

## **SCHOOLS RECOMMENDATIONS**

### **Barriers to having an adequate supply of qualified providers**

- Retention issues, given the various state mandates for case-load size (PA = 65)
- Geographical challenges urban, rural and suburban
- Competition from some of the contractors (offering sign on bonuses and other incentives)
- Inadequate pay scale, no supplements
- Need better marketing about what an SLP is – marketing the profession as early as possible – HS, career options in the profession
- Doctoral shortage
- Need more part-time options at MA and Ph.D. levels
- Young clinicians who are intimidated by parents and advocates
- Financial support – lack of federal, state, local funding including cuts to training programs
- Lack of recognition of advanced degree/training that SLPs have; misperception of roles and expanded responsibilities.
- Lack of coordination/collaboration with other decision makers (legislature, DOE)
- Isolation – lack of mentors, professional collegiality, community; lack of administrative support
- Working conditions in some physical plants are substandard, need improvement
- Reputation of how much needs to be done, number of hours required, etc.
- No systematic approach for dealing with the barriers
- Don't value each other in our own associations
- Relationships among constituencies, not established-too many silos
- Increase training for students regarding: working conditions, demographic changes of students served in schools, clients and their needs and challenges, increased numbers, and expanded scope.
- Lack of effective use of SLPs, caseloads poorly selected, SLPs doing hall duty! But still need to be elitist.
- State policies on hiring
- Training in “medical model”- not the same as in the real world, univ. clinical training is outdated OR students with new ideas get resistance from CF supervisors or school; traditional training models are prevalent.
- Lack of training in classroom-based model- managing expectations: 1.school isn't what they expected 2. admin. Expectations unrealistic 3. parents have unrealistic expectations. 4.teachers have unrealistic expectations.
- State and federal legislation interferes with attrition
- Tuition costs, and additional costs, less scholarship support
- 6 years for entry level
- Limited enrollment in graduate programs; difficulty getting admitted to graduate programs; those that graduate are not choosing school settings.
- Poor university salaries

- Schools don't know how to recruit, costs of ads
- Not enough flexibility of leaving and returning to the field; easier way to reinstate your license, CCCs, etc.
- Lack of PR with admin. and community; lack of advocacy for professions
- School budgets fiscal year mentality; not long-term; funding based on past history
- Misinformation from counselors steer them away
- General public does not understand the field

## **Solutions to these barriers**

- Universities need to do a better job of getting undergrad students more exposure to actual work settings; expose them to the different settings early
- Develop service learning models – show them what the profession is like; then those students will do the recruiting of other students
- Early mentoring, beginning in high school
- Higher salaries for PhDs – competitive with private sector
- Greater collaboration between SLP practitioners and PhD faculty
- “Grow Your Own” programs
- Partner with businesses (apartment developments, cable companies, etc) to get housing/services for new school SLPs
- Financial incentives – payment of dues, state support, Medicaid differential, loan forgiveness, housing allowance
- Invite legislators, decision makers to spend a day observing school SLPs – really opens their eyes to the variety of situations faced by the SLP
- Educating decision makers, others about professions
- Need multifaceted approach – it's not just about the money
- Special Education teachers – easier path to changing professions; many would be interested in becoming SLPs
- Give people access to information about their options – ASHA as Clearinghouse for job postings that HR Departments can use, have state links.
- Need to put more people into the supply – increase program size
- Move the university clinic into the community (e.g., schools, hospitals)
- Training people to supervise – increase skills of supervisors; provide time for people to supervise; have ASHA give CEUs for supervision/supervisors
- Reduce paperwork
- Do more collaborative/consortium arrangements with other SLPs across districts; increase retention
- Pair/partner two SLPs in the buildings who can work together
- Creative allocation of resources
- Networking – setting up new relationships, e.g., SLP supervisors, etc.
- Publicizing ASHA networks, listserv, on-line forums – on bookmarks, highlighted in ASHA publications

- Using community resources for R/R, e. g. – Chamber of Commerce
- Do pay averaging and pay people that amount from the beginning if the clinician agrees to stay with the district for a specific period of time
- Give credit for experience even if out of the school system
- Increase flexibility in hiring
- Talk with NSSLHA to see what their ideas are
- Exit interviews with people who are leaving the field
- On line specific outreach to SLPs
- Educate HR depts. on recruiting needs specific to SLPs
- Materials to other professions
- More scholarships
- Innovative approaches to clinical education to expand the capacity of graduate programs, e.g., other professions, models, use of technology
- Use school-based SLPs as adjunct instructors and clinic supervisors
- Develop a plan to bring back SLPs who left the field; reinstate CCCs, reinstate license; find them through past data bases
- PR to general public, e.g., main character in a TV show-mass media
- More on telepractice
- Advocacy for improved salaries, based on knowledge of school funding, need good advocacy skills--“script” for how to do this
- Provide information on funding sources for students; Website for funding for grad. programs; work with NSSLHA
- Change students perception of working in the schools
- Local/state discussion to get to clarity and agreement on 1.effective use of SLPAs, 2. workload, 3. service delivery models.
- Mentors/lead SLPs; release time for this—this is at admin. level
- Use CF as a mentoring experience
- Educate administrators on market costs of SLPs, turnover, litigation etc.
- Extend mentoring of support over the years through collaboration with other SLPs
- Working with youth groups, e.g., scouts, career classes to promote the professions—be actively engaged over time
- Attract more males into the field

### **Probable partners to collaborate with involving personnel shortages**

- Superintendents
- Stakeholders – legislators
- LEAs,
- Depts of Education, State Boards of Education
- State Associations
- Local civic organizations
- ASHA
- AARP Unions

- Institutes of Higher Education (IHE)
- Commercial publishers, vendors
- School Boards
- CSAP
  
- Community retailers (e.g. Walmart)
- Professional offices, e.g., dentist, waiting rooms
- State special ed. Directors
- School districts
- NSSLHA
- Philanthropists
- SLPs in different settings
- Other education professional groups
- Other related service provider associations, state associations (e. g. CEC, CASE, NASDSE)
- Legislators
- Parents and lawyers
- Teachers
- Media (e.g. radio, newspaper, TV)
- PTAs
- Early intervention agencies, day cares and head start agencies
- Guidance association
  
- 

### **Goals for addressing personnel shortages**

- Decrease the number of vacancies in the schools – increase the number of qualified SLPs
- Hit the areas where there are significant vacancies
- Recruit harder to get more diversity
- Incentives for people to work in underserved areas – loan forgiveness
- Empowering school districts to “grow their own”
- Help districts understand the reality of the shortage
- Trial experiences with SLP programs for those individuals who were not the “A” students – allows them to show an interest; have universities do interviews with prospective students to determine interest and people skills
- Develop strategies for retention – improving work conditions
- Alternative admission processes
- Have real/different models for training
- Competency-based certification – determine the competencies that are needed
- Capture the pool of undergraduates who can’t get into graduate programs and help them find ways of getting the graduate education
- Explain to new graduates what their salaries/benefits packages really look like

- Expanded education component on service delivery model options
- Develop district based marketing strategies
- Information for legislators, education commissioners, university administrators and other decision makers about the needs in Higher Education – may need national backing (ASHA?) since it would be difficult for individual states to do
- Capture the cost of not providing the services and make it known to the decision makers
- Need buy-in from university administrators – what’s in it for me?
- National (ASHA?) Clearinghouse for job postings/seekers
  
- Do better job of educating those who provide the funding. Educate about the qualifications of the provider and cost of turn-over and market demands.
- Educate SLPs re: what’s happening in their state and what they need to be doing- be leaders in the school districts.
- Develop partnerships with state school admin; state S-L-H Assoc, local special ed. Directors to work to develop a comprehensive plan.
- Get infor. To HS career counselors and consumers, PR to general public thru media.
- Call Ellen DeGeneres-her mom is an SLP!
- Talk to your students about career in CSD-major for allied health professions.
- ASHA get published curriculum for career choices for HS students
- Develop a legislative agenda and discussion with state-level (VT) CASE.
- Analyze data—Understand the implications of it for effective and efficient service delivery.
- Increase retention of school-based SLPs thru improved work environments and increased job status.
- Expanding university capacity, develop innovative strategies for clinical education –e.g., partnerships, expended seat options.
- Increase scholarships for undergraduate and graduate students and PhDs.
- Use personnel creatively in schools and universities, e.g., summer only graduate programs, part-time university teaching.
- Explore funding for personnel above, e.g., federal funds. Have ASHA find these.
- Develop document for school administrators to distribute to school personnel— members can tweak.
- ASHA make it easier to get back into profession.
- Capture costs of hiring and connect to student outcomes.
- Long-term mentoring.

### **Immediate next steps**

- Sharing what has been learned via presentations, meetings, etc., with other professionals (e.g. speech supervisors, special directors)– repeatedly and set some assignments/tasks

- Develop a research package for colleagues/parents/administrators about barriers and solutions – must be audience specific
  - A specific articulated plan between practitioners and universities to expand seat options and alternatives to training (on-line, changing standards) - ASHA?
  - Develop partnerships between practicing clinicians
  - Developing and sustaining coalitions and partnerships
  - Develop reports, proceedings from this conference and disseminate to state associations; put it on their Web sites; present the information at state meetings; through Divisions 1 and 16; to LCers (Needs to be included in FORUM follow-up)
  - Identify funding sources – federal funds, grants, foundations, etc.
  - Article in the ASHA Leader on-going (column) to promote/market shortage; articles in state association newsletters.
  - Send information/articles to other groups, e.g., NEA, state superintendents, Directors of special education, on the barriers, solutions
  - Collect and disseminate data on number of undergraduates vs. number of seats in graduate programs
  - Identify tools that are currently available
  - National standardized recruitment materials – need to make people aware of this
  - National media campaigns – identify funding partners
  - National Clearinghouse (job bank) – positions wanted
- 
- Inform my team/co-workers of what I learned.
  - Report back to state recruitment/retention task force. Add more school admin. to task force.
  - Exec. Summary on cost dynamics.
  - Resource on work environment and implications.
  - Ask to be put on local school board agenda.
  - Review these materials.
  - Spend time on ASHA’s Web site.
  - Need to decide where to put energy and who to work with.
  - “Plug” SLP jobs in college courses.
  - Try to get into HS career classes.