

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

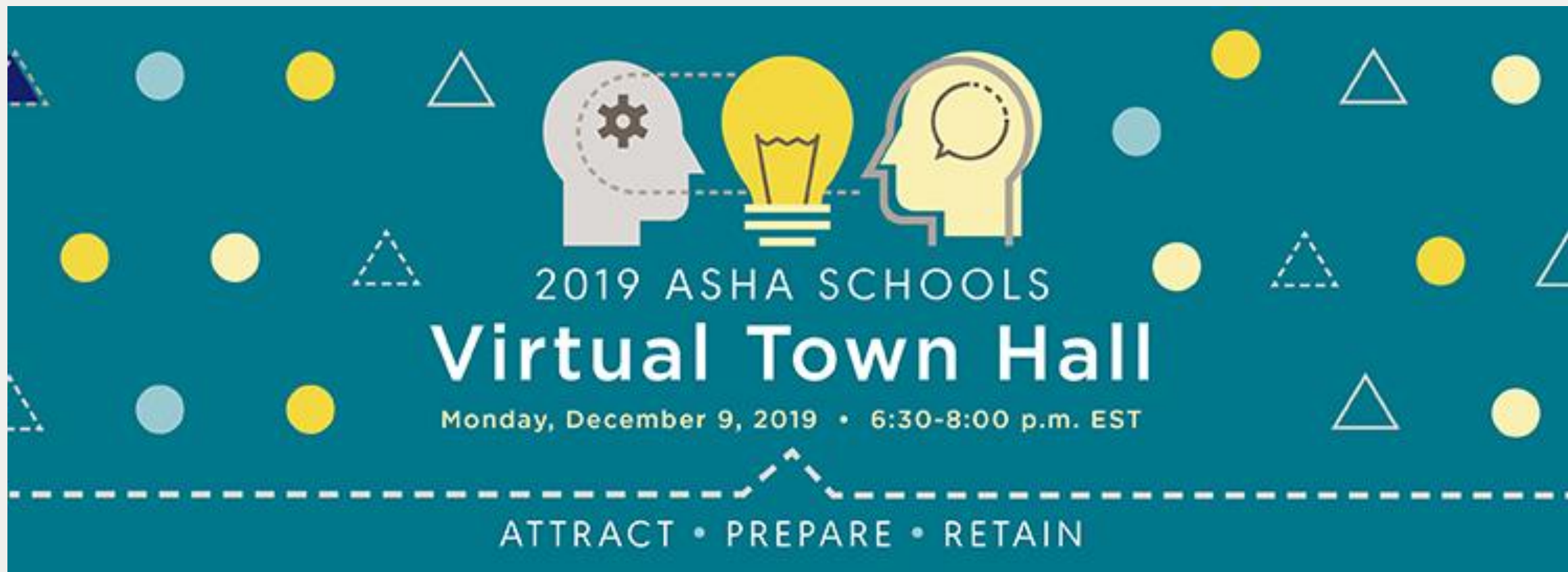
Committee on Clinical Specialty Certification (CCSC) member

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!



The banner features a teal background with a pattern of yellow and light blue circles and white triangles. At the top center, there is a graphic of two stylized human heads in profile, facing each other. The left head is grey and contains a gear icon, while the right head is yellow and contains a speech bubble icon. A glowing yellow lightbulb is positioned between the two heads, with dashed lines connecting it to the centers of both heads. Below this graphic, the text "2019 ASHA SCHOOLS" is written in a white, sans-serif font. Underneath that, "Virtual Town Hall" is written in a larger, bold, white, sans-serif font. Below the title, the date and time "Monday, December 9, 2019 • 6:30-8:00 p.m. EST" are displayed in a smaller white font. At the bottom of the banner, a white dashed line runs horizontally, with a small white triangle pointing upwards from the center. Below this line, the words "ATTRACT • PREPARE • RETAIN" are written in a white, sans-serif font.

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

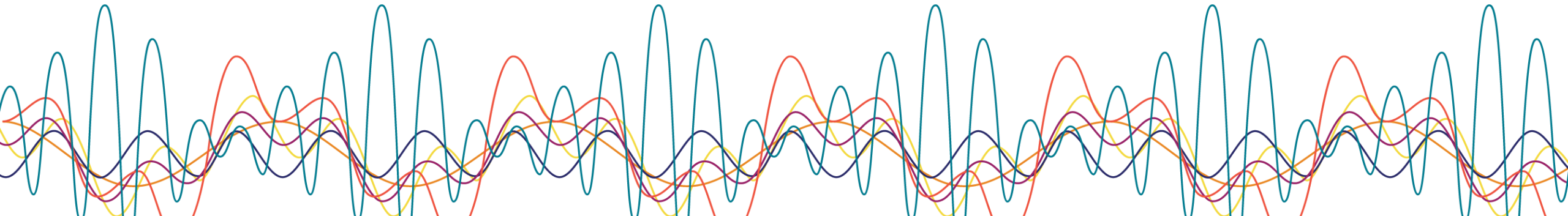
Associate Professor and Graduate Program Coordinator at The University of Akron of Ohio

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

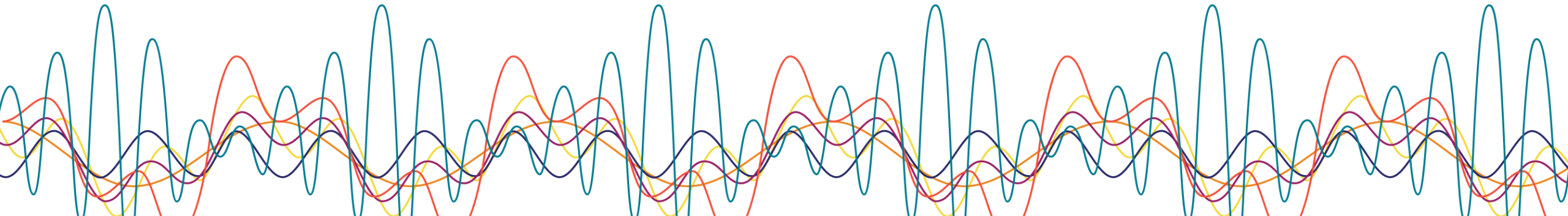
Owner and Special Services Director of Roundtree Group, PLLC

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

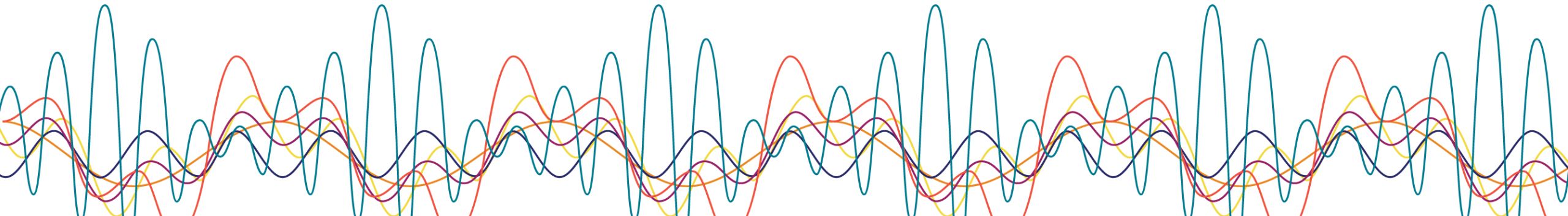
Grant funding from OSEP and NIDCD

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

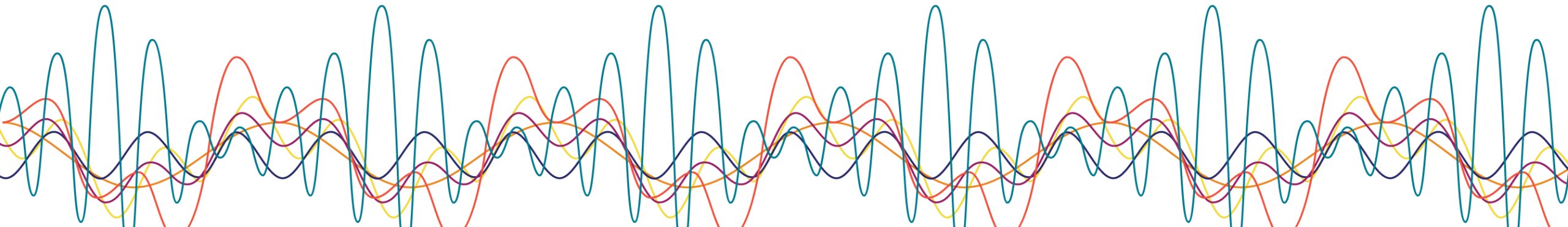
Financial Disclosures:

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

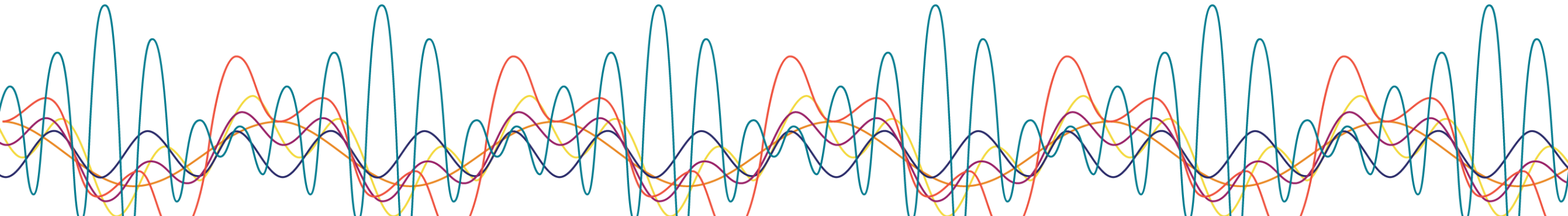
Senior Policy Analyst, National Education Association

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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

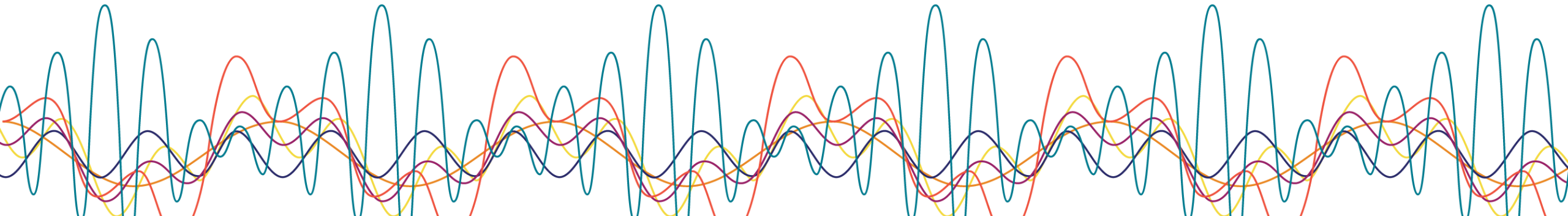
Director of the Office of Special Education Programs

Financial Disclosures:

Employed by the U.S. Department of Education

Nonfinancial Disclosures:

None



ASHA School Services



Attract

Prepare

Retain

Attract

Occupational Outlook

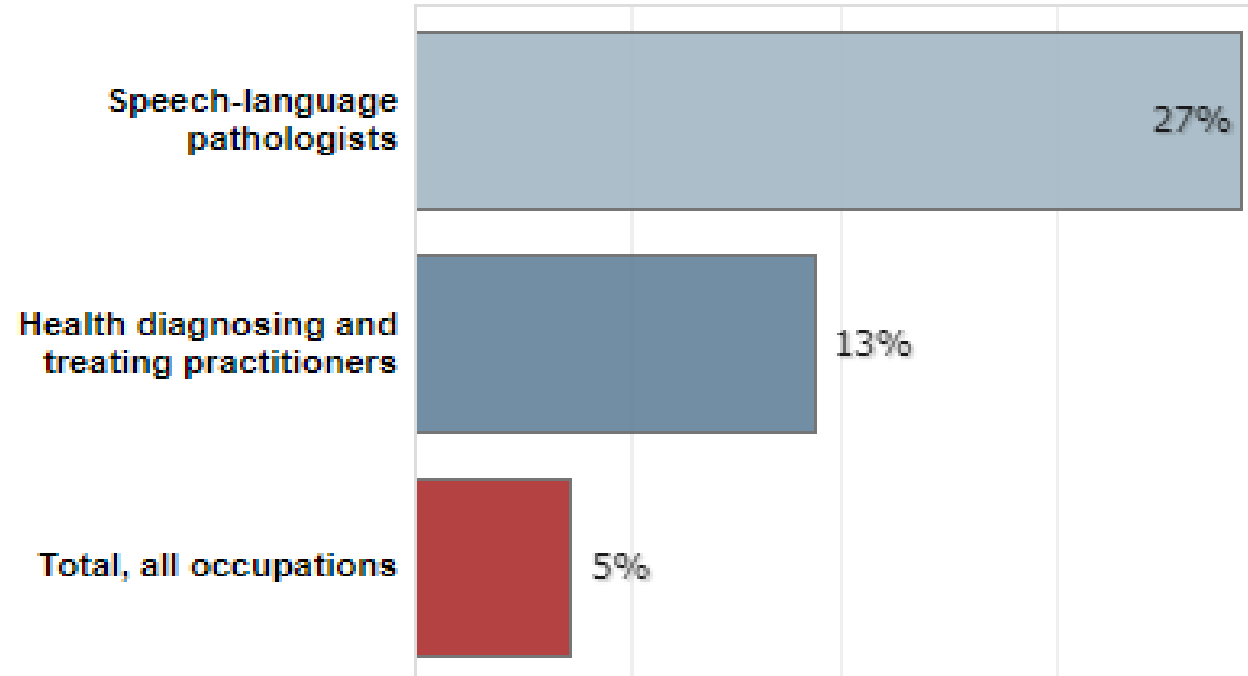
U.S. News & World Report ranked “speech-language pathologist” as **#18** in “Best Health Care Jobs” and **#23** in “100 Best Jobs” for 2019.



Occupational Outlook

Speech-Language Pathologists

Percent change in employment, projected 2018-28



Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program



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/>

IDEA Series

Broken Promises: The Underfunding of IDEA



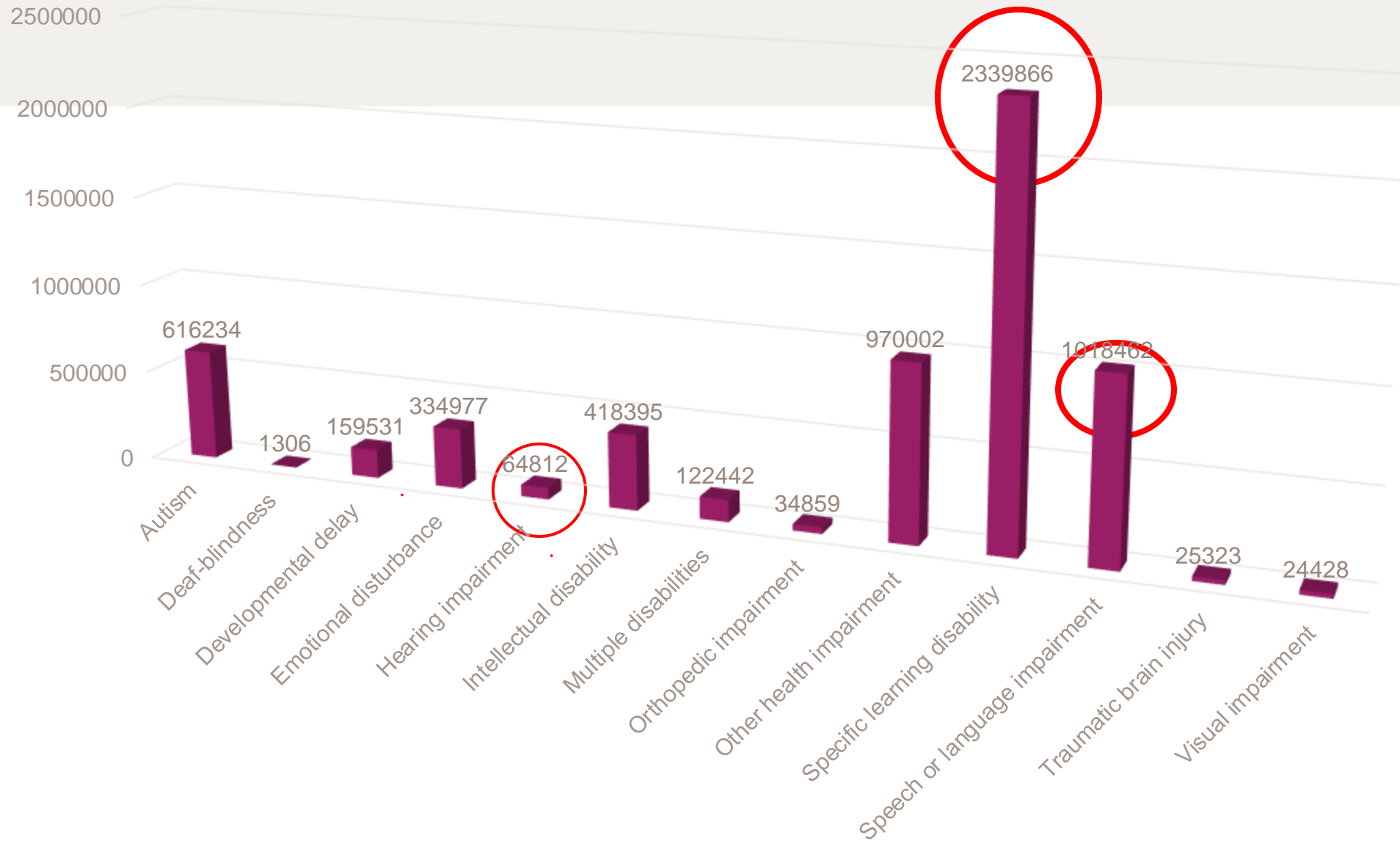
National Council on Disability

February 7, 2018

“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.





ASHA
American
Speech-Language-Hearing
Association

.....

Empowering audiologists,
speech-language pathologists,
and supporting speech, language,
and hearing scientists.



Make a Difference

Make a CHANGE

ONE DISCIPLINE, TWO PROFESSIONS...INFINITE CAREER POSSIBILITIES

Communication Sciences and Disorders (CSD): the study of human communication related to speech, language, hearing, balance, and swallowing.



AUDIOLOGY



SPEECH-LANGUAGE
PATHOLOGY



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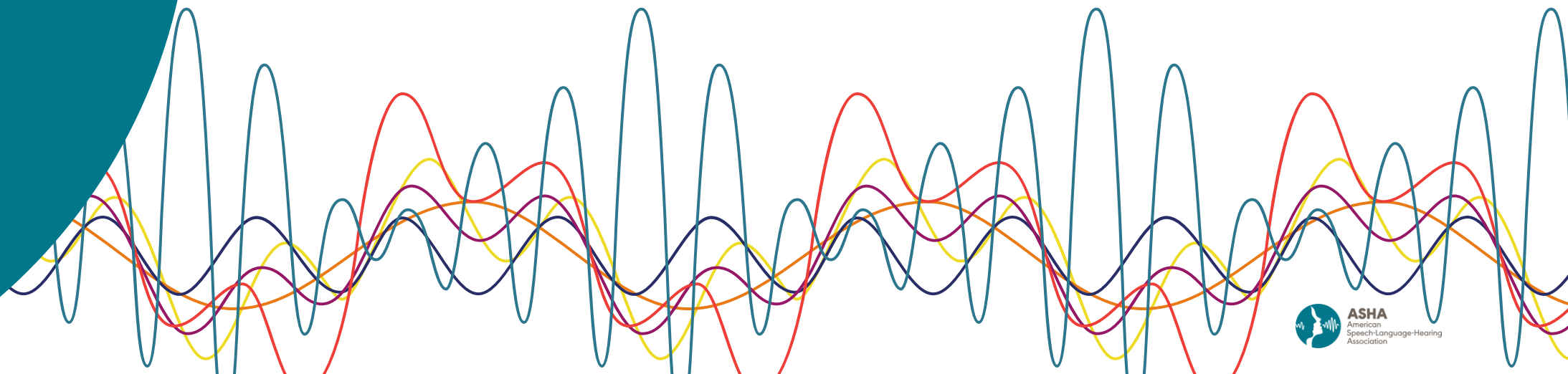
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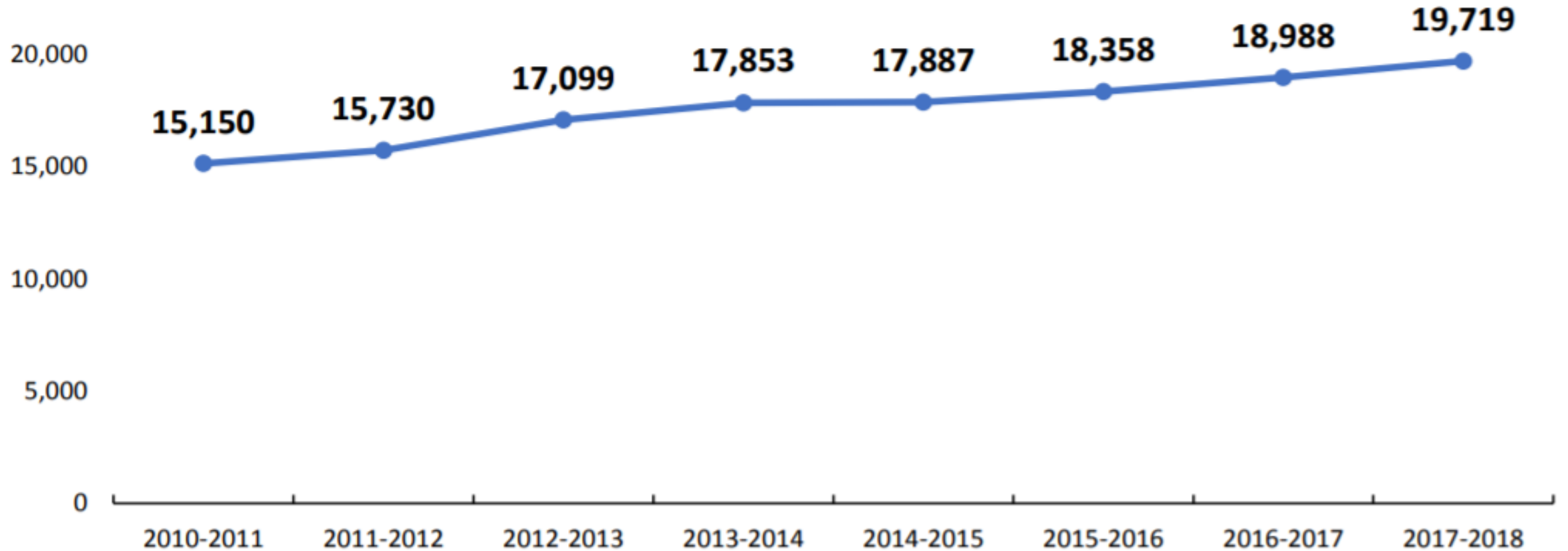
Prepare



Speech-Language Pathology Trends: CSD Education Trends Report

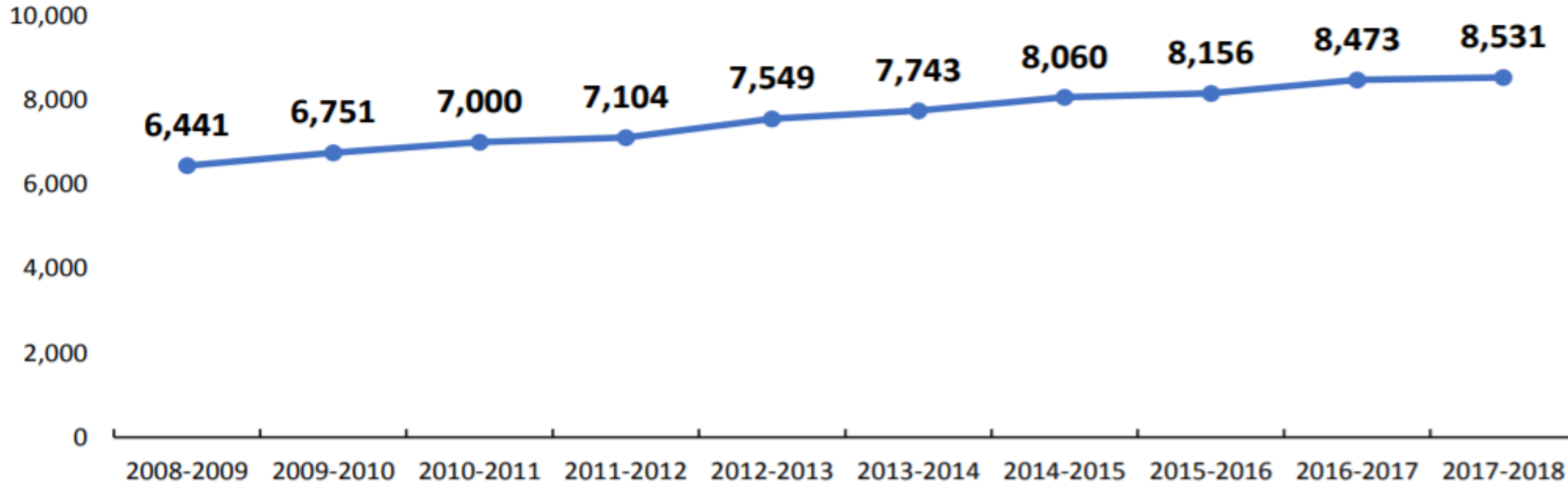


Total Enrollment. Total enrollment for speech-language pathology master's programs steadily increased between 2010-2011 and 2017-2018, reaching 19,719 in the 2017–2018 academic year, a 30.2% increase over 2010–2011.



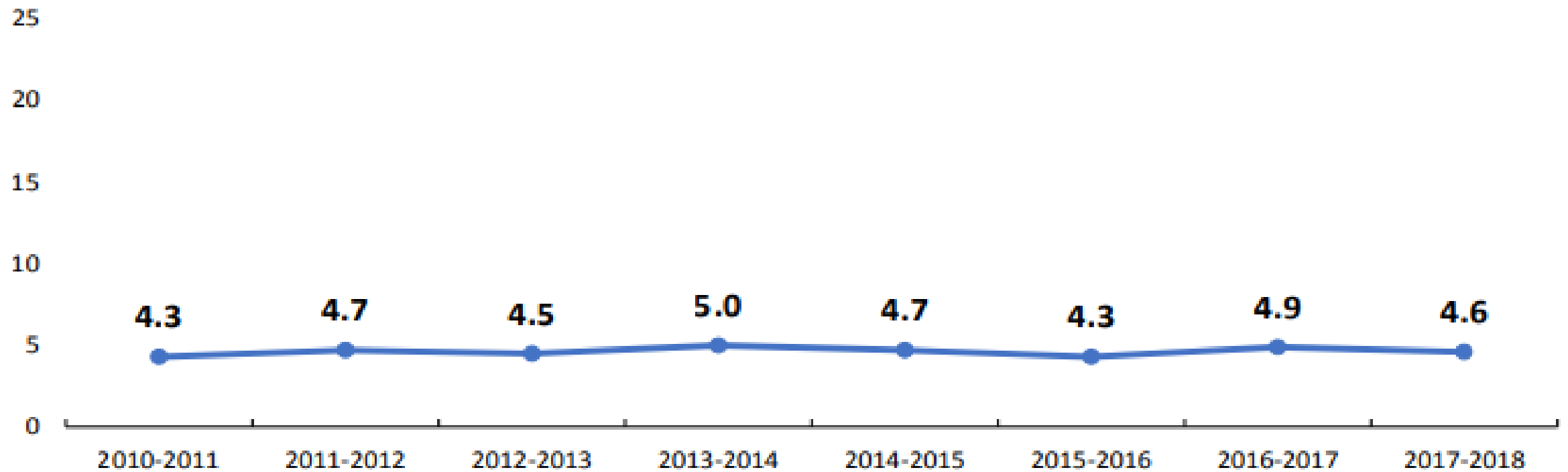
Data have been extrapolated to 100% of existing programs.

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.



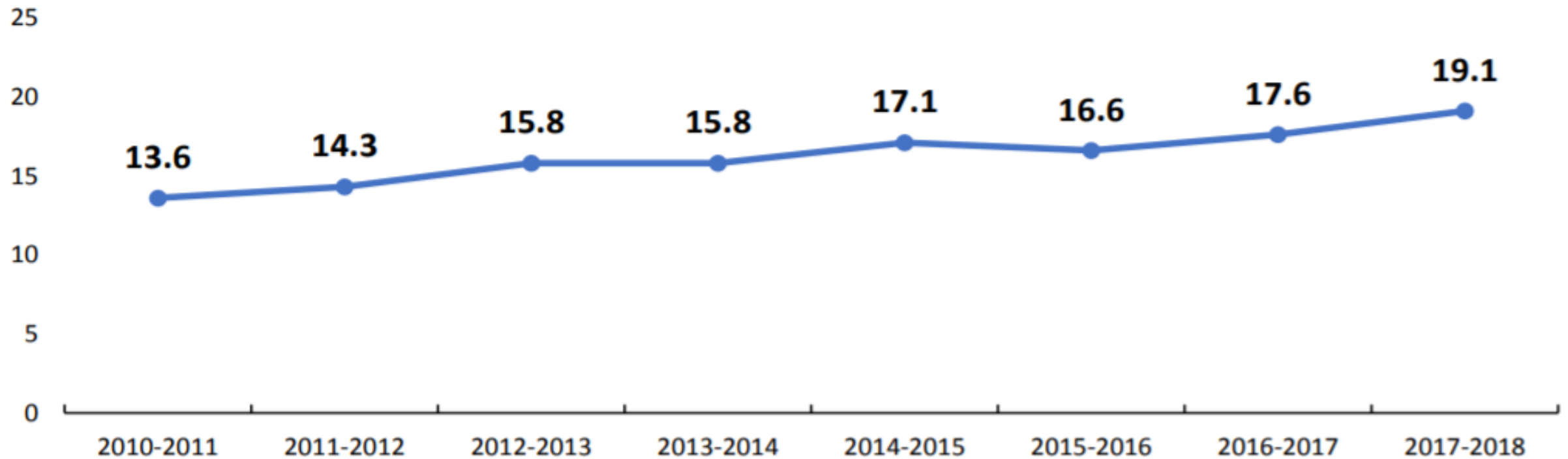
Data have been extrapolated to 100% of existing programs.

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.

Who Has a Say in Opening a New Graduate Clinical Program?

Decision to Open New Program Comes From:

Administration
President/Provost

Impetus may come from the top down

Academic
Department

Impetus may come from the bottom up

State-wide Initiative

Impetus may come from outside of the university

Program Needs Approval From:

State Higher Ed Agency/
Board of Trustees

To meet the institution's requirements

Institutional/Regional
Accreditors

To maintain overall institutional quality

Council on Academic
Accreditation (CAA)

To meet accreditation standards for the professions

Program Needs to Meet Requirements From:

Council for Clinical
Certification (CFCC)

To meet ASHA certification standards for an audiologist or SLP

State Licensing Board

To meet state regulations for professional practice

State K-12 Ed Agency

To meet requirements to work in the public schools

Program Receives Guidance From:

ASHA's Academic Affairs and
Research Education (AARE)

Resources for the program development process

CSD Colleagues from other
Programs

Experience about how to run the program

External Clinical Facilities
and Supervisors

Information about availability of externship placements

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



<https://careers.asha.org/On-The-Job/Understanding-Public-Interest-Loan-Forgiveness/>



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2018 ASHA SCHOOL-BASED

Virtual Town Hall

Tuesday, August 7 • 5-7p.m.





Bring the Expertise of ASHA-Certified Audiologists and Speech-Language Pathologists to Your School



SEARCH FOR ASHA-CERTIFIED PROFESSIONALS



 **Alexis Alston, CCC-SLP**
Speech-Language Pathologist,
Charlotte-Mecklenburg Schools,
Charlotte, NC

<https://ashacertified.org/campaign/schools/>

ASHA Workload Calculator

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

- How do I spend my time?



■ Direct services ■ Indirect services ■ Gen Ed
■ Compliance ■ Other activities (e.g., email, phone calls, etc.)

Chart 1: Proportion of Hours by Function Category

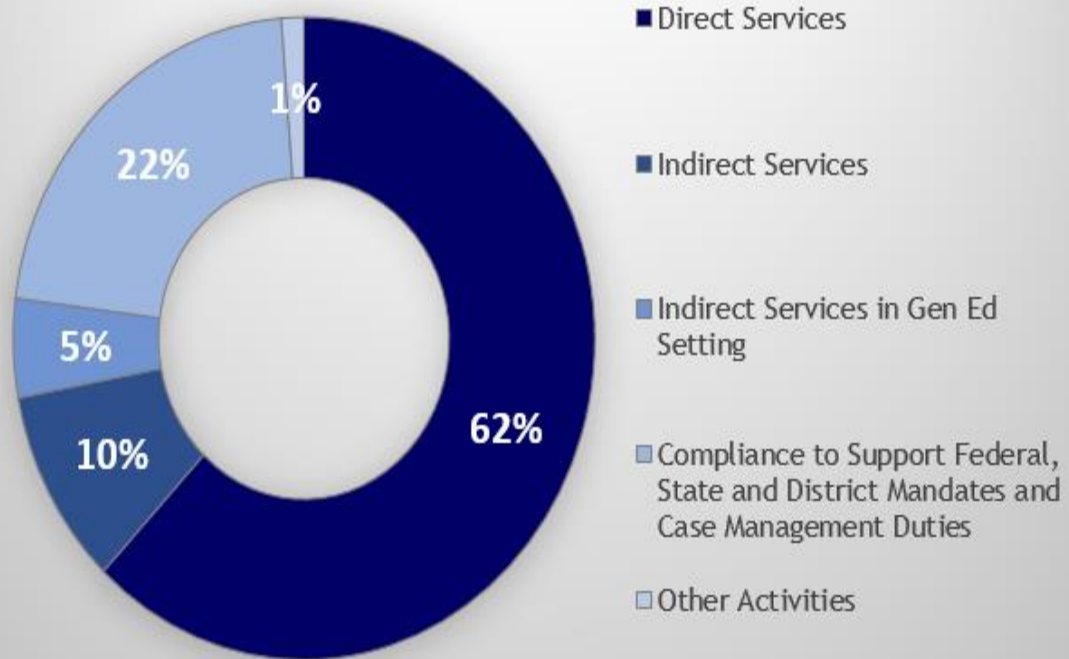
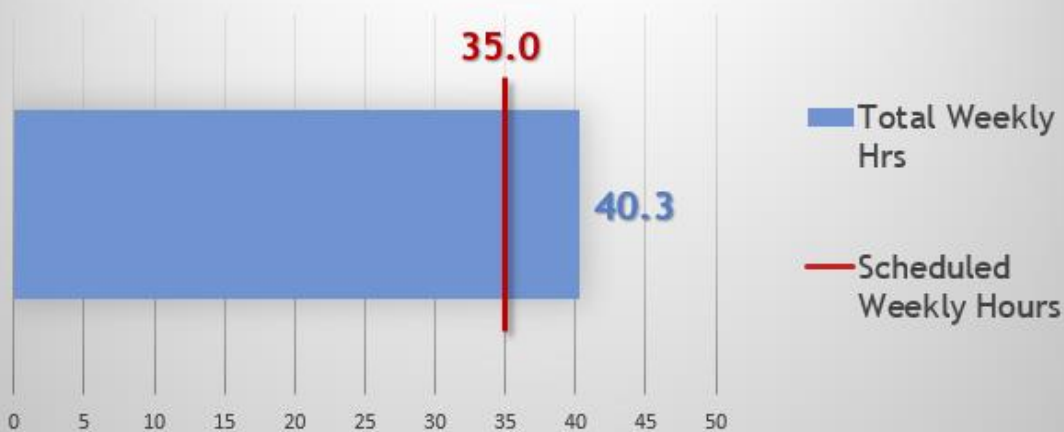


Chart 2: Total Weekly Hours vs. Scheduled Weekly Hours



ASHA Workload Calculator

The purpose of the ASHA Workload Calculator is to allow school-based speech-language pathologists to identify the amount of time they spend on specific direct services, indirect services, compliance and other functions that contribute to overall workload.

Instructions

*Enter the week, your total scheduled weekly hours, and the number of hours you spend performing each task for each day of the week. (only enter numbers in the blue shaded cells)

Week of: 12/09/19-12/13/19
 Scheduled Weekly Hours: 35.0

| Function | Number of Hours Performing Function | | | | | Weekly Total | Weekly % |
|---|-------------------------------------|---------|-----------|----------|--------|--------------|----------|
| | Monday | Tuesday | Wednesday | Thursday | Friday | | |
| Direct Services | 5 | 4 | 6 | 5 | 5 | 25 | 62% |
| face-to-face pull-out services | 4 | 3 | 5 | 3 | 3 | 18 | 45% |
| face-to-face in class or other setting services | 1 | 1 | 1 | 2 | 1 | 6 | 15% |
| face-to-face initial evaluations and reevaluations (administer tests, observe student in class for evaluation purposes) | | | | | 1 | 1 | 2% |
| Indirect Services | 1.5 | 1 | 0.5 | 0 | 1 | 4 | 10% |
| analyze environment (AAC) | | 0.5 | | | | 0.5 | 1% |
| analyze curriculum (Gen Ed) | | | | | | 0 | 0% |
| attend student team meetings | | | 0.5 | | | 0.5 | 1% |
| design lesson plans | 1 | | | | 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

| | National Board for Professional Teaching Standards (NBPTS or the National Board) | American Speech-Language-Hearing Association (ASHA) Speech-Language Pathology | American Speech-Language Hearing Association (ASHA) Audiology |
|--------------------------------|--|--|--|
| <i>Certification Fees</i> | Candidate (evaluation) fee: \$2,565 | Certification fee: \$486 | Certification Fee: \$486 |
| <i>Highest Degree Required</i> | BA/BS degree from an accredited institution | MA/MS or doctoral degree | A master's, doctoral, or other recognized graduate academic degree. Effective 1/1/2012 – a doctoral degree is required |
| <i>Skills Validation</i> | 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. | 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 | 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. |



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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

<https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher>

Teacher Loan Forgiveness Application

<https://ifap.ed.gov/eannouncements/attachments/TeacherLoanForgivenessApOMB18450059.pdf>

Deferment or Forbearance

<https://studentaid.ed.gov/sa/repay-loans/deferment-forbearance>

Eligibility for Forbearance

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

Teacher Loan Forgiveness Cancellation

<https://studentaid.ed.gov/sa/repay-loans/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/tsa.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>

ASHA's School Services Team

schools@asha.org

800-498-2071



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)



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.