



2024 **SCHOOLS** SURVEY



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 15,000 ASHA-certified speech-language pathologists with schools as their primary employment facility for the *2024 Schools Survey*. 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.

All 809 ASHA-certified educational audiologists with schools as their primary employment facility were also included in the *2024 Schools Survey*. Their results are in a separate report. This report is limited to responses from individuals with a Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) only.



An overall response rate of **25.7%** was obtained for the SLPs (3,749 completed surveys from a net sample of 14,611 eligibles). These percentages are unweighted.

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 9 respondents who were employed in “other” types of facilities and 64 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 the 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 = 3,731)	Special Day/ Residential (n = 137)	Preschool (n = 396)	Elementary (n = 2,103)	Secondary (n = 557)	Student's Home (n = 42)	Adminis- trative Office (n = 71)	Teleprac- tice Office (n = 78)	Combina- tion (n = 275)
Employed full time	87.0	91.2	85.1	89.1	87.3	73.8	93.0	53.8	85.1
Employed part time	13.0	8.8	14.9	10.9	12.7	26.2	7.0	46.2	14.9
Not currently employed (SKIP to Q. 29.)	Removed from analyses								
		Statistical significance: $\chi^2(7) = 98.9$, $p = .000$, Cramer's $V = .164$ <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 = 3,710)	Special Day/ Residential (n = 137)	Preschool (n = 394)	Elementary (n = 2,095)	Secondary (n = 553)	Student's Home (n = 39)	Adminis- trative Office (n = 68)	Teleprac- tice Office (n = 79)	Combina- tion (n = 272)
Salaried employee	86.4	91.2	87.8	88.9	87.7	61.5	95.6	25.3	81.3
Contractor	12.1	8.0	10.7	10.0	11.8	23.1	4.4	69.6	16.2
Self-employed	1.4	0.7	1.5	1.1	0.5	15.4	0.0	5.1	2.6
		Too many cells (25%) have an expected count of less than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

3. 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 = 3,721)	Special Day/ Residential (n = 137)	Preschool (n = 395)	Elementary (n = 2,098)	Secondary (n = 556)	Student's Home (n = 42)	Adminis- trative Office (n = 69)	Teleprac- tice Office (n = 78)	Combina- tion (n = 275)
Annual salary	85.4	90.5	86.1	87.8	87.1	57.1	95.7	23.1	80.7
Hourly rate (SKIP to Q. 6.)	14.6	9.5	13.9	12.2	12.9	42.9	4.3	76.9	19.3
		Statistical significance: $\chi^2(7) = 295.7$, $p = .000$, Cramer's $V = .285$ <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 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> = 1,847	<i>n</i> = 38	<i>n</i> = 188	<i>n</i> = 1,152	<i>n</i> = 289	<i>n</i> = 9	<i>n</i> = 25	<i>n</i> = 8	<i>n</i> = 130
25th percentile	\$62,543	\$67,000	\$62,509	\$62,000	\$68,000	<i>(n</i> < 25)	\$68,000	<i>(n</i> < 25)	\$61,500
50th percentile (Median)	\$74,849	\$75,000	\$74,000	\$72,300	\$83,886		\$87,000		\$72,789
75th percentile	\$92,000	\$90,000	\$90,000	\$90,000	\$102,500		\$94,162		\$92,000
Mean	\$80,173	\$81,927	\$79,616	\$78,396	\$87,461		\$87,429		\$78,926
Standard deviation	\$30,483	\$22,767	\$44,156	\$30,063	\$24,659		\$20,358		\$24,643
Mode	\$60,000	\$61,000	\$68,000	\$60,000	\$80,000		\$90,000		\$68,000
		Statistical significance: <i>F</i> (7, 1830) = 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.							
(Question 4 continues on next page.)									

4. (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	Administrative Office	Telepractice Office	Combination
Worked 11–12 months (calendar year)									
	<i>n</i> = 209	<i>n</i> = 46	<i>n</i> = 34	<i>n</i> = 53	<i>n</i> = 16	<i>n</i> = 9	<i>n</i> = 24	<i>n</i> = 4	<i>n</i> = 20
25th percentile	\$72,000	\$72,000	\$76,000	\$70,000	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25	<i>n</i> < 25
50th percentile (Median)	\$86,000	\$84,000	\$85,000	\$87,000					
75th percentile	\$105,000	\$100,000	\$93,000	\$98,000					
Mean	\$91,312	\$90,069	\$84,422	\$87,443					
Standard deviation	\$26,505	\$22,525	\$16,556	\$25,009					
Mode	\$72,000	\$70,000	\$85,000	\$120,000					
		Statistical significance: $F(7, 198) = 2.3, p = .029$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

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5. For what period of work is this? *If you work for 9–10 months but are paid over a 12-month period, select response “1.”*
 Select one response only; then SKIP to Q. 8. (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> = 3,136	<i>n</i> = 122	<i>n</i> = 340	<i>n</i> = 1,836	<i>n</i> = 481	<i>n</i> = 24	<i>n</i> = 66	<i>n</i> = 18	<i>n</i> = 222
Work 9 or 10 months per year	89.9	49.2	81.8	95.6	93.8	<i>(n</i> < 25)	56.1	<i>(n</i> < 25)	85.6
Work 11 or 12 months per year	9.9	50.8	17.9	4.2	6.0		43.9		14.0
Work other period	0.2	0.0	0.3	0.2	0.2		0.0		0.5
		Too many cells (42%) have an expected count of less 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> = 3,130	<i>n</i> = 122	<i>n</i> = 339	<i>n</i> = 1,833	<i>n</i> = 480	<i>n</i> = 24	<i>n</i> = 66	<i>n</i> = 18	<i>n</i> = 221
Work 9 or 10 months per year	90.1	49.2	82.0	95.8	94.0	<i>(n</i> < 25)	56.1	<i>(n</i> < 25)	86.0
Work 11 or 12 months per year	9.9	50.8	18.0	4.2	6.0		43.9		14.0
		Statistical significance: $\chi^2(7) = 476.1$, <i>p</i> = .000 , Cramer's <i>V</i> = .392 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

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6. 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> = 260	<i>n</i> = 7	<i>n</i> = 19	<i>n</i> = 133	<i>n</i> = 40	<i>n</i> = 8	<i>n</i> = 1	<i>n</i> = 24	<i>n</i> = 24
25th percentile	\$45.41	<i>(n</i> < 25)	<i>(n</i> < 25)	\$43.00	\$47.00	<i>(n</i> < 25)	<i>(n</i> < 25)	<i>(n</i> < 25)	<i>(n</i> < 25)
50th percentile (Median)	\$53.29			\$52.00	\$51.00				
75th percentile	\$63.48			\$60.00	\$65.00				
Mean	\$57.61			\$54.90	\$60.63				
Standard deviation	\$19.82			\$16.10	\$27.25				
Mode	\$60.00			\$43.00	\$65.00				
		Statistical significance: $F(7, 247) = 3.2, p = .003$ <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.)									

6. (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> = 273	<i>n</i> = 6	<i>n</i> = 35	<i>n</i> = 120	<i>n</i> = 29	<i>n</i> = 9	<i>n</i> = 2	<i>n</i> = 35	<i>n</i> = 27
25th percentile	\$50.00	<i>(n</i> < 25)	\$50.00	\$50.00	\$52.00	<i>(n</i> < 25)	<i>(n</i> < 25)	\$50.00	\$50.00
50th percentile (Median)	\$59.91		\$60.00	\$58.50	\$63.00			\$52.00	\$60.00
75th percentile	\$70.37		\$70.00	\$75.00	\$75.00			\$60.00	\$75.00
Mean	\$62.84		\$62.66	\$66.27	\$64.40			\$56.07	\$61.63
Standard deviation	\$25.10		\$20.58	\$32.22	\$17.52			\$11.55	\$15.05
Mode	\$50.00		\$60.00	\$50.00	\$65.00			\$50.00	\$60.00
		Statistical significance: <i>F</i> (7, 256) = 0.7, <i>p</i> = .631 <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							

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7. How many hours do you work per week for the hourly rate you entered in Q. 6?

Analyses limited to respondents who met the following criteria:

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

Hours	Facility type								
	All Responses (<i>n</i> = 535)	Special Day/ Residential (<i>n</i> = 13)	Preschool (<i>n</i> = 55)	Elementary (<i>n</i> = 253)	Secondary (<i>n</i> = 70)	Student's Home (<i>n</i> = 17)	Adminis- trative Office (<i>n</i> = 3)	Teleprac- tice Office (<i>n</i> = 59)	Combina- tion (<i>n</i> = 52)
25 th percentile	16.00	<i>(n</i> < 25)	11.00	16.00	20.00	<i>(n</i> < 25)	<i>(n</i> < 25)	20.00	19.00
50 th percentile (Median)	26.00		18.30	29.00	31.00			28.00	26.00
75 th percentile	37.08		35.00	37.30	38.00			36.00	37.30
Mean	25.56		21.53	26.44	28.17			26.37	26.20
Standard deviation	11.77		12.09	11.83	10.86			10.11	11.09
Mode	41.00		7.00	41.00	36.00			16.00	37.30
		Statistical significance: <i>F</i> (7, 514) = 3.5, <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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8. Indicate whether the following expenses are paid by you (S), are paid by your employer (E), are paid by a combination (C), or are not applicable (NA). *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> = 3,672	<i>n</i> = 134	<i>n</i> = 394	<i>n</i> = 2,092	<i>n</i> = 555	<i>n</i> = 41	<i>n</i> = 70	<i>n</i> = 78	<i>n</i> = 273
Self	75.2	77.6	71.8	74.9	75.1	73.2	80.0	76.9	81.3
Employer	21.1	20.1	23.1	21.6	21.1	19.5	17.1	12.8	16.8
Combination	3.2	2.2	4.3	3.1	3.1	4.9	2.9	9.0	1.5
Not applicable	0.5	0.0	0.8	0.4	0.7	2.4	0.0	1.3	0.4
		Too many cells (34%) have an expected count of less than 5. Conclusion: Too little data are available in some facility categories to test whether responses vary by facility type.							
ASHA Convention									
	<i>n</i> = 3,656	<i>n</i> = 137	<i>n</i> = 393	<i>n</i> = 2,080	<i>n</i> = 554	<i>n</i> = 41	<i>n</i> = 70	<i>n</i> = 76	<i>n</i> = 273
Self	63.5	62.0	68.4	62.5	64.4	70.7	55.7	63.2	63.0
Employer	6.3	8.0	6.4	5.9	7.8	4.9	8.6	0.0	7.7
Combination	5.4	10.2	5.6	4.8	6.0	7.3	5.7	7.9	5.5
Not applicable	24.8	19.7	19.6	26.9	21.8	17.1	30.0	28.9	23.8
		Statistical significance: $\chi^2(21) = 35.2$, <i>p</i> = .027 , Cramer's <i>V</i> = .057 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.							
(Q. 8 continues on next page.)									

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8. (cont'd) Indicate whether the following expenses are paid by you (S), are paid by your employer (E), are paid by a combination (C), or are not applicable (NA). *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> = 3,657	<i>n</i> = 136	<i>n</i> = 389	<i>n</i> = 2,089	<i>n</i> = 550	<i>n</i> = 41	<i>n</i> = 71	<i>n</i> = 77	<i>n</i> = 271
Self	47.1	38.2	44.7	48.7	44.2	43.9	35.2	61.0	47.6
Employer	19.9	25.7	19.3	18.9	23.1	19.5	25.4	16.9	18.5
Combination	32.1	34.6	35.2	31.8	31.8	34.1	36.6	20.8	32.5
Not applicable	0.9	1.5	0.8	0.6	0.9	2.4	2.8	1.3	1.5
		Too many cells (22%) have an expected count of less than 5. Conclusion: Too little data are available in some facility categories to test whether responses vary by facility type.							
Special Interest Groups (SIGs)									
	<i>n</i> = 3,644	<i>n</i> = 137	<i>n</i> = 391	<i>n</i> = 2,078	<i>n</i> = 549	<i>n</i> = 42	<i>n</i> = 68	<i>n</i> = 76	<i>n</i> = 272
Self	66.1	73.0	68.8	65.3	65.4	73.8	64.7	68.0	64.3
Employer	1.4	2.9	1.3	1.2	1.6	2.4	5.9	2.7	1.1
Combination	0.6	0.0	0.3	0.5	0.5	4.8	2.9	0.0	1.5
Not applicable	31.9	24.1	29.7	33.1	32.4	19.0	26.5	29.3	33.1
		Too many cells (38%) have an expected count of less than 5. Conclusion: Too little data are available in some facility categories to test whether responses vary by facility type.							
(Q. 8 continues on next page.)									

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8. (cont'd) Indicate whether the following expenses are paid by you (S), are paid by your employer (E), are paid by a combination (C), or are not applicable (NA). *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
State Licensing Fees									
	<i>n</i> = 3,670	<i>n</i> = 137	<i>n</i> = 391	<i>n</i> = 2,098	<i>n</i> = 552	<i>n</i> = 41	<i>n</i> = 70	<i>n</i> = 76	<i>n</i> = 273
Self	79.2	76.6	80.1	80.2	76.8	73.2	77.1	64.5	82.8
Employer	16.7	19.0	16.4	16.3	18.8	12.2	17.1	21.1	13.2
Combination	2.4	3.6	1.8	2.0	2.4	9.8	1.4	13.2	1.8
Not applicable	1.7	0.7	1.8	1.4	2.0	4.9	4.3	1.3	2.2
		Too many cells (28%) have an expected count of less than 5. Conclusion: Too little data are available in some facility categories to test whether responses vary by facility type.							
Leave Time to Volunteer									
	<i>n</i> = 3,633	<i>n</i> = 136	<i>n</i> = 387	<i>n</i> = 2,076	<i>n</i> = 550	<i>n</i> = 42	<i>n</i> = 68	<i>n</i> = 76	<i>n</i> = 268
Self	49.1	52.9	52.5	48.0	49.3	59.5	41.2	53.9	47.8
Employer	2.4	1.5	2.1	2.3	2.5	0.0	7.4	2.6	2.6
Combination	1.3	4.4	0.3	1.2	0.7	4.8	2.9	1.3	2.6
Not applicable	47.2	41.2	45.2	48.6	47.5	35.7	48.5	42.1	47.0
		Too many cells (28%) have an expected count of less than 5. Conclusion: Too little data are available in some facility categories to test whether responses vary by facility type.							
(Q. 8 continues on next page.)									

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8. (cont'd) Indicate whether the following expenses are paid by you (S), are paid by your employer (E), are paid by a combination (C), or are not applicable (NA). *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
Other, Specified ¹									
	<i>n</i> = 957	<i>n</i> = 32	<i>n</i> = 113	<i>n</i> = 532	<i>n</i> = 144	<i>n</i> = 9	<i>n</i> = 17	<i>n</i> = 28	<i>n</i> = 69
Self	31.9	43.8	31.9	31.0	32.6	<i>(n</i> < 25)	<i>(n</i> < 25)	35.7	30.4
Employer	3.4	3.1	2.7	3.8	1.4			10.7	4.3
Combination	3.7	0.0	3.5	4.9	2.8			0.0	1.4
Not applicable	60.9	53.1	61.9	60.3	63.2			53.6	63.8
		Too many cells (41%) have an expected count of less 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 for the content of these open-ended responses.

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9. 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

Hours	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> = 558	<i>n</i> = 12	<i>n</i> = 58	<i>n</i> = 317	<i>n</i> = 101	<i>n</i> = 9	<i>n</i> = 13	<i>n</i> = 2	<i>n</i> = 45
25 th percentile	\$500	<i>(n</i> < 25)	\$250	\$500	\$400	<i>(n</i> < 25)	<i>(n</i> < 25)	<i>(n</i> < 25)	\$1,000
50 th percentile (Median)	\$1,600		\$1,200	\$2,000	\$1,500				\$2,000
75 th percentile	\$3,000		\$2,000	\$3,000	\$3,000				\$4,000
Mean	\$2,055		\$1,648	\$2,096	\$1,876				\$2,758
Standard deviation	\$1,892		\$1,672	\$1,756	\$1,928				\$2,711
Mode	\$2,000		\$2,000	\$2,000	\$1,000				\$2,000
		Statistical significance: <i>F</i> (7, 548) = 1.6, <i>p</i> = .126 <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
(Q. 9 continues on next page.)									

9. (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

Hours	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> = 203	<i>n</i> = 16	<i>n</i> = 25	<i>n</i> = 112	<i>n</i> = 27	<i>n</i> = 1	<i>n</i> = 7	<i>n</i> = 0	<i>n</i> = 15
25 th percentile	\$350	<i>(n</i> < 25)	\$400	\$250	\$200	<i>(n</i> < 25)	<i>(n</i> < 25)	<i>(n</i> < 25)	<i>(n</i> < 25)
50 th percentile (Median)	\$750		\$500	\$600	\$500				
75 th percentile	\$1,842		\$1,250	\$2,000	\$2,000				
Mean	\$1,250		\$894	\$1,160	\$1,194				
Standard deviation	\$1,350		\$839	\$1,258	\$1,125				
Mode	\$500		\$500	\$2,000	\$500				
		Statistical significance: <i>F</i> (6, 195) = 4.0, <i>p</i> = .001 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

10. 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	Unweighted		Weighted	
	<i>n</i>	%	<i>n</i>	%
Special day/residential school	110	3.0	137	3.7
Pre-elementary (preschool)	388	10.6	396	10.8
Elementary school	2,167	59.1	2,102	57.3
Secondary school (middle school, junior high, senior high)	515	14.0	557	15.2
Student's home	38	1.0	41	1.1
Administrative office	66	1.8	70	1.9
Office for telepractice	81	2.2	78	2.1
Combination from the above list	295	8.0	276	7.5
Other, specify: ²	9	0.2	10	0.3
Total	3,669	100.0	3,667	100.0

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

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11. 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 = 3,629)	Special Day/ Residential (n ≥ 135)	Preschool (n = 391)	Elementary (n = 2,083)	Secondary (n ≥ 548)	Student's Home (n = 39)	Adminis- trative Office (n = 69)	Teleprac- tice Office (n = 77)	Combina- tion (n = 270)
Clinical service provider (includes all SLPs who provide any direct service)	89.9	83.0	82.9	94.7	96.2	79.5	8.7	88.3	79.6
Diagnostician	3.3	2.2	9.7	1.4	1.1	12.8	17.4	2.6	6.7
Special education teacher	2.2	1.5	2.8	2.4	1.5	0.0	0.0	1.3	3.3
Consultant	0.9	1.5	0.8	0.5	0.4	5.1	8.7	0.0	3.0
Administrator/ supervisor/director	3.1	8.9	3.1	0.8	0.9	0.0	62.3	5.2	6.3
Other, specify: ³	0.5	3.0	0.8	0.2	0.0	2.6	2.9	2.6	1.1
		Too many cells (52%) have an expected count of less 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	89.8	82.4	82.9	94.4	96.0	79.5	8.7	88.3	79.6
All other functions	10.2	17.6	17.1	5.6	4.0	20.5	91.3	11.7	20.4
		Statistical significance: $\chi^2(7) = 638.3$, p = .000 , Cramer's V = .420 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

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

Caseload

If you provide NO direct services to students, SKIP to Q. 27.

12. 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 = 2,815)	Special Day/ Residential (n = 101)	Preschool (n = 272)	Elementary (n = 1,737)	Secondary (n = 458)	Student's Home (n = 22)	Adminis- trative Office (n = 4)	Teleprac- tice Office (n = 35)	Combina- tion (n = 180)
25 th percentile	40	18	30	42	40	(n < 25)	(n < 25)	40	40
50 th percentile (Median)	50	25	40	51	50			52	50
75 th percentile	60	45	50	61	60			56	65
Mean	51	33	41	53	54			51	55
Standard deviation	22	22	18	18	26			25	30
Mode	50	20	40	60	50			55	50
		Statistical significance: $F(7, 2801) = 30.5$, $p = .000$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

13. 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. 12) greater than 0

Caseload Size	Facility type								
	All Responses (n = 2,776)	Special Day/ Residential (n = 101)	Preschool (n = 267)	Elementary (n = 1,716)	Secondary (n = 451)	Student's Home (n = 22)	Adminis- trative Office (n = 4)	Teleprac- tice Office (n = 35)	Combina- tion (n = 174)
25 th percentile	32	15	25	35	38	(n < 25)	(n < 25)	38	30
50 th percentile (Median)	40	25	35	45	45			45	45
75 th percentile	50	40	40	50	50			50	50
Mean	41	27	33	42	44			46	43
Standard deviation	15	15	14	14	16			23	20
Mode	40	25	30	40	50			50	50
		Statistical significance: $F(7, 2691) = 43.5$, $p = .000$ <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

14. 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 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 = 3,075)	Special Day/ Residential (n = 107)	Preschool (n = 304)	Elementary (n = 1,865)	Secondary (n = 502)	Student's Home (n = 29)	Adminis- trative Office (n = 6)	Teleprac- tice Office (n = 62)	Combina- tion (n = 197)
No barrier; my caseload is manageable.	23.8	35.5	21.7	21.0	30.9	44.8	(n < 25)	43.5	19.8
Shortage of SLPs in my area.	25.5	24.3	22.7	28.0	17.9	24.1		12.9	29.4
Lack of administration support.	11.6	12.1	24.7	10.1	10.0	6.9		9.7	11.2
Difficulty with dismissal of students from services.	10.1	2.8	3.9	9.4	16.1	0.0		11.3	14.7
District or state policy.	9.7	5.6	10.9	10.5	7.2	10.3		4.8	10.2
Resistance from parents.	3.6	7.5	2.3	2.8	7.4	3.4		6.5	1.5
Shortage of assistants or aides in my area.	1.1	1.9	0.0	1.3	0.8	0.0		1.6	0.5
Other; specify: ⁴	14.7	10.3	13.8	16.8	9.8	10.3		9.7	12.7
		Too many cells (31%) have an expected count of less than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

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

15. Are you required to make up missed sessions? *Select one response.* (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 = 3,219)	Special Day/ Residential (n = 109)	Preschool (n = 320)	Elementary (n = 1,950)	Secondary (n = 520)	Student's Home (n = 29)	Adminis- trative Office (n = 6)	Teleprac- tice Office (n = 65)	Combina- tion (n = 211)
Yes – but only for a few circumstances	42.0	42.2	40.6	43.3	37.7	31.0	(n < 25)	43.1	43.6
Yes – always or almost always	37.1	40.4	37.5	35.0	42.7	44.8		49.2	36.5
No – never or almost never	19.6	16.5	20.9	20.5	18.3	24.1		7.7	18.5
Not applicable	1.2	0.9	0.9	1.2	1.3	0.0		0.0	1.4
		Too many cells (28%) have an expected count of less than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

16. 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. 12 (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	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*
	<i>n</i> = 2,815	<i>n</i> varies	<i>n</i> = 101	<i>n</i> varies	<i>n</i> = 272	<i>n</i> varies
Acquired brain injury (ABI)	14.1	1.8	25.9	2.2	8.3	2.1**
Augmentative and alternative communication (AAC)	74.5	7.2	87.1	17.3	79.9	9.0
Autism spectrum disorder (ASD)	93.8	14.2	96.1	20.1	90.2	14.7
Central auditory processing disorder	22.8	4.3	22.2	6.3**	14.8	6.3
Childhood apraxia of speech (CAS)	60.0	3.0	41.8	5.1	73.0	3.8
Cognitive communication disorders	49.5	10.6	45.4	20.4	46.0	9.4
Dysphagia (swallowing/feeding)	8.2	3.0	23.2	6.3**	12.8	1.9
Fluency disorders	67.6	2.6	26.2	2.1	32.4	1.8
Gender affirming voice	0.2	3.2**	0.0	0.0	0.0	0.0
Language disorders: pragmatics/social communication	86.7	14.7	85.9	19.3	79.6	15.7

(Q. 16 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.

16. (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. 12 (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	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*
	<i>n</i> = 2,815	<i>n</i> varies	<i>n</i> = 101	<i>n</i> varies	<i>n</i> = 272	<i>n</i> varies
Language disorders: semantics, morphology, syntax	90.2	23.0	79.7	19.9	83.2	19.7
Reading and writing (literacy)	28.0	14.8	29.9	11.9	6.6	11.2**
Selective mutism	23.0	1.4	15.8	1.5**	26.5	1.5
Speech sound disorders	89.1	20.1	53.8	9.5	90.1	15.9
Voice or resonance disorders	12.0	1.8	13.0	1.4**	10.9	1.4**
(Q. 16 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.

16. (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. 12 (caseload size) is at least 1

Area of Intervention	Facility Type					
	Elementary		Secondary		Student's Home	
	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*
	<i>n</i> = 1,737	<i>n</i> varies	<i>n</i> = 458	<i>n</i> varies	<i>n</i> = 22	<i>n</i> varies
Acquired brain injury (ABI)	12.4	1.5	18.4	2.2	(n < 25)	
Augmentative and alternative communication (AAC)	73.6	6.3	72.4	6.0		
Autism spectrum disorder (ASD)	94.2	13.0	94.1	16.5		
Central auditory processing disorder	23.3	3.8	29.3	4.7		
Childhood apraxia of speech (CAS)	64.9	2.8	38.0	2.3		
Cognitive communication disorders	48.7	9.0	53.4	14.0		
Dysphagia (swallowing/feeding)	6.6	2.5	6.1	2.0		
Fluency disorders	74.6	2.6	74.5	2.8		
Gender affirming voice	0.1	4.4**	0.5	1.0**		
Language disorders: pragmatics/social communication	86.9	13.1	90.7	18.9		
(Q. 16 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.

16. (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. 12 (caseload size) is at least 1

Area of Intervention	Facility Type					
	Elementary		Secondary		Student's Home	
	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*
	<i>n</i> = 1,737	<i>n</i> varies	<i>n</i> = 458	<i>n</i> varies	<i>n</i> = 22	<i>n</i> varies
Language disorders: semantics, morphology, syntax	92.7	22.9	91.4	24.9	(<i>n</i> < 25)	
Reading and writing (literacy)	28.8	14.3	39.6	11.9		
Selective mutism	22.2	1.4	25.4	1.5		
Speech sound disorders	92.9	23.8	82.5	9.3		
Voice or resonance disorders	12.9	1.8	9.9	1.7		
(Q. 16 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.

16. 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. 12 (caseload size) is at least 1

Area of Intervention	Facility Type			
	Telepractice Office		Combination	
	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*
	<i>n</i> = 35	<i>n</i> varies	<i>n</i> = 180	<i>n</i> varies
Acquired brain injury (ABI)	24.8	1.4**	20.2	2.2
Augmentative and alternative communication (AAC)	51.0	4.7**	76.9	10.0
Autism spectrum disorder (ASD)	90.3	10.4	94.3	16.9
Central auditory processing disorder	16.5	6.3**	17.8	4.2
Childhood apraxia of speech (CAS)	39.2	2.9**	63.1	3.7
Cognitive communication disorders	49.0	8.1**	55.5	13.1
Dysphagia (swallowing/feeding)	0.0	0.0	10.1	4.0**
Fluency disorders	66.6	3.2**	67.0	2.8
Gender affirming voice	0.0	0.0	0.5	1.0**
Language disorders: pragmatics/social communication	91.3	11.5	86.8	16.4

(Q. 16 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.

16. (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. 12 (caseload size) is at least 1

Area of Intervention	Facility Type			
	Telepractice Office		Combination	
	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*
	<i>n</i> = 35	<i>n</i> varies	<i>n</i> = 180	<i>n</i> varies
Language disorders: semantics, morphology, syntax	96.8	27.7	85.6	19.9
Reading and writing (literacy)	27.3	11.9	27.2	15.2
Selective mutism	23.8	1.7**	25.7	1.5
Speech sound disorders	96.2	17.9	87.6	21.0
Voice or resonance disorders	12.8	2.4**	10.7	2.9**

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

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17. 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)

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 12 (caseload size) is at least 1
- ❖ Total number of hours for Q. 17 was limited to a maximum of 55 which captured 89% of respondents.

Activity	Facility type								
	All Responses (n = 2,347)	Special Day/ Residential (n = 78)	Preschool (n = 226)	Elementary (n = 1,450)	Secondary (n = 392)	Student's Home (n = 20)	Adminis- trative Office (n = 4)	Teleprac- tice Office (n = 32)	Combina- tion (n = 144)
Collaborative consultation	2.5	3.3	2.6	2.4	2.5	(n < 25)	(n < 25)	2.1	2.9
Diagnostic evaluations (e.g., observation, screening, scoring, analysis)	4.0	1.9	4.0	4.1	4.1			2.7	4.1
Direct intervention	22.6	21.5	22.4	23.0	22.1			20.8	22.5
Documentation	6.0	5.9	6.2	5.7	6.3			8.3	6.3
Supervision	1.1	1.1	1.0	1.0	1.0			1.0	1.6
Technology checks	0.7	1.4	0.9	0.7	0.7			0.8	0.9
Other duties as assigned	2.4	3.0	2.3	2.4	2.4			2.3	2.2
Total	39.3	38.1	39.4	39.3	39.2			38.1	40.5
Tests of significance could not be run using the available software.									

Workforce

18. 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 = 3,081)	Special Day/ Residential (n = 103)	Preschool (n = 304)	Elementary (n = 1,862)	Secondary (n = 499)	Student's Home (n = 28)	Adminis- trative Office (n = 6)	Teleprac- tice Office (n = 63)	Combina- tion (n = 208)
More job openings than job seekers	78.5	75.7	79.6	77.9	78.2	85.7	(n < 25)	90.5	81.3
Job openings and job seekers in balance	13.7	16.5	15.1	13.9	14.6	7.1		6.3	9.6
Fewer job openings than job seekers	7.7	7.8	5.3	8.2	7.2	7.1		3.2	9.1
		Too many cells (25%) have an expected count of less 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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19. What are your greatest challenges as a school-based SLP? *Select all that apply.* (Percentages). The list of challenges was in alphabetical order on survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Challenge	Facility type								
	All Responses (n = 3,273)	Special Day/ Residential (n ≥ 112)	Preschool (n ≥ 323)	Elementary (n ≥ 1,978)	Secondary (n ≥ 529)	Student's Home (n ≥ 31)	Adminis- trative Office (n ≥ 6)	Teleprac- tice Office (n ≥ 67)	Combina- tion (n ≥ 216)
Large amount of paperwork	76.0	65.2	68.5	78.3	76.8	48.4	(n < 25)	67.6	78.8
		Statistical significance: $\chi^2(7) = 48.1$, p = .000 , Cramer's V = .121 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
High workload/caseload size	66.1	55.4	63.2	69.4	60.2	32.3	(n < 25)	54.4	70.5
		Statistical significance: $\chi^2(7) = 47.3$, p = .000 , Cramer's V = .120 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Volume of meetings	54.8	44.6	44.8	58.0	56.2	32.3	(n < 25)	43.3	50.7
		Statistical significance: $\chi^2(7) = 40.1$, p = .000 , Cramer's V = .111 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Out-of-pocket professional expenses	52.5	51.8	48.8	53.5	47.9	41.9	(n < 25)	62.7	59.9
		Statistical significance: $\chi^2(7) = 16.0$, p = .025 , Cramer's V = .070 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Low salary	45.3	50.0	48.5	45.3	41.3	29.0	(n < 25)	52.9	46.5
		Statistical significance: $\chi^2(7) = 10.8$, p = .148 <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							
(Q. 19 continues on next page.)									

19. (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 survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Challenge	Facility type								
	All Responses (n = 3,273)	Special Day/ Residential (n ≥ 112)	Preschool (n ≥ 323)	Elementary (n ≥ 1,978)	Secondary (n ≥ 529)	Student's Home (n ≥ 31)	Adminis- trative Office (n ≥ 6)	Teleprac- tice Office (n ≥ 67)	Combina- tion (n ≥ 216)
Limited time for collaboration	44.9	39.8	35.8	46.7	45.5	32.3	(n < 25)	29.4	51.2
		Statistical significance: $\chi^2(7) = 32.6$, p = .000 , Cramer's V = .098 <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	43.6	48.2	28.5	43.8	50.9	15.6	(n < 25)	49.3	47.7
		Statistical significance: $\chi^2(7) = 55.2$, p = .000 , Cramer's V = .130 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Personnel shortage	41.9	43.4	44.6	41.6	36.4	48.4	(n < 25)	38.8	53.0
		Statistical significance: $\chi^2(7) = 19.6$, p = .006 , Cramer's V = .077 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Incorporating optimal service delivery models	41.2	36.6	44.8	40.8	41.0	16.1	(n < 25)	26.5	50.2
		Statistical significance: $\chi^2(7) = 25.7$, p = .001 , Cramer's V = .089 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
(Q. 19 continues on next page.)									

19. (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 survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Challenge	Facility type								
	All Responses (n = 3,273)	Special Day/ Residential (n ≥ 112)	Preschool (n ≥ 323)	Elementary (n ≥ 1,978)	Secondary (n ≥ 529)	Student's Home (n ≥ 31)	Adminis- trative Office (n ≥ 6)	Teleprac- tice Office (n ≥ 67)	Combina- tion (n ≥ 216)
Budget constraints	35.5	33.6	35.2	36.2	35.5	22.6	(n < 25)	20.6	36.9
		Statistical significance: $\chi^2(7) = 9.9, p = .197$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							
Inadequate work space and facilities	35.2	34.8	44.8	32.5	37.7	22.6	(n < 25)	23.5	46.1
		Statistical significance: $\chi^2(7) = 38.6, p = .000$, Cramer's V = .109 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							
Limited family/caregiver involvement and support	33.9	45.5	31.5	34.5	32.8	38.7	(n < 25)	33.8	29.0
		Statistical significance: $\chi^2(7) = 13.9, p = .053$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							
Limited support from the administration	29.5	41.6	36.2	26.8	30.4	16.1	(n < 25)	30.9	36.9
		Statistical significance: $\chi^2(7) = 31.7, p = .000$, Cramer's V = .099 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

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20. 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 survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Initiative	Facility type								
	All Responses (n = 3,273)	Special Day/ Residential (n ≥ 112)	Preschool (n ≥ 323)	Elementary (n ≥ 1,978)	Secondary (n ≥ 529)	Student's Home (n = 31)	Adminis- trative Office (n ≥ 6)	Teleprac- tice Office (n ≥ 67)	Combina- tion (n ≥ 216)
Place SLPs on a separate salary schedule from teachers	49.6	33.0	50.3	51.0	53.0	32.3	(n < 25)	35.3	42.1
		Statistical significance: $\chi^2(7) = 33.2$, p = .000 , Cramer's V = .101 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Supplement salaries for Medicaid billing	33.2	22.3	28.2	35.1	35.7	25.8	(n < 25)	13.2	30.4
		Statistical significance: $\chi^2(7) = 28.5$, p = .000 , Cramer's V = .093 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Reimburse ASHA dues	32.3	31.9	27.6	33.1	29.6	22.6	(n < 25)	41.2	37.8
		Statistical significance: $\chi^2(7) = 13.1$, p = .071 <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Provide professional development funding	15.2	16.1	15.7	14.5	15.7	22.6	(n < 25)	20.6	18.0
		Statistical significance: $\chi^2(7) = 6.3$, p = .510 <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Provide step increases	15.0	23.2	17.0	14.1	14.7	16.1	(n < 25)	11.9	17.5
		Statistical significance: $\chi^2(7) = 10.9$, p = .142 <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
(Q. 20 continues on next page.)									

20. (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 survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Initiative	Facility type								
	All Responses (n = 3,273)	Special Day/ Residential (n ≥ 112)	Preschool (n ≥ 323)	Elementary (n ≥ 1,978)	Secondary (n ≥ 529)	Student's Home (n = 31)	Adminis- trative Office (n ≥ 6)	Teleprac- tice Office (n ≥ 67)	Combina- tion (n ≥ 216)
Provide money for materials	14.7	23.2	15.7	14.1	14.6	9.7	(n < 25)	16.2	14.7
		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.							
Reimburse state licensure fees	10.7	13.4	7.1	10.7	10.6	16.1	(n < 25)	14.7	12.9
		Statistical significance: $\chi^2(7) = 9.1, p = .243$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							

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21. Is professional burnout prompting you to consider changing careers or retiring? *Select all that apply.* (Percentages).

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Change	Facility type								
	All Responses (n = 3,273)	Special Day/ Residential (n ≥ 112)	Preschool (n ≥ 323)	Elementary (n = 1,978)	Secondary (n ≥ 529)	Student's Home (n = 31)	Adminis- trative Office (n ≥ 6)	Teleprac- tice Office (n ≥ 67)	Combina- tion (n = 217)
No burnout	24.4	17.0	22.2	23.9	28.7	29.0	(n < 25)	35.3	21.2
		Statistical significance: $\chi^2(7) = 16.0$, p = .025 , Cramer's V = .070 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Considering changing to a different work setting because of burnout	34.3	44.6	36.8	34.3	31.9	9.7	(n < 25)	22.1	40.1
		Statistical significance: $\chi^2(7) = 24.5$, p = .001 , Cramer's V = .087 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Considering leaving the profession because of burnout	27.3	31.9	27.8	27.4	24.0	29.0	(n < 25)	35.8	30.4
		Statistical significance: $\chi^2(7) = 9.9$, p = .194 <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Considering retiring because of burnout	18.5	6.3	21.7	19.0	17.5	22.6	(n < 25)	8.8	19.8
		Statistical significance: $\chi^2(7) = 19.3$, p = .007 , Cramer's V = .077 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Considering making a change, but not because of burnout	7.4	17.9	6.2	6.3	8.7	12.9	(n < 25)	9.0	9.2
		Statistical significance: $\chi^2(7) = 26.8$, p = .000 , Cramer's V = .091 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

22. 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

SLPA Supervision	Facility type								
	All Responses (<i>n</i> = 3,120)	Special Day/ Residential (<i>n</i> = 107)	Preschool (<i>n</i> = 305)	Elementary (<i>n</i> = 1,881)	Secondary (<i>n</i> = 515)	Student's Home (<i>n</i> = 28)	Adminis- trative Office (<i>n</i> = 6)	Teleprac- tice Office (<i>n</i> = 64)	Combina- tion (<i>n</i> = 211)
Yes. I do.	11.6	5.6	11.5	12.1	10.1	3.6	(<i>n</i> < 25)	7.8	16.1
No. My district employes them, but I do not supervise any.	27.6	17.8	24.3	27.8	30.1	25.0		34.4	28.0
No. My district does not employ SLPAs.	60.8	76.6	64.3	60.1	59.8	71.4		57.8	55.9
		Statistical significance: $\chi^2(14) = 30.2$, <i>p</i> = .007 , Cramer's <i>V</i> = .070 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

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

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Incentive	Facility type								
	All Responses (n = 3,273)	Special Day/ Residential (n ≥ 112)	Preschool (n ≥ 323)	Elementary (n ≥ 1,978)	Secondary (n ≥ 529)	Student's Home (n = 31)	Adminis- trative Office (n ≥ 6)	Teleprac- tice Office (n ≥ 67)	Combina- tion (n = 217)
Financial compensation for my time.	69.9	65.5	70.0	70.5	70.0	51.6	(n < 25)	74.6	69.1
		Statistical significance: $\chi^2(7) = 7.1, p = .419$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Free ASHA continuing education courses.	38.7	39.8	37.0	38.9	37.6	29.0	(n < 25)	35.3	44.2
		Statistical significance: $\chi^2(7) = 7.1, p = .424$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Training in supervision.	24.2	25.9	27.2	22.5	27.7	9.7	(n < 25)	36.8	23.0
		Statistical significance: $\chi^2(7) = 19.2, p = .008$, Cramer's V = .077 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							
Release time.	23.2	16.8	23.1	23.9	24.7	12.9	(n < 25)	13.2	22.1
		Statistical significance: $\chi^2(7) = 9.7, p = .208$ <u>Conclusion</u> : There is not enough evidence from the data to say that the responses vary by facility type.							
Nothing is needed. I already do that.	14.7	18.8	16.4	14.1	13.2	9.7	(n < 25)	8.8	20.3
		Statistical significance: $\chi^2(7) = 17.7, p = .013$, Cramer's V = .074 <u>Conclusion</u> : There is adequate evidence from the data to say that the responses vary by facility type.							

(Q. 23 continues on next page.)

23. (con'td) What would encourage you to supervise a clinical fellow (CF) in the future? *Select all that apply.* (Percentages). The list of incentives was in alphabetical order on survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Incentive	Facility type								
	All Responses (<i>n</i> = 3,273)	Special Day/ Residential (<i>n</i> ≥ 112)	Preschool (<i>n</i> ≥ 323)	Elementary (<i>n</i> ≥ 1,978)	Secondary (<i>n</i> ≥ 529)	Student's Home (<i>n</i> = 31)	Adminis- trative Office (<i>n</i> ≥ 6)	Teleprac- tice Office (<i>n</i> ≥ 67)	Combina- tion (<i>n</i> = 217)
Insurance reimbursement for services.	6.3	5.4	6.8	6.3	6.0	3.2	(<i>n</i> < 25)	7.4	5.5
		Statistical significance: $\chi^2(7) = 2.3, p = .942$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.							
Other, specify: ⁵	8.1	8.0	6.2	7.6	9.6	19.4	(<i>n</i> < 25)	4.4	11.5
		Statistical significance: $\chi^2(7) = 14.5, p = .043$, Cramer's <i>V</i> = .067 <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 for the content of these open-ended responses.

24. Is union representation available to you in your district? (Percentages).

Analyses limited to respondents who met the following criterion:

❖ CCC-SLP

Representation	Facility type								
	All Responses (n = 3,359)	Special Day/ Residential (n = 127)	Preschool (n = 339)	Elementary (n = 1,974)	Secondary (n = 536)	Student's Home (n = 34)	Adminis- trative Office (n = 25)	Teleprac- tice Office (n = 67)	Combina- tion (n = 246)
No.	24.9	41.7	26.5	23.5	16.0	17.6	36.0	58.2	33.7
Yes.	63.4	44.1	64.0	65.3	73.5	58.8	56.0	4.5	54.5
I don't know.	11.7	14.2	9.4	11.2	10.4	23.5	8.0	37.3	11.8
		Statistical significance: $\chi^2(14) = 175.6$, $p = .000$, Cramer's $V = .162$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

Demographics

25. 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 = 3,350)	Special Day/ Residential (n = 125)	Preschool (n = 343)	Elementary (n = 1,967)	Secondary (n = 532)	Student's Home (n = 35)	Adminis- trative Office (n = 27)	Teleprac- tice Office (n = 68)	Combina- tion (n = 243)
City/urban area	29.4	40.8	29.2	27.9	33.3	5.7	14.8	33.8	31.3
Suburban area	48.1	45.6	51.0	47.5	52.8	65.7	66.7	38.2	38.3
Rural area	22.5	13.6	19.8	24.6	13.9	28.6	18.5	27.9	30.5
		Statistical significance: $\chi^2(14) = 68.4$, $p = .000$, Cramer's $V = .101$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

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26. 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	<i>n</i>	State	<i>n</i>	State	<i>n</i>
Alabama (AL)	33	Kentucky (KY)	52	North Dakota (ND)	14
Alaska (AK)	8	Louisiana (LA)	51	Ohio (OH)	136
Arizona (AZ)	62	Maine (ME)	19	Oklahoma (OK)	44
Arkansas (AR)	64	Maryland (MD)	84	Oregon (OR)	45
California (CA)	346	Massachusetts (MA)	108	Pennsylvania (PA)	167
Colorado (CO)	60	Michigan (MI)	123	Rhode Island (RI)	20
Connecticut (CT)	59	Minnesota (MN)	79	South Carolina (SC)	44
Delaware (DE)	12	Mississippi (MS)	32	South Dakota (SD)	11
District of Columbia (DC)	8	Missouri (MO)	86	Tennessee (TN)	46
Florida (FL)	161	Montana (MT)	10	Texas (TX)	224
Georgia (GA)	101	Nebraska (NE)	33	Utah (UT)	33
Hawaii (HI)	9	Nevada (NV)	15	Vermont (VT)	17
Idaho (ID)	14	New Hampshire (NH)	25	Virginia (VA)	69
Illinois (IL)	203	New Jersey (NJ)	155	Washington (WA)	68
Indiana (IN)	56	New Mexico (NM)	28	West Virginia (WV)	19
Iowa (IA)	20	New York (NY)	428	Wisconsin (WI)	80
Kansas (KS)	38	North Carolina (NC)	101	Wyoming (WY)	10
				Total	3,731

(Q. 26 continues on next page.)

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26. (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 = 3,731)	Special Day/ Residential (n ≥ 137)	Preschool (n ≥ 396)	Elementary (n ≥ 2,102)	Secondary (n ≥ 555)	Student's Home (n = 42)	Adminis- trative Office (n ≥ 69)	Teleprac- tice Office (n = 77)	Combina- tion (n ≥ 275)
Northeast	26.8	54.0	32.7	25.3	28.9	31.0	15.7	6.5	19.3
Middle Atlantic	20.1	43.5	23.2	19.5	19.6	31.0	14.5	2.6	14.5
New England	6.7	10.1	9.6	5.9	9.4	0.0	1.4	3.9	4.7
Midwest	23.6	13.9	30.2	23.7	22.4	38.1	14.3	20.8	22.5
East North Central	16.1	10.9	21.5	15.9	14.8	19.0	13.0	14.3	15.6
West North Central	7.6	2.9	8.6	7.8	7.7	19.0	1.4	6.5	7.2
South	30.7	16.8	19.9	33.7	25.5	19.0	52.9	32.5	36.4
East South Central	4.4	1.4	4.8	4.9	2.9	0.0	4.3	5.2	5.8
South Atlantic	16.1	12.3	8.3	16.9	16.2	16.7	23.2	19.5	19.6
West South Central	10.2	2.9	6.8	11.9	6.3	2.4	26.1	7.8	10.9
West	19.0	15.3	17.1	17.3	23.2	11.9	17.1	40.3	21.8
Mountain	6.2	3.6	5.3	6.2	6.1	0.0	4.3	13.0	7.6
Pacific	12.8	12.3	11.9	11.1	16.9	11.9	11.6	27.3	14.1
		Statistical significance: FOR 4 REGIONS: $\chi^2(21) = 168.4$, $p = .000$, Cramer's V = .124 FOR 9 DIVISIONS: $\chi^2(56) = 225.0$, $p = .000$, Cramer's V = .094							

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27. (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> = 3,516	<i>n</i> = 130	<i>n</i> = 373	<i>n</i> = 2,009	<i>n</i> = 541	<i>n</i> = 39	<i>n</i> = 69	<i>n</i> = 74	<i>n</i> = 267
25th percentile	9.0	7.0	11.0	9.0	10.0	13.0	16.0	8.0	7.0
50th percentile (Median)	17.0	12.0	19.0	16.0	18.0	26.0	23.0	15.0	17.0
75th percentile	26.0	21.0	27.0	25.0	25.0	31.0	30.0	22.0	26.0
Mean	18.0	14.8	19.5	17.5	18.6	23.3	23.9	16.7	17.8
Standard deviation	10.6	9.7	10.1	10.5	10.5	12.4	10.1	11.0	11.3
Mode	10.0	8.0	25.0	10.0	12.0	26.0	20.0	15.0	3.0
		Statistical significance: $F(7, 3493) = 8.4, p = .000$ <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) (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	Adminis- trative Office	Teleprac- tice Office	Combina- tion
(b) Total Years in the Schools									
	<i>n</i> = 3,497	<i>n</i> = 130	<i>n</i> = 375	<i>n</i> = 2,004	<i>n</i> = 536	<i>n</i> = 36	<i>n</i> = 69	<i>n</i> = 74	<i>n</i> = 262
25th percentile	7.0	6.0	9.0	7.0	8.0	7.0	14.0	5.0	7.0
50th percentile (Median)	13.1	10.0	16.0	13.0	15.0	10.0	21.0	12.0	13.0
75th percentile	22.0	17.0	23.0	22.0	23.0	24.0	26.0	16.0	23.0
Mean	15.3	13.2	16.5	15.0	16.1	14.7	20.5	12.8	15.3
Standard deviation	9.7	9.5	9.5	9.6	9.7	10.5	9.1	9.5	10.1
Mode	3.0	8.0	3.0	4.0	10.0	7.0	25.0	5.0	3.0
		Statistical significance: $F(7, 3478) = 6.2, p = .000$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.							

28. 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> = 3,749	<i>n</i> = 137	<i>n</i> ≥ 397	<i>n</i> = 2,108	<i>n</i> = 559	<i>n</i> = 41	<i>n</i> = 70	<i>n</i> ≥ 77	<i>n</i> ≥ 276
Master's	93.1	94.2	94.0	94.7	95.9	92.7	90.0	96.1	96.0
SLPD or CScD	0.8	2.9	0.3	0.6	1.1	0.0	2.9	0.0	1.4
PhD	0.6	0.7	0.0	0.5	0.5	2.4	4.3	0.0	1.4
Other doctorate, specify: ⁶	0.5	0.0	0.5	0.4	0.4	0.0	2.9	2.6	0.7
		Too many cells (44%) have an expected count of less than 5 or <i>p</i> > .4 <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type or there is not enough evidence from the data to say that the responses vary by facility type.							
Highest Degree									
	<i>n</i> = 3,520	<i>n</i> = 130	<i>n</i> = 374	<i>n</i> = 2,009	<i>n</i> = 541	<i>n</i> = 39	<i>n</i> = 68	<i>n</i> = 75	<i>n</i> = 267
Master's	98.1	96.9	99.5	98.5	98.0	97.4	89.7	97.3	96.6
Doctorate	1.9	3.1	0.5	1.5	2.0	2.6	10.3	2.7	3.4
		Too many cells (25%) have an expected count of less than 5. <u>Conclusion:</u> Too little data are available in some facility categories to test whether responses vary by facility type.							

Note. SLPD = doctor of speech-language pathology. CScD = doctor of communication science. PhD = doctor of philosophy.

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

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

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Experimental group only (Survey Monkey/electronic survey)

Area	Facility type								
	All Responses (n = 1,334)	Special Day/ Residential (n = 55)	Preschool (n = 140)	Elementary (n = 765)	Secondary (n = 204)	Student's Home (n = 8)	Adminis- trative Office (n = 34)	Teleprac- tice Office (n = 20)	Combina- tion (n = 101)
Desktop/laptop	45.9	54.5	47.1	44.1	51.5	(n < 25)	44.1	(n < 25)	42.6
Tablet	2.3	5.5	2.1	2.0	2.0		0.0		5.0
Mobile phone	51.8	40.0	50.7	54.0	46.6		55.9		52.5
		Too many cells (38%) have an expected count of less 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, no longer in the field, undeliverable addresses) $RR = \frac{3,749}{15,000 - (29 + 360)} = 25.7\%$
<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 8. Other Expense

Special day/residential school

- Self Continuing education
- Self Materials
- Self Materials for work
- Self Tuition for higher level degrees
- Employer Therapy materials (toys, books, assessments)

Pre-elementary (preschool)

- Self All
- Self App to do my job, like lesson plans & some treatment materials
- Self Liability; liability insurance ($n = 2$)
- Self Materials ($n = 4$)
- Self Materials for therapy ($n = 2$)
- Self Materials, additional trainings
- Self MSHA
- Self Paid time off – sick, personal, vacation, holidays; school closures
- Self State license/teaching certificate
- Self State association
- Self State license ($n = 2$)
- Self Supplies
- Self Therapy materials; background checks, fingerprints
- Self Travel
- Employer ASHA Learning Pass
- Employer Jury duty
- Employer Mileage
- Combination Budget for resources: \$250/work, over \$3000/personal
- Combination Materials
- Combination Work/therapy materials
- NA My salary is based on a teacher union salary after 18 years
- (Blank) Periodic hours paid for PD, but not the amount required by ASHA
- (Blank) If I have to travel for CE, all travel expenses are paid by myself.
- (Blank) Materials

Elementary school

- Self All
- Self All ASHA dues, materials, resources come out of my post tax income. My dues do not reflect the services I receive from ASHA.
- Self All fees are self paid
- Self Materials
- Self Materials and resources used in therapy
- Self All other insurance

- Self All therapy materials/resources, except for minimal assessments
- Self Business insurance
- Self CCC
- Self CE registry/prof liability insurance
- Self CEU registration
- Self CEUs
- Self Classroom materials and resources
- Self Classroom resources
- Self College tuition
- Self Dept. of Ed. certification
- Self Educator license
- Self Had to take two days of LWOP to attend the 2023 ASHA Convention
- Self I am forced to pay everything speech related on my own
- Self I need to pay for a lot of speech/language materials
- Self I pay all my own expenses
- Self I pay for all my own materials
- Self Liability insurance
- Self Local convention (PSHA), material/supplies/subscriptions for therapy
- Self Materials ($n = 26$)
- Self Membership for SLPs, state and private
- Self My employer pays for NOTHING.
- Self My PTO
- Self No extra pay for extra work done
- Self No subs, so any time off means minutes need to be made up, so students get full time in IEP
- Self North Dakota requires that I hold a teaching license
- Self Office supplies, materials
- Self PED SLP license required in NM
- Self PTO, sick time – both unpaid
- Self Pupil certificate
- Self Resources
- Self State convention ($n = 2$)
- Self State license ($n = 4$)
- Self Supplies
- Self Supplies, games, craft materials, TPT purchases all self-pay
- Self Teacher license
- Self Teaching certificate, therapy materials
- Self Texts, materials
- Self TSHA state SLP organization
- Self We have no support from ASHA in the schools. Our pay scale is ridiculous based on our years of experience and workload.
- Employer ASHA stipend
- Employer Bereavement
- Employer ISHA Convention
- Employer Materials ($n = 5$)

- Employer Medicaid stipend
- Employer Professional development during work hours
- Employer Professional leave
- Employer Professional liability ($n = 2$)
- Employer Sick leave
- Employer State Association Convention and dues
- Employer State conference/convention ($n = 3$)
- Employer State dues
- Employer Union will cover every couple of years
- Combination Annual material cost
- Combination Limited budget for materials/supplies
- Combination Health insurance
- Combination I pay for annual filing fees and therapy materials; employer pays my liability insurance. I have no health insurance benefits and no retirement benefits.
- Combination Insurance
- Combination License fees, materials budget
- Combination Materials ($n = 15$)
- Combination State convention
- Combination Supplies ($n = 3$)
- NA Convention is too expensive; SIGs are an added expense that I do not see the benefit of, and if my district did not pay my ASHA dues, I would drop my CCCs.
- (Blank) ASHA charges too much for EVERYTHING. We pay \$250 per year and [are] charged so much for conventions, continuing ed, and research articles. We have plenty of members to cover some kind of cost. What is my money doing? Caseloads are still high and pay is still not adequate.
- (Blank) Can't afford ASHA Convention; never been to one.
- (Blank) Employer pays state license dues as well
- (Blank) Get \$2,000 annually for maintaining my C's.
- (Blank) Get \$100/year from the district to spend on PD. Remainder is paid by me.
- (Blank) Materials, intervention supplies, office supplies
- (Blank) School pays for PD offered locally but not ASHA CE trainings.
- (Blank) The agency I work for allows for \$400/year for professional learning and licenses. I use all of my money every year on licensing fees. No money is specifically given for ASHA dues.

Secondary school

- Self Additional resources for specific schools/students
- Self All local conventions or any other CEUs paid by self
- Self Materials ($n = 6$)
- Self Any and all expenses are not covered by Dekalb
- Self Any CEUs out of state
- Self Continuing education class
- Self Health insurance
- Self Maternity leave

- Self Overtime doing reports, almost every day but Friday
- Self Pupil personnel license
- Self Pupil service license
- Self State Dept. of Education certification
- Self State license fees ($n = 2$)
- Self Teacher cert, ASHA dues, ASHA PDs
- Self Transportation, medical, retirement and taxes, self. I use their audiometer & supplies (tips, wipes, etc.) and I use their testing materials/protocols. I use my own laptop computer but do have an email w/ them that is separate from my business email.
- Employer Materials
- Employer This year my employer purchases SLP toolkit for me, by request.
- Combination Materials ($n = 4$)
- Combination Testing and therapy materials
- NA ASHA should really make professional development and continuing education more accessible.
- (Blank) I get a small stipend to cover ASHA dues each year.
- (Blank) Supplies

Student's home

- Self CE Registry
- Self Insurance benefits
- Combination Materials

Administrative office

- Self Liability insurance
- Self Sick days, vacation
- Self Time to serve on state and local committees
- Employer ASHA Learning Pass
- NA Teacher certification – self
- (Blank) I receive a stipend of \$1,000 for having my ASHA CCCs, and it will cover the cost of my dues and state licensing fees. My district provides continuing education, but I have to supplement it if I need specific CEUs (i.e., ethics). I selected *self* because some therapists may not want to use the stipend in the manner I do.

Office for telepractice

- Self Computer, printer ink
- Self Equipment for teletherapy
- Self Health and liability insurance
- Self Income tax
- Self Liability insurance, some materials
- Self Materials
- Self Protocols
- Self Resources

- Employer \$200 wellness stipend
- Employer Fees for initial license per state
- Employer Sick days

Combination from the above list

- Self All expenses related to completing my job
- Self All me! Everything ($n = 2$)
- Self CSHA
- Self Materials ($n = 3$)
- Self Materials, supplies, conferences
- Self Personal leave
- Self Salary supplement renewal fee
- Self Supplies ($n = 2$)
- Self TSHA
- Employer \$150/year for classroom materials
- Employer \$200 allowance
- Employer Mileage
- Employer MSHA convention
- Combination Materials ($n = 2$)
- Combination Provided CEU and PD money as part of my negotiated contract
- NA We and our union have asked numerous times to have the district pay state license and ASHA certification fees and are continually told no. As both license and ASHA fees are due at the same time in December, it creates a financial strain, especially around the holidays. SLPs in Hawaii bring in the most Medicare funding and zero funding get returned to the SLP program.

Other facility

- Self Materials
- Self Public education license

No facility identified

- Self Buy lots of supplies
- Self SLP instructional materials
- Self Teaching materials

Question 10, Other Facility

- Assessment center
- Clinic
- Non-public school
- SLP/staffing specialist

Question 11, Other Function

Special day/residential school

- UDO

Elementary school

- Reading specialist

Secondary school

- Learning specialist

Student's home

- Parent coach

Combination from above list

- 50% in direct service and 50% in facilitation of PD and support of my SLP group
- That is part of the problem is I can't just spend most of my time in one secondary to numbers and student need.
- AT/AAC/SGA support plus SLP testing

Question 14, barrier to manageable caseload size

Special day/residential school

- ASHA does not have caseload/workload guidelines
- Burnout from other SLPs in district who are unwilling to help with additional services
- Don't hire more SLPs
- High caseloads
- Increasing number of students qualifying for speech services
- Our contract limit is 45 +/- 5. We are bound by contract language.
- Programming and training AAC systems
- Specialized school with behavioral concerns; not many applicants want this.
- Students with more needs (SDC caseload versus gen ed caseload feels very different).
- Workload factors

Pre-elementary (preschool)

- Admin doesn't think 60 [categorical] kids is "too much."
- Although my caseload is manageable now, at the end of the year we continue to add new students each...
- Amount of referral for birth-five. First semester I evaluated 35+ children.
- Caseload fluctuations. Typically begin the school year about 35; 50+ by end of school year.
- Classroom space
- Difficulty having admin staff for inevitable continuous preschool caseload growth
- District budget
- Evaluations/workload
- Extra duties – bus duty
- Funding for staff

- Growing district
- Having to case manage
- High minutes to meet student needs
- High needs of kids
- Hire more paras so my caseload can be larger, creating more work in managing my caseload, paras, and...
- I have a small caseload as I am recovering from surgery. I also work in a special ed preschool and most sessions are 1:1. I would never want to work with school age kids because of the unmanageable caseloads.
- I work for a private practice and have a very small caseload right now. It is manageable for me and all I want to work at this time.
- Increase in children with significant needs
- Influx of students with high needs
- Lack of budget for staff
- Lack of caseload limits
- Lack of number of SLP positions available in district
- Lack of policy for caseload
- Many students need more time.
- Money to hire staff
- My caseload is manageable because of the unique preschool setting with the district. Otherwise, it would be unmanageable.
- My number of students is manageable. My number of placements makes my job very challenging. I have a total of 8 locations I am required to serve weekly. Time is always an issue. I may have time to adequately treat my students, but adding in testing/meetings, supervision of CFYs, etc. makes it challenging.
- My position is split between being a service provider full time as well as evaluating all incoming students throughout the school year.
- Need more SLPs to support district's needs
- No state, national limit on caseload size. Workload is a completely different problem but would be so much more manageable with fewer numbers of students. We need reasonable caseload caps!!!
- Not enough time to effectively work on communication systems and collaborate/observe in classroom to best benefit students due to caseload in pre-k with a majority being individual sessions.
- Not hiring part-time SLP to help with my caseload.
- Schedule changes
- Scheduling, and grouping and managing meetings and paperwork
- School district not able to afford more SLPs
- School district spending the money to hire additional SLPs
- Seeing caseload based on amounts of students and not based on monthly minutes; workload
- Shortage of staff due to funding
- SLPs not paid enough
- Students are entering preschool at a lower language level and need more individual sessions.

- The amount of students with significant needs. The amount of children referred is also increasing each year. More children referred with higher needs creates an issue for staffing caseloads appropriately.
- The caseload is heavy with number of kids but heavier with needs of kids.
- The commute to several sites is time consuming.
- The increase in caseload at my school and the time it takes to effectively serve this population
- Time within my work day to complete paperwork and contact parents
- Travel
- Very high new referrals in addition to ongoing caseload

Elementary school

- 25 hours/week, no matter what caseload size is
- 90% of my students have medical assistance. With the number of students on my caseload, it is impossible to see students and complete billing within the school day.
- \$ cutbacks/decrease in staff
- A combination of district/state policy and time to provide effective therapy to the students already on my caseload
- A shortage of funds for SLPs leads to a shortage of SLPs in my area. Even if we had enough SLPs, I do not think the districts would split caseloads.
- Additional duties (lunch and morning duty)
- Admin not creating new positions for SLPs when the numbers of students in special education continue to grow in the district. More special ed classes are opened without considering that more providers are needed.
- Admin restricting when I can pull students for service
- Admin won't hire more SLPs--using up budget, paying SLTs
- Administration anticipating growth
- All of the above
- All the extra duty's paperwork, meetings, etc.
- Also doing job of special education coordinator
- Although my caseload is under cap (currently) I am expected to complete all screening, reevaluation (SLP and SpEd) and meeting paperwork on top of direct therapy services.
- Amount of kids referred/qualified
- Amount of Medicaid billing and paperwork makes it very difficult to spend adequate time in addressing student needs.
- Amount of meetings
- Amount of paperwork per student to be completed in my county
- Amount of responsibilities outside of direct therapy and report writing
- Amount of service time required for each student (high needs caseload)
- Amount of time private schools pay for student services
- ASHA not having our back in the school system. It's getting harder and harder to want to stay in it.
- ASHA does not put cap on caseload workload not considered so number keeps climbing
- Assigned to assist others when caseload is lower than 45
- Assigned to two schools with high caseloads

- Astronomical amounts of paperwork, increasing responsibilities outside of providing direct services
- Being a part of a union that is designed for teachers. There is nothing in both state and district policy that dictates a workload cap.
- Budget constraints/space issue
- Budget to hire more SLPs
- Caseload cap allows for 65; that is somewhat manageable but may not be ideal/optimal for student success.
- Caseload cap of 55
- Caseload is manageable only with graduate student clinician assistance
- Caseload is manageable without evaluations/meetings. I am completing approx. 70 evaluations in three buildings in my district with only one day to test per week.
- Caseload cap is 65 (KY)
- Caseload size isn't a priority for administration
- Caseload vs workload model
- Caseload/workload cap
- Combination of too many students and not enough of SLP time.
- Constant 3-year-old referrals
- Constantly expanding scope of duties compared to other school professionals (Intervention, Therapy, Diagnostics, Case Management, SPED Documentation)
- Contract language for caseload cap
- Cost of hiring more SLPs/District budget
- Could use more SLPs in district, but not in budget
- Current professional definition of "manageable caseload" - students would make much more efficient progress if all caseloads were reduced.
- Determining when specialized services are needed and managing balance between serving students and having time to do the other responsibilities that go with being a school-based SLP.
- DHH programs are extremely specialized and intense; I see all students in the program and my company hires one SLP per building.
- Difficulty adjusting to needs midyear
- District bilingual eval
- District doesn't have funds or won't use funds to hire more SLPs.
- District doesn't want to pay for more services for students who are eligible.
- District employs 1; need more!
- District isn't hiring more SLPs or SLPAs.
- District needs to hire more SLP's-- Don't want to spend \$
- District not allowing enough positions due to ASHA not advocating for school-based SLPs
- District pays lower than other districts which results in difficulty hiring new SLPs
- District requiring too much paperwork and not hiring more SLPs when we are the fastest growing county in the state of SC. Not hiring enough new SLPs to keep ahead of the growth.
- District unwilling to hire more SLPs when there are growing caseloads and unwilling to hire when SLPs are on medical or maternity leave so other SLPs have to cover their schools in addition to their own schools.
- District using caseload vs workload model
- District using funds to either hire an SLP or SLPA

- District won't allow group size to be stated on the IEP. So we have small group which means all groups can be five students.
- District won't add enough positions
- District won't fund enough staff! No cap.
- District won't hire enough SLPs ($n = 3$).
- District won't hire help.
- District won't hire more people
- Diverse needs of students and using caseload vs workload
- Doing a lot of paperwork at home - unfair to health overall
- Don't know
- Employer doesn't hire more, caseload cap by state (65), number doesn't take into account contacts – I see multiple students three times per week. That is not accounted for by the caseload number.
- Excessive documentation and graphs.
- Excessive paperwork
- Excessive referrals
- Feeder K-2 school SLP does not do evals
- Fitting in MTSS services on top of full special ed caseload
- Flawed MTSS systems
- MTSS is a HUGE factor and this is not figured into our caseloads/workloads
- Frequent referrals
- Funding ($n = 10$)
- Growth in the area, more students needing services due to lack of early intervention
- Having time for direct services AND reports
- High caseload atop evals and other expectations
- High caseload of mod/severe students with a high service levels
- High caseload, high workload, lack of administration support, shortage of SLPs in my area
- High need
- High need in area
- High-need school; eight SDC classes
- High need, admin lack of understanding
- High needs school
- High needs students ($n = 2$)
- High number of kids with SPED needs
- High number of referrals
- High number of students with needs and only 1 SLP to serve
- I am an SLP, but I'm practicing as a reading specialist now
- I left my last district because I had 75 students!
- I was full time with caseload of 55-60, 19 severe needs, no help prior to moving to half time this year at age 60.
- I work in a school that has 4 Self-Contained Classes - 1 DD and 3 Autism. There are too many students in these classes to be able to serve in a way that they deserve. We have many students who need individual therapy and who would benefit from AAC, but we don't have anyone in the district to help us with this. We also have severe behavior issues and no one is able to help with those. Our IT people don't allow any apps to be uploaded onto our children's

Chromebooks. I feel certain we could help in terms of AAC if children had access to this on their Chromebooks. This is something we have been asking for for over 10 years and nothing...

- I'd rather a larger caseload and not have to do billing.
- IEP paperwork
- Increase in enrollment ($n = 2$)
- Increase in preschool students needing services
- Increase in students with little or no language and no parenting
- Increase student needs from prior years
- Increased enrollment in caseload #S
- Increased need ($n = 2$)
- Influx of SPED kids to district
- Juggling all my other responsibilities such as evaluations, IEP meetings, paperwork
- Kids need speech
- Lack of advocacy from ASHA about caseload size
- Lack of advocacy from ASHA to push smaller caseloads ($n = 2$)
- Lack of budget to hire additional SLPs
- Lack of caseload cap ($n = 2$)
- Lack of childcare for MY child with autism
- Lack of funding for more SLP FTE
- Lack of funds for SLPs
- Lack of knowledge about SLPs from other professionals
- Lack of knowledge of workload by administration
- Lack of special education secretary (for administrative duties)
- Lack of support from ASHA
- Lack of support in general
- Lack of understanding of caseload/workload resulting in district not hiring enough staff
- Lack of workload balance. IEP meetings and evals are scheduled randomly so I miss a lot of direct service time and my students are unable to make progress because I barely see them.
- Lack of workload consideration. With the highest needs caseload in my district the support needed per student are greater than my hours allow.
- Large number of preschool age students qualifying for services
- Large caseloads
- Large increase in students being referred
- Large number of needs
- Large number of students per school site
- Large school, no caseload cap to insure I receive help from another SLP
- Large self-contained special ed class sizes--too many students in one class
- Looking at caseload and not workload. One student that receives 10 minutes a month counts the same as a kid that gets 4 hours a month.
- Low pay, poor working conditions leading to SLPs not wanting to work in the schools
- LOW PAY/UNDER PAID (no advocacy by ASHA on this issue either!!!)
- Low-income/SES area. MANY students not getting exposed to language early enough at home or not receiving EI services when they should have. There is a lack of outside support to facilitate generalization and carryover of speech skills.
- Many new referrals

- Meetings and paperwork
- MEETINGS TAKING AWAY THERAPY TIME...SO MANY MEETINGS
- Money- no budget for hiring more SLPs ($n = 2$)
- Money to adequately fund all special ed services and schools in general
- More kids than SLPs
- More students qualifying post-Covid
- Multiple buildings requiring travel time
- Multiple IEP meetings, maintaining log notes, medical billing, paperwork
- My caseload is currently manageable because I'm at a private special Ed school. When I worked in private special Ed school. When I worked in public schools, it was not manageable (45+) due to lack of admin support and resistance to hire more SLPs.
- My district feels that SLPs should have higher caseloads than OTs and PTs and feels that the answer to higher caseloads is grouping students.
- My lack of work experience (this is my second year)
- Need additional SLPs
- Need is growing & ISD is not adding SLPs.
- Needs of students
- New evaluations and new students added to caseload monthly
- New students, transfers from hospitals & private schools; pressure to increase minutes
- Not being provided enough time in the classes I service- complex communicators/AS3 within a specializ...
- No caseload cap ($n = 13$)
- No cap in preschool for incoming kids all through the year when they turn 3. Also new kindergarten age means more children staying in preschool.
- No caseload caps. (Workload is more important.)
- No max caseload number for contractors (district policy)
- No maximums in place in our state, administration does not understand the extent of our duties
- No one looks at workload. Students may be twice/wk & public school documentation requirements are exorbitant.
- No set guidelines regarding RTI services
- No state caseload cap, to my knowledge no advocacy from ASHA to help with that.
- No state guidelines; rural area/limited SLPs
- No sub SLP when on leave
- No support from ASHA re advocacy for SLP caseload caps
- No time for mandated tasks such as testing, report writing, IEPs, screenings, meetings, billing etc.
- Not enough time to do all SLP jobs
- Not enough time to serve their needs
- Not going by minutes per month instead of # students on caseload - to be accurate, they need to be determined by minutes on IEP
- Not having enough FTEs for SLPs. We could use 1 - 2 more positions added.
- Not increasing number of SLPs as population increases
- Number of severe students with high level of needs
- Number of significant disabilities and autistic children needing intensive support and team planning time

- Number of students needing speech services in district
- Number of students with individual services
- Number of students with needs is high.
- Number of students who need services and number of SLPs the district will employ
- Number who qualify for SLP support
- NYS cap is set at 65 (too high). Additionally, Asha does not give a reasonable comparable recommended cap to support school SLPs.
- One school will have 65+ kids, while another has 33. Administration does not care. The lead SLP does not care.
- Ongoing referrals
- Only SLP - not because of shortage; just one SLP no matter the caseload
- Only SLP in my building
- Only working 2 days per week
- Open-enrolled SPED students
- Other responsibilities (workload)
- Other responsibilities- coordinating and managing preschool special education classrooms
- Other things we are responsible for. Amount of meetings we attend (RTI, eligibility, IEP, etc.), testing, report writing, RTI interventions, observations, etc.
- Our district won't hire more SLPs because it's "not in the budget"
- Our professional organization not implementing a caseload cap that states would be required to abide by.
- Over qualifying students such as young EL students, along with the pressure to keep evaluating kids
- Overcrowded schools
- Paperwork ($n = 11$)
- Paperwork and documentation
- Paperwork and meetings ($n = 2$)
- Paperwork consumes my time
- Paperwork – IEPs, billing, meetings
- Paperwork is ridiculous
- Paperwork requirements (IEP, Medicaid, Etc.)
- Paperwork time
- Paperwork with intervention reports and verified students paperwork
- Paperwork! There is so much paperwork to be done it is hard to balance with student contact time.
- Paperwork, evaluations, significant needs requiring 1-on-1 services
- Paperwork, evaluations, significant needs requiring 1-on-1 services
- Paperwork, MA billing/daily logs
- Parish will not hire more SLPs.
- Part time ($n = 2$)
- Providing quality services to students with complex needs. I feel I am not able to provide enough service to them due to caseload size.
- Referrals ($n = 3$)
- Required special education paperwork and reports
- RTI caseload/students ($n = 2$)

- Scheduling ($n = 3$)
- Scheduling w/classroom teachers and interventionists
- School budget for staff
- School districts cannot afford more SLPs.
- School funding for additional SLPs
- School in a particularly low SES community with low support at home to help students master their goals from therapy
- School misunderstanding of SLP workload.
- School policy of 50-60+. Any SLP with less get another school to cover.
- School size growing
- Serving a large county
- Severity & needs not taken into account. Artic only kid counts as much as a severely autistic student. They require different levels of need. Also, the paperwork is ridiculous. Having to document every session with every student is too much. ASHA DOES NOTHING TO ADVOCATE FOR US. In MD SLPs are not recognized by this new blueprint plan and teachers who get national board certification now make up to an additional \$17,000 we are not receiving. Again, ASHA does nothing. I don't want a journal. I want help, advocacy, and more \$. Please do SOMETHING to help, anything.
- Severity of needs should be weighted (nonverbal student should count as more than a student with jus...
- Shortage of all employees to assist in the dismissal procedure, student behaviors,
- Shortage of district funds to hire more even though admin would support this
- Shortage of funding to supply us with additional SLPs
- Shortage of funds to create more SLP positions ($n = 2$)
- Shortage of quality paraprofessionals and teaching assistants to support classrooms I work in.
- Size of my building
- SLPs recommending too much therapy or over qualifying students
- Small school. Not enough kids to hire someone else
- Staffing
- State / county guidelines
- State and board rule of 55 caseload, along with possible shortage. However, I believe the shortage is also due to burnout related to a high caseload.
- State cap is 65 so no help until over cap
- State max caseload of 65, districts hold SLP's to that number
- State min allows 65 per caseload
- State regs for caseload -- no cap
- Student needs (i.e. preparing for therapy, AAC, eval time, report writing)
- Students with greater needs i.e., additional goals, advocacy meetings, evaluations, case managing/paperwork
- Supervisors being unwilling to hire more SLPs or SLPAs
- Teacher/ parent resistance
- Teachers and parents thinking kids still needs language services even when getting special ed literacy instruction in late elementary school
- The broadness of communication disorders and the amount of students that meet eligibility criteria for services

- The fact that my state does not license or allow SLPAs
- The high needs of students in my building - ASD program, many low income/low SES families, students in trauma, etc. which all means higher speech and language needs.
- The increased need of students that are coming in at the elementary level
- The number of students (since pandemic) requiring support.
- The number varies with the number of identified students. I had 105 last year and a relatively low load this year. Next year with redistricting I may again have a very high caseload. It is variable. Illinois has caps. Indiana does not. State caps would be very beneficial. One SLP in my district has over 100 and only works 4 days per week. She had a DHH classroom added to her building. Life Skills Classrooms and DHH Classrooms increase the number of students receiving services and the frequency of services.
- The process to receive services. Parents can make direct requests to have their kids evaluated for speech.
- The school district will not hire another SLP to lighten all of our loads.
- The state recommended 65 is unmanageable, yet districts stick to it with some going over
- There are lots of SLPs in the area; few want to work in schools
- There has been an incredibly overbearing change in federal and state documentation requirements related to EIPs in the past ten years. The lack of trust for public school educators and professionals is terribly disappointing.
- There is no governing board that will stand or recommend an ethical caseload
- There is not enough time in the day to get everything done
- They're not willing to hire / pay for multiple SLPs.
- Time
- Time and all the other duties associated with school SLPs - RTI, writing lengthy legally defensible reports, meetings, documentation and putting it in several locations
- Time constraints in scheduling
- Time consuming paperwork!
- Time to complete paperwork (billing, assessment reports, plan)
- Time to do all the paperwork and meetings
- Too great of caseload cap
- Too many kids with too many problems
- Too many other responsibilities not related to speech therapy
- Too many students in bldg.
- Too many students needing service
- Too many students with too many needs and not enough staff to effectively support the needs of the students.
- Too much group therapy mandates from district
- Turning away people in need
- Unwillingness from district to hire another therapist
- Waiting to hire more SLPs. No funds to pay for more.
- We aren't allowed to switch to a workload model
- We do not have caseload caps in our district and so our caseloads continue to grow, especially post COVID.
- We don't earn a livable wage, so many SLPs leave the field

- We have no caseload caps, and districts know that and take advantage of that. My caseload is fairly manageable here, but other places, it has gotten to 80-90 students.
- We have so many students who have so many speech and language needs. The numbers keep raising each year.
- Will not hire more
- Work in growing area
- Workload vs. caseload
- Workload, paperwork, etc.

Secondary school

- A lot of students with high mandates coming in as ninth graders and I can't change services until...
- Admin sets exit criteria not SLP. So because kids are poor they get to receive services even if eval shows eligibility to be dismissed. Admin says it is for "future financial services" such as SSI.
- Area growth rate
- Caseload cap not enforced
- Caseload size allowance is too high
- Decrease in SLP FTE at my school (while also changing the schedule)
- District budget cut so only 1 SLP per school
- District needs to hire more SLPs
- Following a reasonable caseload cap
- Governor severely cut school funding
- High number of SPED students overall that receive services
- Hire more SLPs in district
- I am new to this school district this year, there has been a trend of keeping students in service longer than needed from elementary SLPs. There also is a lack of administrative support.
- In my previous situations: the 3 top: district/state policy; lack of administration support; difficulty with dismissal from students with services.
- Increasing paperwork & documentation, assessment reports, emails, IEPs, etc.
- Lack of administrative support, no state/national criteria for eligibility, over qualifying,
- Lack of employer knowledge
- Medicaid billing
- Money to pay for more SLPs
- My caseload is manageable, but this is unusual for my area. I work at a magnet school.
- No caseload cap
- No caseload cap from ASHA
- Number of students with social skills issues
- Number of SLPs the district is willing to hire
- Over qualified in elementary school
- Paperwork
- Poor referrals from SLPs for students moving from elem. To middle school
- Putting students on IEPs who should NOT have one.
- School funding
- Schools not hiring more SLPs

- SLPs sending transitioning students to the next grade level; don't dismiss
- Split schedule between two schools
- Student motivation and resistance to using strategies
- Student need; scope of practice
- Students identified or prescribed services by the SLP prior to me that were not appropriate / necessary.
- The amount of administrative/procedural work such as IEPs, meetings, school duties.
- The high level of not direct service like paperwork, consultation, planning for students who are medically fragile or high need
- Time
- Time to complete paperwork
- Time to do all the pieces, Medicaid, AAC needs, IEP's, evaluations, creation of tools
- Too many classified students moving into my town, requiring a lot of speech
- Too many evaluations
- Too many students and meetings to attend
- Transfer kids to my school; kids staying until 22
- Transfers to secondary with a lot of services
- Variable numbers each year

Student's home

- High level of kids' needs
- I work in EI
- Paperwork
- State and federal funding

Administrative office

- Additional duties/workload
- Needing to overlook caseload due to cancellations; constantly changing caseload due to cancellations, dismissals, clients dropping
- Workload for supervision

Office for telepractice

- District budget
- Frequent turnover of SLPs and turnover of assigned schools, prevents SLP from knowing kids well enough to dismiss at time of IEP meeting.
- I don't have enough time.
- I have a set caseload
- No cut off on caseload size
- The amount of paperwork required

Combination from the above list

- All of these are factors ($n = 2$)
- Amount of paperwork including billing

- Case management
- City does not fund for enough SLPs
- Cost to hire more help
- Demographic has a high numbers PreK-SPED referrals in a very populated area
- District budget
- District needs to hire more SLPs
- District won't hire more positions.
- High need but capped number of SLP positions
- I have 25 students diagnosed with autism on the caseload.
- Just one? Really? This is impossible bc it is all connected. Lack of admin support, budget, lack of SLPs and lack of SLPAs, no caseload cap and no support from ASHA on getting this lobbied across states.
- Lack of administration support, money/funding
- Lack of understanding of an SLP's duties
- Limited amount of FTE allocated to provide services to students
- Money for hiring
- Multiple reasons – increased student need, increased paperwork demands, planning time, diagnostic time, students receiving enough services to be dismissed, supervision of SLPAs, lack of district hiring or being willing to train SLPAs, so many things
- My daily schedule is full to the brim with treatment sessions while my job requires me to still case manage, fill out IEPs, attend meetings, etc. However, there is no time allotted in the schedule for any of it. There's also a shortage of SLPs. I am currently the only one in my building of over 100 students in need. Those compensatory sessions will most likely fall on me to execute again adding more work through no fault of my own with not enough time in the day. I also do not think we get paid enough. If I saw this many students outside the school, my salary would be doubled. Lastly, the amount of paperwork we need to complete in the school setting surpasses that of a medical setting. Changes need to be made.
- N/A. I'm in the PreK evaluation team
- Need for service/No paras allowed for service, only 1:1 support needs
- Need more staff/SLPs
- No caseload cap in my state ($n = 2$)
- Not allowed to hire new SLP to make caseload more manageable
- Not applicable in my position
- Our state cap is 65, and we stay close to that.
- Rapid increase in need
- Retention difficulties
- School needs to hire more SLPs
- Shortage and admin combination
- Shortage of SLPs in state...although my caseload is "manageable," I do have to cover multiple schools and with that their meetings and evaluations, etc. Caseload and workload are vastly different.
- Testing – state
- The amount of documentation that goes with serving EACH individual student; and lack of time to complete all essential documentation for EACH student while still trying to be in compliance with IEP and other deadlines

- Time
- Unpredictability of meetings, paperwork

Other facility

- Billing/paperwork
- Improper and unacceptable division of caseloads among all employed therapists

Question 23, Encouragement to Supervise CF

Special day/residential school

- I would if asked
- I do as needed
- I work in a residential setting with very challenging students. Most CFs wouldn't be able to handle this placement.
- If the CF could do more duties
- NA, my setting is highly specific and not an appropriate place for a CF
- No desire
- Protected time in schedule
- Reduced caseload ($n = 2$)
- Workload consideration

Pre-elementary (preschool)

- Decreasing caseload to manage supervision
- Free ASHA Learning Pass
- I am a supervisor, but for an agency not my school. It is a supplemental job so I can help support my family.
- I don't get extra salary for supervising my CF. I wish I did because it is mentally and time consuming.
- I have no time.
- I work part time. Have supervised in the past
- I would but haven't yet been approached.
- I would do that if asked already.
- If I wasn't supervising our SLP intern already
- I'm not allowed by employer b/c I'm in EI/preschool.
- Large incentive as ASHA requires a lot of time
- Less travel to various sites
- Longer practicum
- Lower caseload
- Lower caseload to accommodate supervision time ($n = 2$)
- More experience
- Not an option in my district
- Not currently, but often have

- Not interested
- One in my area
- Only part time; told I cannot
- Time to do it properly
- Time!! Too much on my plate to take on a CF.
- Unable to supervise at this time
- We had them before.

Elementary school

- A smaller caseload
- A sub for my absences
- Adjust workload so there's more time
- Admin understanding of the role
- ASHA, please provide a state-specific packet for CF supervisors to complete, with all required forms included. The current process is confusing.
- Assistance with caseload
- Availability of CFs in our area
- Balancing workload/caseload
- Be asked
- Being in one setting
- Candidates in need
- Caseload reduction
- Caseload reduction/support
- Charter schools cannot take supervision courses through our district.
- Clinical fellow pathway for supervisor. It takes excessive amounts of time to have interns and clinical fellows.
- Confidence in skills as SLP first
- Decrease of other workload demands
- Def extra pay. It is time consuming to supervise a CF.
- Did it for many years
- Discount ASHA dues
- District allowing CF
- District does not allow
- Financial incentive
- Have not needed CF nor has one been available
- Have previously supervised
- Have up to 3 sessions missed per child while observing CF be excused. This would eliminate some of the extra stress.
- I work reduced time.
- I am a teletherapist. I wouldn't know how to make this work.
- I am not interested.
- I am part time by choice.
- I am too burnt out to take an intern.
- I can't as I am 60% employee.

- I do not have enough time.
- I do not want to supervise anyone.
- I do supervise CFY.
- I don't need the added work at this time. The current CF, who is the responsibility of another SLP, requires so much assistance that I am constantly providing her guidance and support. My organization does NOT provide time for that, so it just adds to my workload, mainly outside of my work day on top of ALL the other responsibilities that I take care of OUTSIDE of my workday.
- I have done it with previous employers but have never been asked here
- I have done this as needed. We don't need it right now.
- I have in the past.
- I have in the past - not currently due to move to different state and requirement to be in the "system" for 3 years before I'm "vested" and can supervise again.
- I have not been asked at this time.
- I have supervised a few SLP students and CFs previously.
- I have supervised as needed. Not needed at this time.
- I have supervised previously.
- I have supervised willingly in the past. I don't now because I work part-time.
- I am mostly retired.
- I mainly supervise graduate students for the last 10 years however I have supervised CFs in the past. I currently work with CFs but do not have to supervise her.
- I would - no opportunities
- I would be willing but our SLP supervisor supervises all CF students.
- I would do it as a professional courtesy
- I would do it, if our district hired one.
- I would gladly do that. I think my supervisor realizes that we can't do that at this particular school adequately.
- I would happily supervise CFs, but the work involved should be calculated into job responsibilities.
- I would like to supervise a CF, but none were available.
- I would need to be full time, at one school, not 4
- I would not be interested at this time.
- I would supervise but haven't been given the opportunity despite applying.
- If district reduced my caseload
- If our district took CFs
- I'm retiring in June.
- Increased financial compensation
- Just to be asked
- Just waiting until I'm tenured next year
- Lack of time because I supervise 2 SLPAs at 2 different schools
- Less paperwork
- Lighter workload (1/2 day)
- Livable wage
- Lower caseload ($n = 6$)
- Manageable caseload

- More experience myself (1st year of CCC)
- More time
- More time to complete paperwork; plan therapy
- More time, less paperwork
- More years under my belt
- Must be tenured
- My district will not allow!
- My time is limited.
- N/A; remote area; no CFYs yet!
- Need for supervision at my school
- Need time in my schedule
- Need to work more hours
- No CF student in our area
- No one in the area to supervise
- No time ($n = 3$)
- None. It's about time.
- Not interested ($n = 4$)
- Not interested. Supervising an SLPA is too much added work.
- Not many CFs
- Not within my capacity
- Nothing ($n = 4$)
- Nothing needed to encourage me, just haven't had an opportunity to do so.
- Nothing would encourage me to supervise a CF. I am discouraging people from entering the field.
- Nothing; have done for free
- Nothing--too busy
- Open to it & willing
- Opportunity; time in position
- Parental permission since I am hired directly by parents
- Part-time caseload
- Pass on knowledge and experience
- Pay ASHA dues
- Realistic caseload and workload to allow for time to work with a student
- Reduce caseload; otherwise there isn't enough time.
- Reduced caseload ($n = 3$)
- Reduced caseload size for planning, training, and supervising
- Respectful and thoughtful behavior of the CF
- Sharing caseload
- Smaller caseload ($n = 3$)
- Smaller caseload so I have time to truly dedicate to actively supervising and support my SLPA partner.
- Smaller caseload. I don't have the time to supervise a CFY.
- Smaller caseload/workload
- Smaller less demanding caseload
- Someone asking

- Supportive admin
- Support
- The ability to have a 'substitute SLP' that can cover missed sessions so I can provide training without stressing over make up time owed.
- Them understanding ASHA CCC is not required to work in most states. The fees charged to us go to ASHA lobbying for things SLPs do want "lobbies" for us.
- There is no incentive.
- This is something I plan on doing in the future but don't currently. Nothing is needed for me to do this.
- Time
- Time allotted in schedule to supervise
- Time and energy
- Time built in to my schedule specifically for CF supervision
- Time in schedule ($n = 3$)
- Too hard when I work part time
- Too much to do now
- Unable as I work part time
- University partnerships
- Valued by district
- Will not again b/c I am retiring this year
- Will not
- Would not consider
- Would not recommend SLP
- Years with current employer

Secondary school

- Additional staff; decreased caseload
- Adequate time to perform this duty
- Busy enough without
- Decreased caseload
- Dedicated meeting times during school hours
- District doesn't accept CFs
- Help with caseload to give time to supervise in another building
- I don't want to supervise a CFY as I would be expected to push literacy and I think functional communication is more important.
- I love working with CFs.
- I only work one day per week.
- I supervise one a school year.
- I would do that.
- I would do this without compensation.
- I would love to supervise a student; just haven't been given an opportunity.
- I'd love to have one now.
- I'd be happy to supervise; the opportunity has never presented itself.
- Just ask.

- Leaving field
- Lighten workload to have time to dedicate to CF
- Lower caseload
- Mentor stipend
- Money
- More ASHA support. I receive zero benefits from my membership. The only thing I get is *The Leader* and it goes in th...
- My job is a .4 position; I'm only on campus two days a week.
- Need more time for supervision
- No current CF in my district, but I would if needed
- No interest in supervising ($n = 4$)
- Nothing ($n = 3$)
- Offer the CF
- Release workload so I can effectively supervise a CFY
- SLPs with more seniority supervise the CFs.
- Some of these terms are confusing. What do you mean by *release time*? Yes, I would like to have more open time/time off in my schedule to allow for CF supervision.
- Specific procedure
- Stipend for CF
- Time is tight.
- When I feel comfortable at my site and I don't feel overwhelmed by my job
- Worry about time factor
- Would not consider doing it

Student's home

- I would, but we don't use.
- Less other work
- None. I'm too busy already.
- Not interested
- You Tube How-To's

Office for telepractice

- Freeing up of time
- I'm teletherapy only.
- Work online, remote
- Work part time

Combination from the above list

- A more manageable caseload that would allow for more flexibility and time to provide supervision
- Additional support for service; compensation during initial inboarding period
- As long as the supervision time is built into my schedule and not extra workload
- District doesn't allow preschool to [????] SLPAs
- Doctorate classes
- Don't have time for this.

- Dues paid
- Give SLP more time in schedule to do that.
- I have in the past.
- I have supervised an assistant for years and am now supervising a grad student that works as our assistant – no compensation for this has ever been given.
- I'm open to it; just never had the opportunity to do it.
- Just need CF
- Money or subscription to Informed SLP
- Not interested
- Nothing is needed.
- Only work two days/week
- Permission from administration
- Reduced caseload
- Small district so not much opportunity. We supervise graduate student clinicians regularly.
- The time it would take from my job
- Time in my schedule (unless that's what release time means).
- Time in the schedule to work with the student
- Time to do so

Other

- Lower productivity

Question 28. Other doctorate

Pre-elementary (preschool)

- EdD

Elementary school

- Chiropractic
- EdD ($n = 5$)
- EdD in curriculum and instruction
- EdD in educational leadership
- JD ($n = 2$)

Secondary school

- EdD ($n = 2$)

Administrative office

- EdD
- EdD in education

Office for telepractice

- EED

Combination from the above list

- EdD

7/2/24