

A REVIEW OF IDEA '04 & IMPLICATIONS FOR ACADEMIC PROGRAMS

Neil Snyder, Director of Federal Advocacy, ASHA

Loretta Nunez, Director of Academic Affairs, ASHA

Presentation Outcomes

- Changes to the personnel standards for school-based SLPs and audiologists
- Implications of the changes for academic programs and personnel preparation
- Modifications to state personnel development grants
- General information about doctoral leadership grants

IDEA '04 and State Legislation: Overview of Legislative Process

- Law enacted December 3, 2004
- Period of Public Comment
 - ASHA's response
 - Public Hearings
 - Submitted Written Comments
- (<http://www.asha.org/about/legislation-advocacy/federal/idea/default.htm>)
- Final Regulations
 - Risk that states may initiate changes in state standards prior to the establishment of final regulations
 - Not expected until August 2006 at the earliest

Side-by-Side Comparison of Personnel Standards Language in

P.L.105-17 (IDEA '97) vs. P.L.108-446 (IDEA '04)

P.L.105-17, IDEA '97:

(15) PERSONNEL STANDARDS-

(A) IN GENERAL- The State educational agency has established and maintains standards to ensure that personnel necessary to carry out this part are appropriately and adequately

prepared and trained.

(B) STANDARDS DESCRIBED- Such standards shall –

- (i) be consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services;
- (ii) to the extent the standards described in subparagraph (A) are not based on ***the highest requirements in the State applicable to a specific profession or discipline***, the State is taking steps to require retraining or hiring of personnel that meet appropriate professional requirements in the State; and
- (iii) allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulations, or written policy, in meeting the requirements of this part to be used to assist in the provision of special education and related services to children with disabilities under this part.

(C) POLICY- In implementing this paragraph, a State may adopt a policy that includes a requirement that local educational agencies in the State make an ongoing good-faith effort to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities....”

P.L.108-446, IDEA '04:

(14) PERSONNEL QUALIFICATIONS.—

(A) IN GENERAL.—The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

(B) RELATED SERVICES PERSONNEL AND PARAPROFESSIONALS.—The qualifications under subparagraph (A) include qualifications for related services personnel and paraprofessionals that—

- (i) are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services;
- (ii) ensure that related services personnel who deliver services in their discipline or profession meet the requirements of clause (i) and ***have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis***; and
- (iii) allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part to be used to assist in the provision of special education and related services under this part to children with disabilities.”

IDEA '04: State's Reactions

- No direct attack on the Master's degree as entry to the profession
- Prior attempts to reduce personnel qualifications of SLPs in the schools from the Master's to a Bachelor's degree were defeated
 - 2000: FL
 - 2000: AK (via regulations)
- Some states are seeking to address shortages through legislation or regulation
 - 34 States Currently Regulate SLP Assistants
(most recently):
 - 2006: NH, AZ (pending legislation), & VA (pending DOE regulation)
 - 2005: ID, IL, IN, MA, OR, TN, VT
 - 2004: AK
 - 2003: MN
 - New Professional Categories:
 - 2006: OK (Teacher of Speech Therapy)

UT (Communication Disorders Practitioner-Level I, requires BA degree)

Proposed

- Academic programs have a vested interest in state legislation:
 - Academic programs may be unaware of new roles that are mandated in their state
 - Attempts to reduce standards via legislation can spread quickly across states
 - Other Education Organizations (Superintendents, School Boards, State Education Agency)
 - WestLaw & Lexis-Nexis

IDEA '04 and Academic Programs

- New models of Master's degree education in CSD are emerging to address personnel shortages in the schools that include:
 - Distance learning (e.g., ND, OH, OR, PA, SC, TX)
 - Tuition assistance (e.g., MD, ND, NE, PA, SC, VT)
 - Mentoring programs (e.g., NC, OH, WA)
 - Flexible Master's programs (e.g., AZ)
 - Funded expansion of Master's program re: student capacity (e.g., NY)

(See handout of innovative programs chart:

http://www.asha.org/NR/rdonlyres/18939DF1-6695-478B-A93D-C0154C62A1DE/0/Innovative_Programs.pdf)

- SLP Assistant programs
 - Between 2003-2005, nine states have mandated SLP-A programs
 - 34 states regulate the use of SLP-As as support personnel
 - 11 through licensure/certification
 - 23 through registration
 - 14 states have operational SLP-A educational programs

- At least 25 programs in operation

States Registering SLPAs (34 states) vs. States with SLP-A Programs (14 states)

Key:

- States registering SLP-As with known in-state SLP-A academic program
- States registering SLP-As with no known in-state SLP-A academic program
- States not registering SLP-As but have in-state SLP-A academic program

Comparison of States Registering SLPAs and Operational SLP-A Programs	
States Registering SLPAs	Operational SLP-A Academic Programs by State
Alabama	
Alaska	Alaska: University of Alaska, Anchorage, Prince William Sound Community College and Center for Human Development
Arkansas	
California	California: Cerritos College, Norwalk Evergreen Valley College, San Jose Grossmont College, El Cajon Orange Coast College, Costa Mesa Pasadena City College, Pasadena San Joaquin Delta College, Stockton Santa Ana College, Santa Ana
	Colorado: University of Colorado, Boulder, University of Northern Colorado, Metro State College, and Colorado State University-Pueblo consortia, Boulder
Delaware	
Florida	
Georgia	
Idaho	
Illinois	Illinois: Parkland College, Champaign College of DuPage, Glen Ellyn
Indiana	Indiana: Indiana State University, Terre Haute
Iowa	
Kansas	
Kentucky	
Louisiana	
Maine	Maine: Kennebec Valley Technical College, Fairfield
Maryland	
Massachusetts	Massachusetts: Elms College, Chicopee Becker College, Worcester Salem State College, Salem North Shore Community College, Danvers

	Minnesota: South Central Technical College, North Mankato
Mississippi	
Missouri	
Montana	
Nebraska	
	New Hampshire: New Hampshire Community Technical College, Nashua
New Mexico	
North Carolina	North Carolina: Caldwell Community and Tech Institute, Hudson Fayetteville Technical Community College, Fayetteville Forsyth Technical Community College, Winston-Salem
Ohio	
Oklahoma	
Oregon	Oregon: Chemeketa Community College, Salem
Pennsylvania	
Rhode Island	
South Carolina	
Tennessee	
Texas	
Utah	
	Vermont: Union Institute, In affiliation with Vermont Consultants for Language and Learning, Inc., Montpelier
West Virginia	
	Washington: Shoreline Community College, Shoreline
	Wisconsin: Northeast Wisconsin Technical College, Green Bay
Wyoming	

- **NOTE:** Some states that regulate SLPAs require a bachelor’s degree in communication sciences; in others you can meet the requirements by having either a bachelor’s degree in communication disorders (not a program specifically for assistants) OR an associates degree from an SLPA program.
- Creation of new professional categories
 - Oklahoma proposed 4-year program to certify “Teacher of Speech Therapy”
 - Utah Department of Education is proposing to add new category of practice, Communication Disorders Practitioner—Level I, requiring a bachelor’s degree
 - How will academic programs accommodate academic and clinical preparation for new professional categories?

- Potential Impact on Academic Programs
 - Increased demand for SLP-A programs
 - Multi-tier model of professional education
 - Modification of CSD UG curriculum to accommodate new professional categories that may be legislated
 - Faculty qualifications and resources
 - Clinical education resources and models of supervision

What can academic programs do?

- Educate others about the qualifications necessary to identify, evaluate and remediate communication disorders
- Work with your state association, ASHA and other stakeholders and decision makers to develop a comprehensive plan to address shortages as an alternative to reducing standards
- Consider partnerships with state DOE and local districts to graduate more qualified SLPs (See handout of innovative programs chart: http://www.asha.org/NR/rdonlyres/18939DF1-6695-478B-A93D-C0154C62A1DE/0/Innovative_Programs.pdf)
- Consider developing “grow your own” and distance education models to encourage in-state students to stay in state and to encourage BA level practitioners and career changers to consider a career as a school-based SLP (See handout of innovative programs chart: http://www.asha.org/NR/rdonlyres/18939DF1-6695-478B-A93D-C0154C62A1DE/0/Innovative_Programs.pdf)
- Work with ASHA to conduct a state level grassroots campaign <http://www.asha.org/about/legislation-advocacy/grassroots/takeaction.htm>

IDEA '04

Personnel Preparation and Funding

- **State Personnel Development Grants (Part D, Section 651)**

- \$50 million+ in fiscal year 2006

This program assists **state education agencies** and their partners in reforming and improving their systems for providing education, early intervention, and transition services for children with disabilities. The program also supports systems for professional development, technical assistance, and dissemination of knowledge about best practices to improve academic achievement for children with disabilities.

<http://www.ed.gov/programs/osepsig/index.html>

□ **Doctoral Leadership Grants (Part D, Section 662(d))**

Supports **projects** that train personnel at the doctoral or post doctoral level in early intervention, special education or related services and at the advanced level (masters and specialists) in special education administration. In order to be eligible under this priority, programs must provide training and support for scholars to complete, within the performance period of the grant, a doctoral degree in early intervention, special education or related services or an advanced degree in special education administration.

<http://www.ed.gov/programs/osepprep/index.html>

Special Education Research

□ **The National Center for Special Education Research (NCSER)**

- 1 one of 4 centers within the Institute of Education Sciences
- Supports a comprehensive research program to promote the highest quality and rigor in research on special education and related services
- The authorization for NCSER occurred on December 3, 2004, with the President's signing of the reauthorization of IDEA. IDEA '04 transferred the responsibilities for research in special education within the U.S. Department of Education from the Office of Special Education and Rehabilitative Services (OSERS) to the Institute of Education Sciences (IES).

□ <http://www.ed.gov/about/offices/list/ies/ncser/index.html>

Presenter's Contact Information: Neil Snyder, Director of Federal Advocacy
c/o ASHA
444 N. Capitol St., NW, Suite 715
Washington, DC 20001
(800) 498-2071 xt.4257
nsnyder@asha.org

Loretta Nunez, Director of Academic Affairs
c/o ASHA
10801 Rockville Pike
Rockville, MD 20852-3279
(800) 498 2071 xt.4418
lnunez@asha.org

We would like to extend our gratitude to several of our colleagues at the ASHA National Office in Rockville, Maryland, for their contributions and support for this presentation:

- Eileen Crowe, Director, State Association Relations
- Janet Deppe, Director of State Special Initiatives
- Susan Karr, Associate Director of School Services in SLP
- Susan Pilch, Director, State Legislative & Regulatory Advocacy
- Diane Paul, Director, Clinical Issues in Speech-Language Pathology
- Charlie Diggs, Director, State & Consumer Advocacy