

## **“What’s On Your Mind” Questions**

*from the CSHA Convention, Monterey, 2008*

By Diane Collins, CSHA President-Elect

Many questions arose at the “What’s On Your Mind” presentation at the CSHA Convention in Monterey, 2008. If your question has not been answered, please contact me at [dianern8@aol.com](mailto:dianern8@aol.com) so that we can address your concerns.

### **What has CSHA been doing to address the SLP shortage?**

*A detailed response by CSHA Advocate Robert Powell follows below. These are only a few of the efforts that have been made across legislature, agencies, organizations, coalitions, etc.*

In the early 1990’s, CSHA worked on special education credential reforms including the Mild-Moderate, Moderate to Severe, Communicatively Handicapped, Clinical or Rehabilitative Services, and the Special class Authorization (SCA) for SLPs. CSHA opposed the elimination of the SCA authorizations (although this credential has been undermined by mainstreaming, a lack of funding incentives, and shortages of SLPs with the SCA credential). Additionally, CSHA promoted early interventions including pre-school and infant/toddler services.

In the 1990s, in California, constant school SLP shortages led to several CSHA statewide efforts as to school personnel retention and efforts to reduce caseload and special class sizes. Specific proposals for mandatory reductions in the Ed Code SLP caseloads mandates were promoted (several serious efforts over 10 years failed due to budget cost estimates, state budget shortages, and lack of available personnel). CSHA and others determined that a basic issue was under-funding of special education programs, and has made state and federal budget increases a constant top priority. Note that CSHA did partner with CTA to block California’s entry into the Preschool Special Education Program (now IDEA Part C) unless school administrator organizations removed opposition to a “per therapist SLP caseload of 40” [see Ed Code 56441.7 (a)].

In the mid-90’s, despite a later discredited ASHA SLP job forecast predicting excess numbers of SLPs, CSHA supported the first “distance learning program” at CSUN. This was followed with efforts for professional “extenders,” the SLP assistant category. In order to avoid abuses by HMOs and school administrators, CSHA sponsored legislation in 1995 to create the SLPA category under the state’s SLP licensing agency (vs. CTC) including a mandate on training (AA degree programs), duties (e.g., no evaluations), supervision, etc. CSHA continues to promote new training programs, school acceptance of the SLPA, etc. In 2000, CSHA efforts created utilization of the SLPA license for those Bachelor Degree SLP program personnel.

In the late 1990’s, CSHA worked with ASHA to create the IDEA Related Services Personnel Standard in federal law of the “Highest State Standard.” CSHA then worked several years to obtain CA CTC’s school credentialing acquiesce of the Masters Degree for the Clinical or Rehabilitation Credential for SLPs.

In 1995, CSHA joined with a broad coalition to raise substantial new funding for special education programs with three broad initiatives: 1) increased state funding for special education programs; 2) federal “full” funding of IDEA to the promised 40%; and 3) use of LEA Medi-Cal Billing Program funds. State funding has tripled, federal funding has gone

from 9% to 14%, and for a while, Medi-Cal billing generated \$90 million additional dollars. Federal funding is still a major goal, and Medi-Cal funding, while diminished, should again increase.

In 1996, CSHA initiated a major strategy to increase and build coalitions with CDE, CTC, CFT, ACSE, CSBA, ACSA, SEACO, SELPAs, CSEA, CARS, CASP, and many other entities involved in the special education governance. Many of these efforts have been highly successful (CDE, ACSE, CSEA), some are still a work-in-progress (CTA, SEACO), and others are in need of review (CFT, CSBA).

In 1996, CSHA fought to save SLP licensing and the autonomous licensing policy board from Republican “get government off your back” efforts to downsize government. This effort is on-going.

In 1997/1998, CSHA pursued state legislative “reciprocity” efforts between SLP licensing, SLP credentialing and the CCCs. The purpose was to increase the flexibility of personnel moving between jobs and employers. While reciprocity failed, legislation resulted in a new Ed Code for school employment of licensed SLPs (EC 44831), as well as, a licensing code acceptance of the CCCs for licensing (B&P Code 2538.2).

In 2000, CSHA sought legislation to eliminate the distinction between CTC “teacher” and CTC “service” authorizations. Such distinctions prevent many school program funds from being utilized for SLPs (i.e., BTSA, in-service, student loan forgiveness, teacher tax credits, etc.). In 2002 and 2003, CSHA successfully moved legislation to establish a definition of an “Educator” (EC 44013). CSHA continues to seek student loan forgiveness with SB 476 in 2006 and AB 359 in 2007. This year, follow-up efforts are underway with CTA and the legislature although the state budget is a major barrier.

In 2004/2005, IDEA was reauthorized. Over ASHA/CSHA objections, the National Special Education Administrators’ Association was successful in removing the IDEA’s “Highest State Standard” provision for Related Service Personnel by arguing that this provision was contributing in a major way to school SLP shortages.

CSHA sponsored legislation (SB 724 of 2005) for CSU “Professional Doctorate” degrees for audiologists and SLPs. Legislation was amended and assumed by ACSA for school administrator doctorate degree programs with a CSU-UC understanding for two new AuD degree programs. CSHA continues to push for new SLP doctorate degree programs to assist new SLP Masters Degree programs.

In 2005, special education funding, services, shortages (mainly SLP shortages), budget issues (i.e., “encroachment of the general ed fund”) and other major issues were raised by parents and school administrators. CSHA co-sponsored a statewide Sacramento Summit to seek collaborative answers. Coalition efforts on SLP shortages were started with SED, ACSE, CTC, ACSA, SELPAs, SEACO, and others. CSHA’s Barbara J. Moore (previously Barbara Moore Brown), continues to lead such efforts.

In 2006, CSHA rejected SELPA proposal for a return to bachelor-plus training for school SLPs. CSHA called for bachelor level use of SLP Assistant category instead of CTC waivers for those who either could not get into a Masters program, or did not yet want to go on to a Masters program. CSHA started coordinated efforts to start new university training programs, expand existing training programs, and create innovative local school “generate their own” partnerships with university training programs (UOP, Monterey,

Long Beach, Orange County, San Diego, etc.) CSHA then sponsored successful legislation placing SLP credential standards aligned to the CCCs in the Ed Code (vs. CTC policy level standards). See EC 44265.3.

When some proposed eliminating the school credential for SLPs altogether and using the SLP license as a universal standard for SLPs in California, CSHA supported maintaining the SLP credential.

CSHA continues to influence the removal of barriers to school employment of SLPs such as the elimination of CBEST (SB 1186 of 2008); STRS Post-Retirement Earnings CAP exemptions (SB 901 of 2007 & pending AB 2390 of 2008); and Social Security Offsets (SCR 15 of 2008, etc).

CSHA members must be cognizant of larger background issues affecting shortages: demographics of large numbers of retirees in all the professions (i.e., teachers, physicians, nurses, police, firefighters, etc.); demographics of schools (minorities & EL students); NCLB teacher highly qualified teacher issues that frustrate policy makers; NCLB "Failing Schools" often blamed upon groups of children in special education; and the current federal and state budget crisis. Some argue that California must reduce levels and qualities of services. CSHA rejects those arguments.

From 2007 to the present, CSHA has been extremely active in attempts to channel and influence current school administrator efforts to resolve SLP shortages with a "silver bullet" solution with the proposed new Communication Development Credential. While details are still emerging, see CSHA's information below and on the CSHA web site under "Legislation".

Nov. 2006 Highlights: Capitol Update article "SLP Shortages Move to a Crisis Stage," with current CSHA efforts highlighted.

April CSHA Magazine (2008 Convention Program Capitol Update includes actions on SLP shortages.

March 2007 CSHA magazine article on efforts by local schools to seek and retain SLPs, "Natomas School SLPs Gain Separate Salary Scales"

Legislature acknowledges and calls for action on SLP shortages: CSHA sponsors SCR 40 & AB 962

Nov. 2007 CSHA Highlights article on CTC efforts on Special Education Credential Reforms including New Credential

Fall 2007 CSHA magazine: major article on CTC Special Education reform proposals

Feb. 2008 CSHA Highlights Capitol update article on new Communication Development Credential

CSHA attends CTC design team meeting on new Communication Development Credential

CSHA April 2008 Board meeting receives report from CTA representatives on new CTC credential proposals.

CSHA April 2008 Convention CTC presentation on proposal for Communication Development Credential

CSHA April 2008 Convention handout on CTC proposals and Capitol Legislative updates.

As CSHA receives details at the May 14<sup>th</sup> CTC meeting on CTC proposals for special education credential reforms, including a possible new Communication Development

Teacher credential (i.e., authorizations, competencies, training, program accreditations, etc.), CSHA is preparing strategies for response and action.

*Note current CSHA initiatives on membership expansion, CSHA PAC funding, political campaigns, and legislator relationship building as they relate to the June and November 2008 elections.*

At the CSHA Convention in Monterey, 2008, Barbara J. Moore, Judith Porter and Diane Collins began planning for a summit to be held in the near future that would address the issue of SLP shortages. This summit would include representatives of CSHA, ASHA, SELPA Administrators, Human Resource Administrators, Special Education Administrators, among possible others. Further information will be forthcoming.

### **More re: "What's on Your Mind" Questions**

#### **What are the new requirements for supervising RPEs?**

*(From the state SLPAB licensing office's web site - Q & As: Proposed Regulations Supervision Qualifications CCR 1399.152 & 1399.153: [http://www.slpab.ca.gov/licensees/sup\\_faq.shtml](http://www.slpab.ca.gov/licensees/sup_faq.shtml))*

The proposed regulatory changes are expected to be adopted by the state by late June 2008. The Board is in the process of finalizing its procedures to implement the new provisions. Please review the following Q&A's which should help answer most of your questions regarding the proposed changes:

#### **How will the supervisor qualifications change based on the proposed regulations?**

Supervisors must hold a valid license or legal authority to practice in the state where the clinical experience is being obtained. The proposed changes would eliminate the requirement that supervisors providing supervision outside California must also have the Certificate of Clinical Competence as issued by the American Speech-Language-Hearing Association.

Once the proposed regulations take effect, individuals who are supervising RPE temporary license holders will be required to participate in continuing professional development in supervision training. Initially, supervisors will be required to obtain 6 hours in supervision training. Once the initial training has been acquired, supervisors will be required to participate in 3 hours of supervision training every two years (for as long as the supervisors continue in a supervisory capacity).

*NOTE: The proposed regulations regarding the requirements for supervisors to participate in continuing professional development in supervision training pertains to RPE supervisors only and not those supervising student interns/externs.*

#### **Do the proposed regulations re continuing professional development apply to both existing supervisors and those who are new to the supervisory role?**

Yes, the new provisions will apply to both existing and new supervisors. Those interested in becoming an RPE supervisor must obtain the 6 hours of continuing professional development in supervision training prior to assuming the supervisory role.

***Existing RPE supervisors will be required to obtain the initial 6 hours of continuing professional development within their current two-year license renewal cycle.*** Both new and existing supervisors must complete the subsequent 3 hours of continuing professional development during each two-year renewal thereafter.

## **Do the continuing professional development hours in supervision count toward the 24-hours of CE required for the license renewal?**

As long as the continuing professional development hours are obtained from a Board-approved provider, the hours may be applied toward the 24 hours required for license renewal. Note: If you obtain the supervision training through self-study, you may only apply 4 hours of self-study toward the 24-hour license renewal requirement. 6 hours of web-based supervision hours can be obtained at [speechpathology.com](http://speechpathology.com).

## **What documentation will be required of supervisors in order to demonstrate that their CE hours have been obtained?**

The Board will not require supervisors to submit course completion documents for the supervision training prior to approving an RPE application. However, each supervisor must sign a statement certifying that he/she has acquired the 6 hours of supervision training and will continue to participate in the requisite supervision training every two years. (These statements will be on both the RPE Temporary License Application form and the RPE Supervisor Responsibility Statement form). Supervisors must maintain the course completion documents in supervision training as such documents must be produced upon request by the Board in response to random CE audits.

## **Who may provide the supervision training?**

A licensee may use the Board's continuing professional development provider listing at [www.slpab.ca.gov/licensees/providerlist.pdf](http://www.slpab.ca.gov/licensees/providerlist.pdf) to locate approved providers that may offer such training. The Board is aware that CSHA, ASHA, Universities, and Community Colleges have provided supervision training. A licensee may obtain the supervision training from a provider that is not Board-approved; however, those hours may not be applied toward the 24 hours of CE required for license renewal.

*CSHA notes: See also ASHA Documents on Supervision including New Position Statement; Technical Report; April 15, 2008 ASHA Leader article, "A Look at Supervision in the 21<sup>st</sup> Century" page 14; and ASHA web's "e-Learning" & courses.*

## **Will CSHA be providing coursework at the conventions to help SLPs meet the supervision requirement?**

Yes, a supervision strand will be provided at CSHA annual conventions. Additionally, CSHA districts often sponsor supervision workshops. Watch CSHA's web Calendar of Events at [www.csha.org](http://www.csha.org).

If one knows of supervision coursework that is going to be offered in California, please contact Barbra O'Hara at [bohara@csha.org](mailto:bohara@csha.org) with the information so it can be placed on CSHA's web site.

## **What are the requirements for supervising SLPAs?**

For a detailed discussion on the qualifications and duties of SLPAs, as well as supervision requirements, see SLPAB licensing web site: [www.slpab.ca.gov](http://www.slpab.ca.gov).

## What are the roles of the CSHA SEAL, the CSHA STAR, and the CSHA MICS?

*ASHA has networks that advocate for improved coverage of speech, language, hearing, and swallowing services in private health plans and public health care programs—the State Advocates for Reimbursement (STAR) Network and the Medicare Intermediary and Carrier State (MICS) Network. These networks were formed as part of ASHA focused Initiatives on Reimbursement for Health Care and Education. See ASHA web information for detailed information.*

The **CSHA STAR** is Mindy Newhouse: [mindyStarforCSHA@aol.com](mailto:mindyStarforCSHA@aol.com).

ASHA states that “The primary mission of the STARs is to help ASHA and state associations to increase coverage and reimbursement for communication and related services in private health plans. The network was formed as part of the ASHA focused Initiatives on Reimbursement for Health Care and Education in 2003...The STAR network develops strategies to convince decision-makers—employee benefit managers, union representatives, health plan officials, regulators and legislators—to add or increase coverage and reimbursement for speech-language and hearing services...Members have been particularly active in attempting to correct an ongoing ‘medical-educational’ problem created by the exclusionary language in many health plans that cover speech-language and hearing services, but deny claims for services to children eligible for care within the schools under programs such as the Individuals with Disabilities in Education Act. The network is seeking to remove language that creates this exclusion.”

The **CSHA SEAL** is Kathryn Kinslow: [kathryn\\_kinslow@hotmail.com](mailto:kathryn_kinslow@hotmail.com).

According to ASHA, “The mission of the SEALs network is to enhance and perpetuate the advocacy, leadership, and clinical management skills of school-based ASHA members at the state and local levels to influence administrative and public policy decisions that affect the delivery of speech-language pathology and audiology services in school settings.”

Topics that are addressed by the state SEAL are legislation, entry-exit criteria, diversity issues, IDEA, salary scales, stipends, tips for negotiating with unions, workload/caseload, and union contract language. Some areas, such as legislation and diversity, are also covered by Robert Powell, our legislative councilor, in addition to various CSHA board commissioners.

The **CSHA MICS** representative is Vicki Otting: [Vicki.Otting@whhs.com](mailto:Vicki.Otting@whhs.com)

ASHA states: “The mission of the MICS network, initiated in 2000, is to influence local public policy decisions that affect Medicare coverage and reimbursement of speech-language pathology and audiology services. The mission is accomplished by establishing or enhancing effective linkages (in collaboration with the state association) with the staff of Medicare intermediaries and carriers (contractors), state health agencies, consumer groups, other related professionals, and speech-language pathologists and audiologists in the state.”

**Does CSHA have CTA representatives on the board?**

Yes, CSHA has 2 CTA liaisons who attend the quarterly CTA State Council meetings in Los Angeles. The CSHA CTA representatives are Diatra Stern and Monica Harwood.

If you have other questions you would like addressed, please contact your CSHA Board members. Also, you can email Jan Pryor, the CSHA Commissioner on Speech-Language Pathology and Audiology at [cologirl@aol.com](mailto:cologirl@aol.com). Jan writes the Q & A section for the CSHA Magazine.