impetus may come from the top down</td>
<td>To meet the institution’s requirements</td>
<td>To meet ASHA certification standards for an audiologist or SLP</td>
<td>Resources for the program development process</td>
</tr>
<tr>
<td>Academic Department</td>
<td>Institutional/Regional Accreditors</td>
<td>State Licensing Board</td>
<td>CSD Colleagues from other Programs</td>
</tr>
<tr>
<td>Impetus may come from the bottom up</td>
<td>To maintain overall institutional quality</td>
<td>To meet state regulations for professional practice</td>
<td>Experience about how to run the program</td>
</tr>
<tr>
<td>State-wide Initiative</td>
<td>Council on Academic Accreditation (CAA)</td>
<td>State K-12 Ed Agency</td>
<td>External Clinical Facilities and Supervisors</td>
</tr>
<tr>
<td>Impetus may come from outside of the university</td>
<td>To meet accreditation standards for the professions</td>
<td>To meet requirements to work in the public schools</td>
<td>Information about availability of externship placements</td>
</tr>
</tbody>
</table>

Scholarships

ASHFoundation Scholarships
https://www.ashfoundation.org/apply/#Scholarships

Educational Audiology Association (EAA) Doctoral Scholarship
https://edaud.org/scholarships/

NSSLHA Undergraduate Scholarships
https://www.nsslha.org/programs/scholarships/
UNDERSTANDING PUBLIC INTEREST LOAN FORGIVENESS

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ATTRACTION • PREPARE • RETAIN
Retain
2018 ASHA SCHOOL-BASED Virtual Town Hall
Tuesday, August 7 • 5-7 p.m.
Bring the Expertise of ASHA-Certified Audiologists and Speech-Language Pathologists to Your School

https://ashacertified.org/campaign/schools/
ASHA Workload Calculator

https://www.asha.org/SLP/schools/Workload-Calculator/

• How do I spend my time?
Chart 1: Proportion of Hours by Function Category

- Direct Services: 62%
- Indirect Services: 22%
- Indirect Services in Gen Ed Setting: 10%
- Compliance to Support Federal, State and District Mandates and Case Management Duties: 5%
- Other Activities: 1%

Chart 2: Total Weekly Hours vs. Scheduled Weekly Hours

Table: Number of Hours Performing Function

<table>
<thead>
<tr>
<th>Function</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekly Total</th>
<th>Weekly %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Services</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>25</td>
<td>62%</td>
</tr>
<tr>
<td>face-to-face pull-out services</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>face-to-face in class or other setting services</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>face-to-face initial evaluations and reevaluations (administer tests, observe student in class for evaluation purposes)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>

Indirect Services

- analyze environment (AAC)                                              | 1.5    | 0.5     | 0.5       | 0        | 1      | 4            | 10%      |
- analyze curriculum (Gen Ed)                                            |        |         |           | 0        |        | 0            | 0%       |
- attend student team meetings                                           |        |         |           |          | 0.5    | 0.5          | 1%       |
- design lesson plans                                                    |        |         |           |          | 1      | 2            | 5%       |
The Performance Assessment of Contributions and Effectiveness (PACE) for SLPs

- PACE Matrix
- PACE Observation Form
- PACE Self-Reflection Tool
What is the ASLP-IC
Audiology & Speech-Language Pathology
Interstate Compact

ASLP-IC is an occupational licensure compact that:
- Addresses increased demand to provide/receive audiology and speech-language pathology services.
- Authorizes both telehealth and in-person practice across state lines in ASLP-IC states.
- Is similar in form and function to occupational licensure compacts for nursing, psychology, medicine, physical therapy and emergency medical services.

10 states
ASLP-IC is operational when 10 states enact the legislation for the compact.

Audiologists and speech-language pathologists licensed in their home state apply for a privilege to practice under the ASLP-IC. State lines are a barrier no more!

ASLP-IC states communicate and exchange information including verification of licensure and disciplinary sanctions.

ASLP-IC states retain the ability to regulate practice in their states.

Benefits
- Increasing access to client, patient, and student care.
- Facilitating continuity of care when clients, patients, and students relocate, travel.
- Certifying that audiologists and speech-language pathologists have met acceptable standards of practice.
- Promoting cooperation between ASLP-IC states in the areas of licensure and regulation.
- Offering a higher degree of consumer protection across state lines.

https://www.asha.org/Advocacy/state/Audiology-and-Speech-Language-Pathology-Interstate-Compact/
# Salary Supplement

## Comparison Requirement with NBPTS

<table>
<thead>
<tr>
<th></th>
<th>National Board for Professional Teaching Standards (NBPTS or the National Board)</th>
<th>American Speech-Language-Hearing Association (ASHA) Speech-Language Pathology</th>
<th>American Speech-Language Hearing Association (ASHA) Audiology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certification Fees</strong></td>
<td>Candidate (evaluation) fee: $2,565</td>
<td>Certification fee: $486</td>
<td>Certification Fee: $486</td>
</tr>
<tr>
<td><strong>Highest Degree Required</strong></td>
<td>BA/BS degree from an accredited institution</td>
<td>MA/MS or doctoral degree</td>
<td>A master’s, doctoral, or other recognized graduate academic degree. Effective 1/1/2012 – a doctoral degree is required</td>
</tr>
<tr>
<td><strong>Skills Validation</strong></td>
<td>The first part of the certification process asks teachers to develop a portfolio reflecting various aspects of their teaching. Candidates show evidence of how their teaching practice meets National Board Standards by: (1) submitting student work; (2) providing videotapes of classroom interaction and (3) written commentaries.</td>
<td>ASHA requires every candidate to complete graduate-level academic course work and graduate level clinical practice in an accredited program that will lead to acquisition of specific knowledge and skills. After graduation, skills are further refined during a 36 week work experience under the direction of an ASHA certified speech-language pathologist. This professional mentors the candidate through direct observation, evaluation of progress, feedback from school colleagues, students and parents, and/or examination of records. The</td>
<td>ASHA requires every candidate to complete graduate-level academic course work and graduate level clinical practice (experience that is equivalent to a minimum of 12 months of full-time supervised experience) in an accredited program that will lead to acquisition of specific knowledge and skills.</td>
</tr>
</tbody>
</table>
ASHA School Setting Resources

- Advocacy
- ASHA Career Portal
- ASHA Now
- ASHA 2018 Schools Virtual Town Hall
- ASHA Practice Policy
- ASHA Practice Portal for Clinical and Professional Issues
- ASHA Workload Calculator
- Ethics Resources
- Evidence Maps
- Information for School-Based SLPs
- Multicultural Affairs and Resources
- Special Interest Groups
Loan Forgiveness Resources

State Teaching Credentialing Requirements
ASHA
https://www.asha.org/Advocacy/state/StateTeacherCredentialingRequirements/

Federal Student Aid
Teacher Loan Forgiveness Program

Teacher Loan Forgiveness Application

Deferment or Forbearance

Eligibility for Forbearance
https://studentaid.ed.gov/sa/repay-loans/deferment_forbearance#forbearanceeligibility

Teacher Loan Forgiveness Cancellation

Teacher Cancellation Low Income Directory
https://studentloans.gov/myDirectLoan/tcli.action
Loan Forgiveness Resources Continued

Federal Student Aid/Studentloans.gov
https://studentloans.gov

https://studentloans.gov/myDirectLoan/findForms.action

4 Loan Forgiveness for Teachers ED blog
https://blog.ed.gov/2017/01/4-loan-forgiveness-programs-for-teachers/

Teacher Shortage Area Loan Forgiveness Designation U.S. Department of Education
https://www2.ed.gov/about/offices/list/ope/pol/tdsa.html

Teacher Shortage Areas
https://tsa.ed.gov/#/home/

Nevada’s Coalition to Address Personnel Shortages in Special Education and Related Services
http://nvcoalition.com/loan-forgiveness
Jaumeiko Coleman, PhD, CCC-SLP, FNAP
Director (center)

Aruna Hari Prasad, MA, CCC-SLP
Associate Director (second from right)

Lauren Arner, MA, CCC-SLP
Associate Director (second from left)

Lisa Rai Mabry-Price, MS, CCC-SLP
Associate Director (left)

Stacey Ellison Glasgow, MA, CCC-SLP
Associate Director (right)

ASHA’s School Services Team

schools@asha.org  800-498-2071
Continuing Education Credit

The last day for credit submission is 12/17/2019.

Registered live and online participants will receive an email at the conclusion of the event with instructions on how to receive CE credit and/or a certificate of completion.