



Partnering with Universities to Provide Proportionate Share-Funded Speech-Language Pathology Services

Speech and Hearing Science Department
University of Illinois at Urbana-Champaign



Meet the Team

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UIUC SLP Clinical Training Program

- Students in the clinical MA program are trained to provide speech-language pathology services in medical and educational settings.
- Currently, we have 67 MA-SLP graduate students
- Our program is accredited by the American Speech-Language-Hearing Association. Students are required to obtain a minimum of **400** hours of clinical experiences across the life span to be eligible for certification and licensure.
- Students complete clinical training in various clinical settings, including our UIUC Audiology and Speech-Language Pathology Clinic, hospitals, schools, early intervention, private practices, home health, assisted living and skilled nursing facilities, and more.

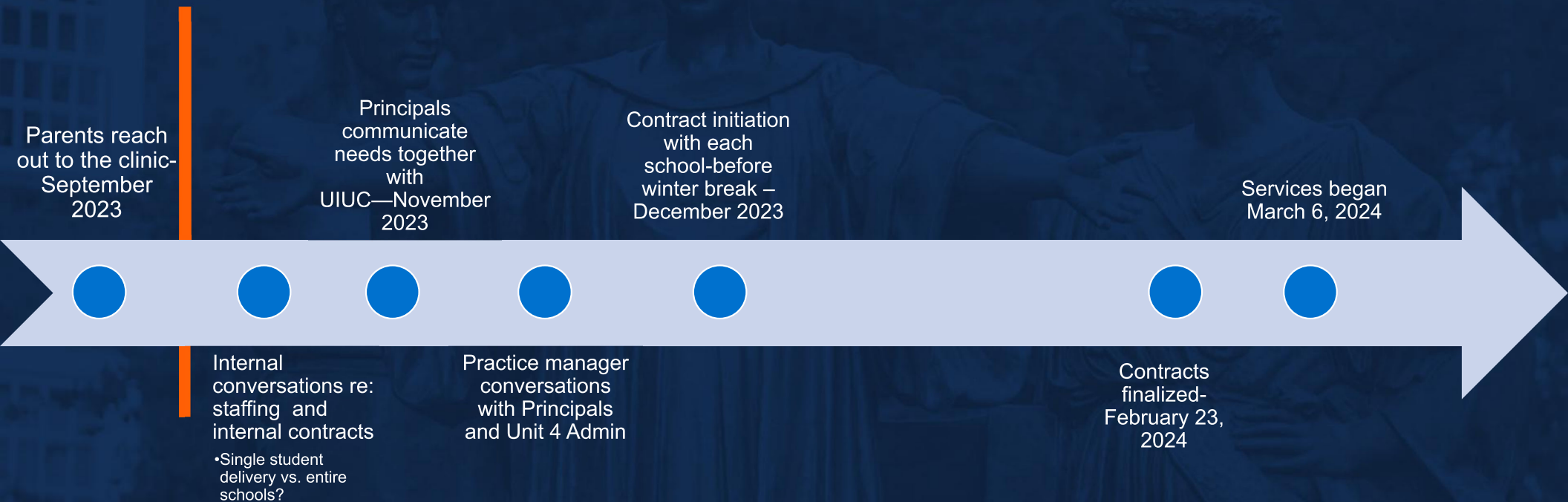


Motivation for Partnership

- **Enhancing Access to Quality Care:** Providing on-site speech therapy services ensures students receive the support they need without disruptions to their learning.
- **Collaborating for Impact:** A partnership between private schools and the University of Illinois Clinic bridges the gap between education and healthcare.
- **Expert-Driven Services:** Graduate student clinicians, under the supervision of licensed professionals, deliver evidence-based therapy tailored to each child's needs.
- **Improving Educational Outcomes:** Addressing speech and language challenges early fosters academic success, confidence, and social development.
- **Strengthening Community Ties:** Collaborative efforts build a network of support, benefiting students, schools, and future speech-language pathology professionals.



Timeline





Student data

- Currently servicing 4 private schools within the Champaign Unit 4 school district.
- At the start of 2024-2025 school year there were 36 identified students.
- 10 students have been dismissed.
- There were 2 move-ins (from within district).
- Current caseload across the 4 schools is 28 with:
 - 2 pending eligibilities
 - 4 evaluations in progress
 - 11 pending domain meetings to be scheduled.



Typical Day at School

- University Supervisor supervises 1-3 graduate students to each school.
- Sessions are 30 minutes in length.
- Typically, two speech sessions are conducted simultaneously with University Supervisor moving in-between sessions to provide in the moment instruction/feedback to graduate students and students being served.
- Graduate students provide detailed lesson plans prior to each session and complete session documentation for each identified student.
- Recently, screenings and evaluations have been authorized to be conducted.



University Supervisor Responsibilities

- University Supervisor completes and submits monthly service logs to school district providing student attendance and summary of progress for each month.
- Screenings and evaluations are conducted by graduate students under the direct supervisor of the University Supervisor. Preparation, administration, and documentation of evaluation results are completed in collaboration with the assigned graduate student.
- University Supervisor collaborates with principals, teachers, and parents at each school for continuity of care for students on caseload, including scheduling.
- University Supervisor communicates with district liaison and administrative assistant to provide updates and requests to schedule meetings.



Benefits

- Meeting the needs of individuals served
- Continuity of services between the professional team
- Quality of evidence-based research diagnostic and intervention services
- Value of in-person services in place of no services or telehealth
- Building relationships within the community
- Graduate student exposure to “outside the clinic” school experience with collaboration with educators



Barriers

- **Funding Constraints** – The proportionate share funding provides a fixed amount of funds, making it challenging to allocate resources effectively. Given the cost of hiring an SLP, we had to adapt by incorporating group therapy to meet the needs of school-based services.
- **Lengthy Contract Processing** – The contract approval process is inherently slow, with delays from the university's legal department due to strict adherence to its terms, conditions, and contract templates. Additionally, the university required separate contracts for each private school, approved by Unit 4, necessitating active involvement from school principals and Unit 4's special education administration.
- **Timeliness** with coordination/collaboration of administrative tasks: Domain meetings, Intakes, Dismissals, Eligibility meetings, and ISP Annual Reviews. Requires LEA from local school district to proceed.
- **Registration required** with the local school district to access services

School District Perspective



Benefits

- **Access to High-Quality Services**
- **Increased Support and Capacity**
- **Comprehensive Assessments**
- **Professional Development and Collaboration**
- **Cost-Effective Services**
- **Pipeline for Future Hiring**



Barriers

- **Staff Retention Issues**
- **Limited Supervision Capacity**
- **Continuity of Care**
- **Alignment of Goals and Systems**
- **Data Sharing and Privacy Concerns**
- **Perceived Inequity**



Recommendations to start a partnership

- Contact local universities to explore potential partnerships
<https://www.ishail.org/schools/university-programs>
 - Start with the clinic director/manager
- Contact local school district to partner, plan, and pay with proportionate funds
- Parent education – Local school district to provide ISP guidelines/eligibility and collaboration structure between school district, private school and designated University for services.
- Contact the University of Illinois with any questions– shsclinic@illinois.edu

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