



Nevada school districts, like many around the country, have faced shortages and continue to face a shortage of speech pathologists....children are in need of services , districts are in need of service providers, our Nevada Department of Education was in need of meeting federal mandates...we had no more time to admire the problem...

To solve it....we needed to connect, communicate and collaborate at all levels,....thus our Speech Pathology Cohort program was created.



Connecting...“connecting the dots” ...Supply and Demand...Data, Programs, People

Why did Nevada start a cohort program in the first place?

Data: Nevada had reported shortages (yearly average of 78 vacancies since 2002/2003 (ranging from 37 reported statewide to 95)
 Contracted service providers filling vacancies (costly to districts)
 Compensatory services (costly to districts)
 Rehiring of retirees (costly to the state and district)

So what is the big deal about 78 vacancies...
 Programs: .NV has 1 Master's level program; 2 Bachelors programs;

Data: UNR averaging since 2002 16 graduates each year ; and only 5 on average taking a position in a Nevada school district

Programs: Nevada has two (2) Bachelors level programs; Nevada State College (NSC)
 University of Nevada-Reno (UNR) ;
 UNR bachelors level did not meet the NDE licensing requirement; NSC does meet the requirement
 Bachelors level (no tiering) standard NDE license;
 State licensing and NDE licensing do not match; MA/MS...BA/BS

Programs: NV does not license SLPA; district may create their own job description and criteria for a speech assistant or speech aide; there is no state regulatory measures in place at state board of examiners level or the department of education

People: Need to create a way of “growing our own”

Who could help us “connect the dots”..

1996 UNLV started the BA program then it moved to NSC. In 2002...a BA program and Post Baccalaureate program offered a way of growing our own...

The NSC School of Education offered a Post-Baccalaureate Teacher Education Program in Speech Pathology. This program provides an opportunity for students with a bachelor's degree or higher to apply for the endorsement for speech and language impairment from the Nevada Department of Education or obtain the necessary academic requirements to apply to graduate programs in speech pathology and audiology. This endorsement is limited to the public school systems in the state of Nevada.

The Post-Baccalaureate Teacher Education Program does not lead to a degree.

People: the Post Bacc program would target personnel already working in NV school districts who may be interested in a “career change”...individuals invested in the district, community...the state...allow a way for NV to “grow their own”



What are the critical questions with regard to implementation? Regina will target the implementation at the district level; I will be targeting implementation at the statewide level.

What steps should be taken first?

Investigate what is going on in your state...are there cohorts or collaborations with programs already in place that are similar to what you would like to do ?

Investigate what relationships are already established (University/College and school districts; University and DOE or University DOE and school districts)

Contacts...state association (NSHA), personnel overseeing speech services in the district (Special Education Directors, Administrator for Speech Service, university/college programs, DOE

The Post Bacc SLP Cohort program in CCSD was working...there were collaborations and a program already in place...and We wanted to take CCSD's program statewide...pilot a program; here was a program that had been in affect 9 years and was providing the slts to fill vacancies in the CCSD district

Meeting with NDE, proposal (April 2009) to pursue a statewide SLP cohort program.. We (Coalition) gave them **data** and **program information**; what was working already in our state

First things First: we needed to know was there a need for SLPs/SLT and if yes, who was interested (what districts) in supporting a district level cohort...or a statewide cohort

Who was interested (education personnel in the districts) as a possible candidate to pursue an endorsement as an SLT

Coalition sent out 2 surveys; and confirmed a need and an interest

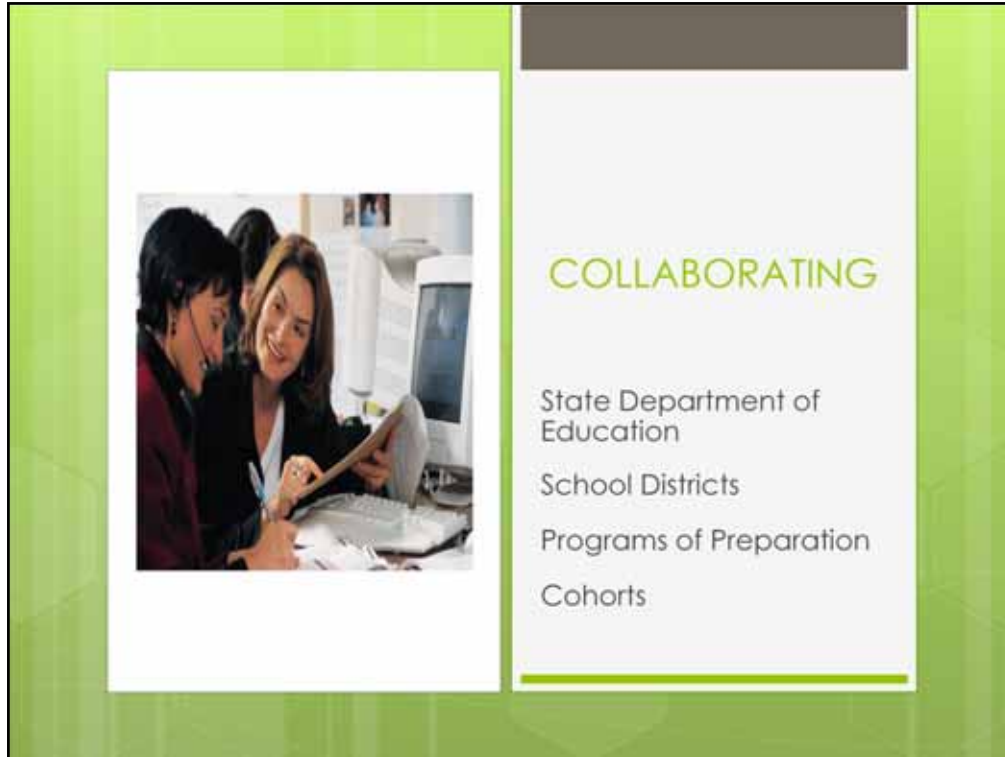
Budget: per cost per person to complete the SLP Post Bacc Program ; bottom line amount...and then a proposal for 50% tuition assistance 75% tuition assistance, 100% tuition assistance....

Who should be involved? Who should be at the table?

Department of education...they know the importance of district meeting federal mandates; bottom line providing services to children with communication disorders

Districts: they **know their needs**; also, they can provide information on **How they are meeting those needs** (emergency credentialing, compensatory services; contractors); how to set up the practicum; potential SLP supervisors

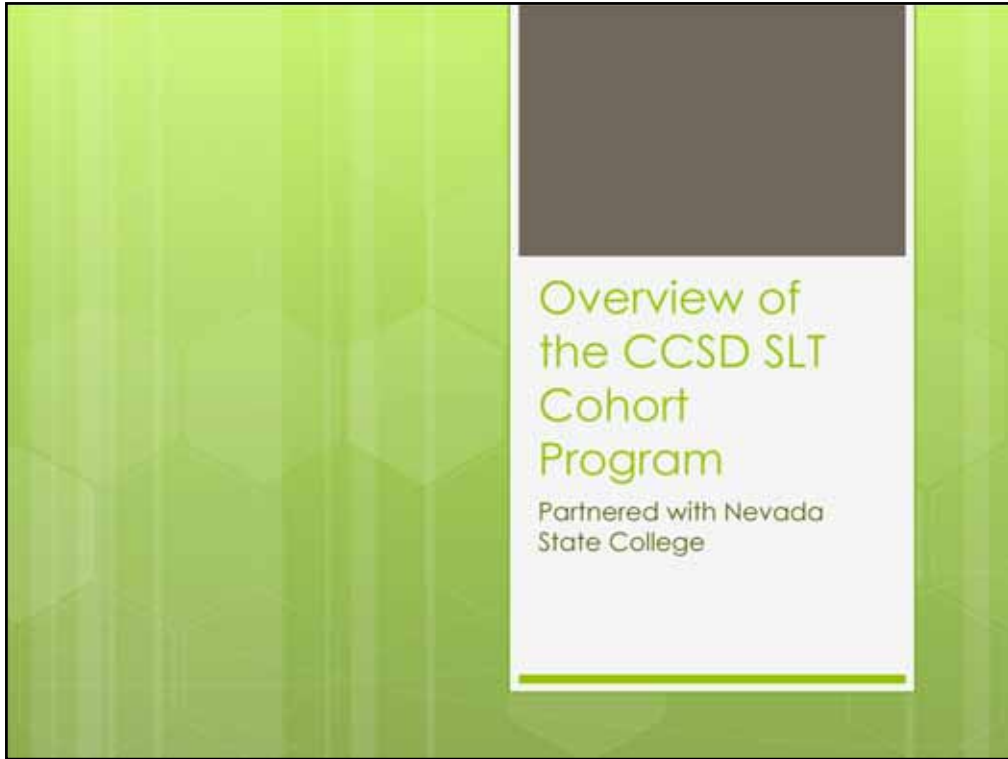
Preparation programs: number of student in, numbers of students out...sharing the importance of staying in your state and working in a school setting; know how the practicum would or could possibly work



Collaborations with NDE, School Districts, NSC and the cohort participants moved our statewide implementation forward. We are currently completing our 1st year of implementation. NDE via an IDEA grant through our Coalition provides 75% tuition reimbursement

Clark County School Districts district level cohort program, which started in 2002 was a Collaboration within the district HR Department, Alternative Routes to Licensure Department, the Speech Department, CCSD teachers and Nevada State College

Regina Goings will now tell you about the district level implementation of Clark County School Districts speech cohort program....



NOTICES

- During the spring of each year (April), information is posted in the HOTLINE, which is CCSD's newsletter
- The information includes where and when to apply for the cohort program
- In the past, this was all coordinated by the Alternative Route to Licensure Department in the HR office
- This year, this was all coordinated by the SLT Department

INTERVIEWS

- All applications are reviewed and those meeting the qualifications were considered for interviews
 - Conferred Master's Degree in an education-related field
 - Submission of the application, including a statement indicating dispositions, experiences, and skills that would indicate a propensity for success as an SLP
 - Evaluation of previous employment history, including performance evaluations from 3 most recent CCSD supervisors
 - SLP program interview
- Typically, there are 75-100 applications that are reduced to 30-40 applicants
- During the interview, candidates are asked specific questions related to their experiences; and must complete a written summary of a topic that is provided by the Director of SLT Services
- Responses are scored based upon a rubric and the top candidates are selected
- The number of selected candidates is determined by the available funding and NSC tuition

SELECTION PROCESS

- Those selected are sent a welcome letter via email, as are those who were not selected
- Selected candidates must:
 - Maintain a full-time teaching position with CCSD and demonstrate satisfactory status throughout the 2-year program
 - Pass all coursework with a "B" or higher for SLP licensure endorsement
- Successfully complete a combination of practicum/internship experiences during the second year of the program
 - Fall Semester: Tier I – Observation; release time from the classroom to observe current CCSD SLPs (2-4 days, 20 hours)
 - Spring Semester: Tier II – Afternoon/Evening hours with SSSD service providers at Child Find (30-40 assessment hours)
 - Summer Semester: Tier III – Direct therapy working with supervising SLPs during ESY and/or Child Find (140 hours)

SELECTION PROCESS

- After completing the practicum, each cohort must interview with the Director of SLT Services
- If selected, interviewees transfer from their teaching position into the SLT department as an SLP
- If interviewees are not selected, they would return to their teaching position and would not have to repay CCSD for the tuition
- Although the transferring cohorts are post-probationary staff, they are treated as probationary staff: at least 3 observations per year with supports
- If there are performance issues during the first year as an SLP, cohorts are encouraged to return to the classroom and repayment will be waived.

SUPPORTS PROVIDED

- Cohorts are given 3 years of ongoing support provided by Mentors and Coaches
 - 3-Tier Support System
 - Orientation
 - Site visits
 - Assistance with MDT reports, IEPs, meetings, etc.
 - Medicaid "under the direction of..."



What benchmark should guide implementation efforts?...what point of reference

Gathering Data:

Vacancy numbers: Data supporting the need and where the needs were (district level)

Interest numbers: Data supporting an interest and possible “by in” by districts

Data supporting an interest by potential participants

Gathering People:

Names of potential participants: generated individual contacts and where they were located in the state

Number of vacancy, number of people, location of vacancy; location of people

Gathering a program or programs:

Programs that would be willing to work with you

Establishing Support: Departments and Money

Statewide

DOE support (includes tuition \$\$)

Liaison/point person to connect with districts, P of P and candidates

District support (if at this level; would include tuition \$\$)

Liaison/point person...to work with NOE, P of P...this point person is very important in the implementation of the practicum stage

Program of preparation support

Liaison/point person...connecting with district and cohorts and DOE

Setting Policies and procedures...

selection of participants; participant agreements to participate and complete the program; tuition reimbursement procedures

Policy and procedures to employ the cohort as an slt

What evaluative standards would be appropriate? *Measuring the cohort program success and effectiveness : Using a practical standard:*

The SLP cohort program is meeting needs in CCSD

Vacancies are reducing.... 2004-2005: 7 Cohorts (Enrolled in program 2002-2004);

2005-2006: 22 Cohorts (Enrolled in program 2003-2005)

2006-2007: 13 Cohorts (Enrolled in program 2004-2006);

2007-2008: 8 Cohorts (Enrolled in program 2005-2007);

2008-2009: 11 Cohorts (Enrolled in program 2006-2008);

2009-2010: 8 Cohorts (Enrolled in program 2007-2009);

2010-2011: 13 Cohorts (Enrolled in program 2008-2010)

2011-2012: 6 Cohorts (Enrolled in program 2009-2011)

It is assisting CCSD in meeting state and federal requirements

It has been successful since 2002 and continually supported by the district via tuition assistance

It has been cost effective as it assists teachers within the district to pursue a Post Bacc endorsement to become sllts while still employed

It keeps the employee in the district (reducing turn over)

For the employee ...already invested in the district and the community

Using a Practical Standard as an evaluative standard

Is the "product" valuable/helpful in meeting your needs

Would a cohort be helpful in meeting your needs?

Would it be useful and feasible....cost effective, efficient, practical

Do you have a use: Do you have vacancies

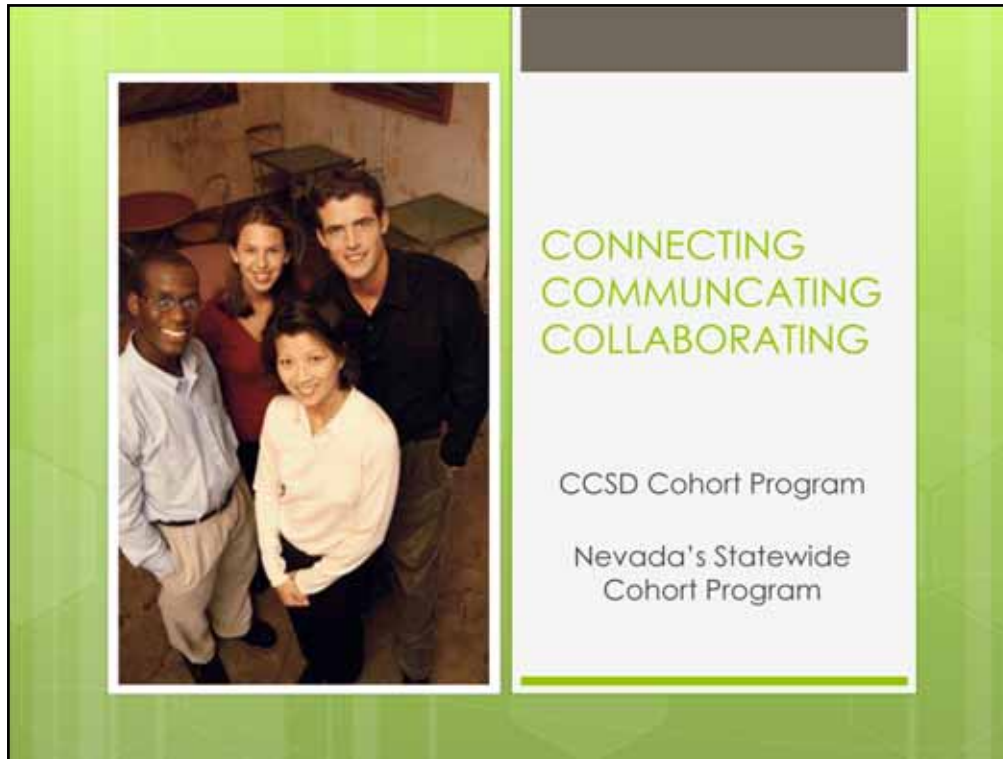
Is it possible...Do you have DOE support; district support,

Could you provide \$\$\$ for tuition reimbursement/tuition assistance ; wait 2 years for the participant to complete the program...people interested in participating...

What Number of cohort participants, can the district support ...

of practicum Cohorts with # of supervisors...coverage...

Do you have a program of preparation that would collaborate with you



Summarize:

CCSD program started in 2002 with the support collaboration of their HR, Special Education Director, Speech Office Administrator and NSC; currently the cohort is in its 9th year with tuition assistance offered based on # of cohorts and NSC tuition , and with a commitment to work in the district for 3 years; currently, there are over 60 slps currently working as slts who have gone through the CCSD cohort program; 3 school districts have benefited(Clark, Nye, Washoe)

CCSD has revamped their practicum: as the district moved from year round to traditional track; Continued connections, communications and collaborations have resulted in a 3 tiered practicum in order for the cohorts to complete their observation, assessment and practicum hours within a 9-month school year...

Establishing liaison with CCSD and NSC districts to assist in providing practicum to cohort participant has been a necessity...as the cohorts are full time teachers within the school district.

Currently, the statewide cohort program is completing their first year with 3 participants (down from an original 16), with 75% tuition reimbursement and looking toward establishing connections, communications and collaborations across district lines as one district or districts will need to agree to allow the statewide cohorts to complete their practicum hours and their program with the support, guidance and mentoring by slps in a neighboring district ...the program will be completed by August 2012.



Looking ahead....At what point might a follow-up summit be useful as a stocktaking opportunity? (stocktaking...the process of evaluating a situation, especially NV's situation

Taking stock in our cohort programs....

1 year...where are we in addressing NV Shortages:

- Reduced vacancies

- # of BA level cohorts

- Success with our 3 statewide cohort participants

- Success with CCSD cohorts

- Collaborations with NSC: expanding academic capacity; clinic on site ???

- Collaboration with NDE regarding a Masters Level Distance Learning cohort

proposal and implementation

Continued connections, communications and collaborations with NSC, NDE, NSHA

Coalition, Nevada school districts

These are some of our..."next steps"

Thank you