

Initiatives Developed to Address SLP Shortages in New York State

ASHA Forum on Strategizing Solutions to
Personnel Shortages in SLP
September 28-30, 2006

Catherine J. Crowley, MA, CCC-SLP, JD
Teachers College, Columbia University
New York, New York
crowley@tc.columbia.edu

New York State & New York City

- Developed and implemented initiatives to address shortage issues in NYCDOE over many years due to consent decree in *Jose P* case (25 yrs.+). Scope covers all special education services in NYC.
- NYCDOE 1.1 million students.
- 2,015 “speech teachers” in NYCDOE. Currently requires bachelors with masters in SLP within 3 to 5 years.
- 24 graduate programs in NYS.

SLP Consortia

- NYSED, NYCDOE, UFT, graduate program directors, and others have met since 1995 to discuss shortage issues.
- An upstate SLP consortium was recently formed with NYSED and graduate program directors to address the shortage issues.
- Shortage initiatives were developed from these consortia and other projects.

Expanded Seat Capacity Program

- People admitted into MS SLP programs who appear that they can succeed, but who would not otherwise be admitted given the high GPAs of applicants.
- Open to full time speech providers in the NYCDOE.
- NYCDOE and NYSED give \$2000 each for every student accepted under this program to support clinical supervision.

Expanded Seat Capacity Program

- Student pays for entire masters program.
- One SLP program in NYC has Saturday clinic hours for expanded seat capacity students.
- Student agrees to continue work for NYCDOE for one more year after graduation.
- Each university participating in the program has 5 additional seats. Approximately 200 SLPs have graduated from this program.

NYCDOE Scholarship Program

- NYCDOE and NYSED pay full tuition for students who are accepted into SLP programs. Can be undergraduate or graduate, but not both.
- Students apply directly to the NYCDOE for the scholarship program.
- Students agree to work 2 years in the NYCDOE for each year in a program paid for by the scholarship.
- NYCDOE offers scholarships to bilinguals and monolinguals. Bilingual applicants accepted somewhat more readily.

NYCDOE Scholarship Program

- Approximately 1,050 have participated in the program since 1990.
- 243 Current participants:
 - 33 bilingual SLP
 - 210 monolingual SLPs
- *Contact Peter Ianniello, Executive Deputy Director Office of Recruitment NYCDOE.
Plannie@nycboe.net*

Distance Learning Program

- Created by United Federation of Teachers with NYSED and NYSDOE with Western Kentucky University.
- Distance learning, but professors come to NYC on a regular basis for in-person classes.
- Practicum hours provided in the NYCDOE. Other placements possible.

Distance Learning Program

- Two cohorts (approximately 50 SLPs) have graduated with a masters in SLP. Fourth cohort began 9/06. Half are bilingual.
- *Contact:*
Mindy Karten-Bornemann Chapter Leader and program co-founder. UFT/Speech Chapter
mkbspeech@aol.com

Joseph Etienne, Ph.D. Dep't Chair W.K.U.
270-745-8998(o) joseph.etienne@wku.edu

Increase Practicum Sites

NYS requires 30 “Continuing Competency Hours” every three years. On a three year trial basis, now permitting practicum placement supervisors to earn up to 10 CCHs every three years. (9/11/06)

Rationale: Universities select practicum sites that provide quality supervision.

Under Consideration to Increase Practicum Sites

- Waive all/part of license renewal fee for SLPs who are providing off-campus practicum site supervision for the first time.
- Work with ASHA CEU people to develop program that grants some CEUs for off-campus practicum supervision.
- Provide funding for on-campus clinical supervisors when the university demonstrates an increase in the number of students in masters program.

Bilingual Extension Certificate

- NYS requires that speech-language providers who work with bilingual children in the schools possess a “bilingual extension certificate.”
- The “bilingual extension certificate” has 3 components: academic content, language proficiency, and bilingual field placement.
- NYSED provides tuition and instructional support for quality “bilingual extension” programs.
- With a strong knowledge base, bilingual SLPs feel more confident and supported, and can address disproportionate referral issues).

Recruiting SLPs for Schools

- Bilingual SLPs who have been working outside of schools, e.g., as contract consultants or in hospitals, can receive a salary differential of up to 7 ½ years when they begin working as employees of NYCDOE.
- Currently, exploring recruitment in countries where SLP is a profession, e.g., Argentina and India.

Recruiting SLPs for Schools

- SLPs (with a NYS license) can receive their teaching certificates by completing the required tests and to meet academic requirements over three years. (To work with bilingual students, the SLPs must complete the requirements of the Bilingual Extension Certificate.)
- Currently exploring regulatory and visa issues related to using ASHA's Quadrilateral Agreement to bring in SLPs from Great Britain, Australia, and Canada.

Retention Efforts

- Currently surveying bilingual SLPs in NYCDOE to identify retention issues. Past and pilot surveys identified some issues:
 - Lack of knowledgeable supervision and support for bilingual SLP issues
 - More likely to be in multiple schools
 - Inadequate facilities
 - Limited professional development
 - Insufficient assessment/ treatment materials
 - Lack of financial incentives for bilingual providers to offset negatives

Currently In Progress. . .

The NYS Board for SLP and Audiololgy has scheduled a meeting in November 2006 for SLP graduate program chairs and has outreached to NYSED and ASHA to partner on solving shortages.

A NYSED task force is identifying regulations, procedures, and policies that contribute to the SLP shortage. Particular focus is on recruitment, program development, and eliminating barriers.

For NYSED initiatives contact:

Peter Byron, Ph.D. pbyron@MAIL.NYSED.GOV.