



ASHA's 2025 Advocacy Priorities Survey



Summary Report

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INTRODUCTION

Beginning on May 20, 2024, ASHA invited members to take a survey to help identify [ASHA's advocacy priorities](#) for 2025. Survey invitations were emailed to a randomly sampled list of ASHA CCC-As/CCC-SLPs, links to the survey were shared on ASHA's social platforms, and announcements we posted on asha.org, including the [ASHA Advocate](#). The survey closed on June 10, 2024. **A total of 2,418 individuals responded to the survey.**

Respondents were asked to:

- 1) Rate the importance of advocacy issues related to
 - a. payment and coverage
 - b. service delivery and access
 - c. workforce
- 2) Provide input on potential emerging advocacy priorities
- 3) Rate awareness and importance of ASHA Advocacy components
- 4) Share their advocacy engagement activities.

ADVOCACY PRIORITIES

Every year ASHA's [Government Affairs and Public Policy Board](#) (GAPPB) is charged with developing a **public policy agenda**, which outlines the Association's advocacy priorities for the coming year.

The GAPPB—comprised of member volunteers—identifies priorities **based on input provided by ASHA members** through a variety of sources. Input collected from this survey is one of the primary sources used to develop the [2025 Public Policy Agenda](#).

RESULTS

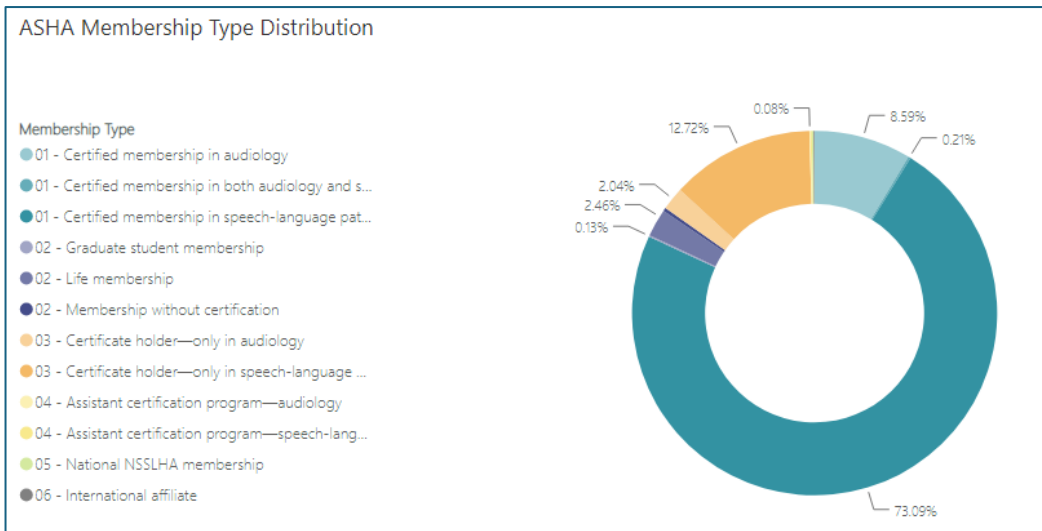
The respondent demographic tables provided below show the distribution across ASHA membership type, professional area, employment setting, and years in the profession.

Following demographics, for **each issue priority area** you will find:

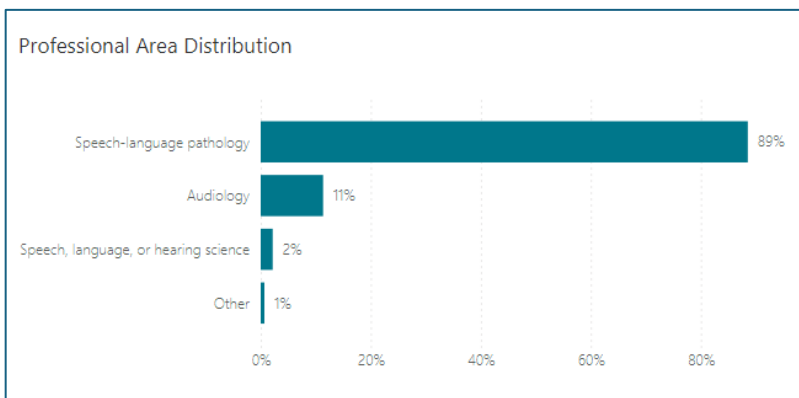
- A **list of issues** under that priority area that members rated based on importance to them
- **Charts displaying the ratings for all respondents** as well as a breakdown by professional area, including audiology, speech-language pathology, and combined speech, language, or hearing science/other
- **Common themes** expressed in comments.

RESPONDENT DEMOGRAPHICS

ASHA Membership Type Distribution



Professional Area Distribution

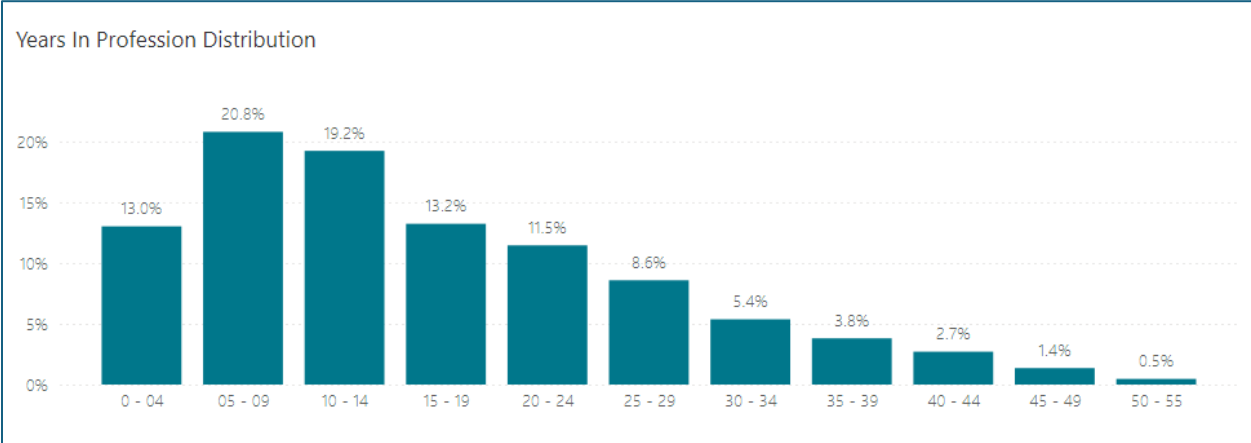


Employment Setting Distribution

Employment Setting Distribution

Employment Setting	Count	Percent
School (includes preschools)	950	39.9%
Private practice	379	15.9%
Hospital	290	12.2%
College/university	185	7.8%
Nonresidential health care facility (e.g., home health care setting, outpatient clinic, physician's office, etc.)	155	6.5%
Residential health care facility (e.g., skilled nursing facility, etc.)	103	4.3%
Not applicable (e.g., student, retired, not employed, etc.)	92	3.9%
Other (Please specify)	82	3.4%
Early intervention (birth–3)	71	3.0%
Agency, organization, or research facility	54	2.3%
Industry	18	0.8%
Total	2,379	100.0%

Years in Profession Distribution



PAYMENT AND COVERAGE PRIORITIES

Issues for Ratings

Please rate each Payment and Coverage Priority issue based on its importance to you.

1. Insurance **payments aren't enough** for my services; continuous low payment rates are unsustainable.
2. I'm concerned that patients who need my services cannot access them due to **limited coverage by payers** and/or the out-of-pocket expense for evaluation and treatment.
3. I **provide telehealth** services, when appropriate, but I'm concerned with the difference in payment rates compared with in-person service delivery. Providing telehealth services requires resources that still cost money.
4. Having the option of providing telehealth service during the pandemic was a great way to continue seeing my patients. I'd like to ensure (a) **permanent coverage** of telehealth services and (b) the ability to explicitly **incorporate the full scope of practice** for audiology and speech-language pathology across settings instead of having to work within the parameters of a limited list.
5. I work in a setting that requires me to meet **productivity standards**, and I am concerned that these standards are not helping me provide the best possible care for my patients.
6. Health care is shifting from a model that's been focused on the quantity of patients we can see to a model that's based on the **value of care** provided to patients. As an audiologist or SLP, I need help understanding my role—and how to be included and effectively participate in **value-based care**, alternative payment models, or other emerging health care delivery systems.
7. **Federal funding allocated through the annual appropriations process** determines financial support to programs and services to states—programs such as the Individuals with Disabilities Education Act (IDEA) and the Early Hearing Detection and Intervention (EHDI) program for newborn hearing screening and identification. I'm concerned that there's not enough funding and policies that support my work.

Response Rating Charts

Response summaries for all respondents and professional area segments included below:

Chart 1.1 – All Respondents (n= 2,258)

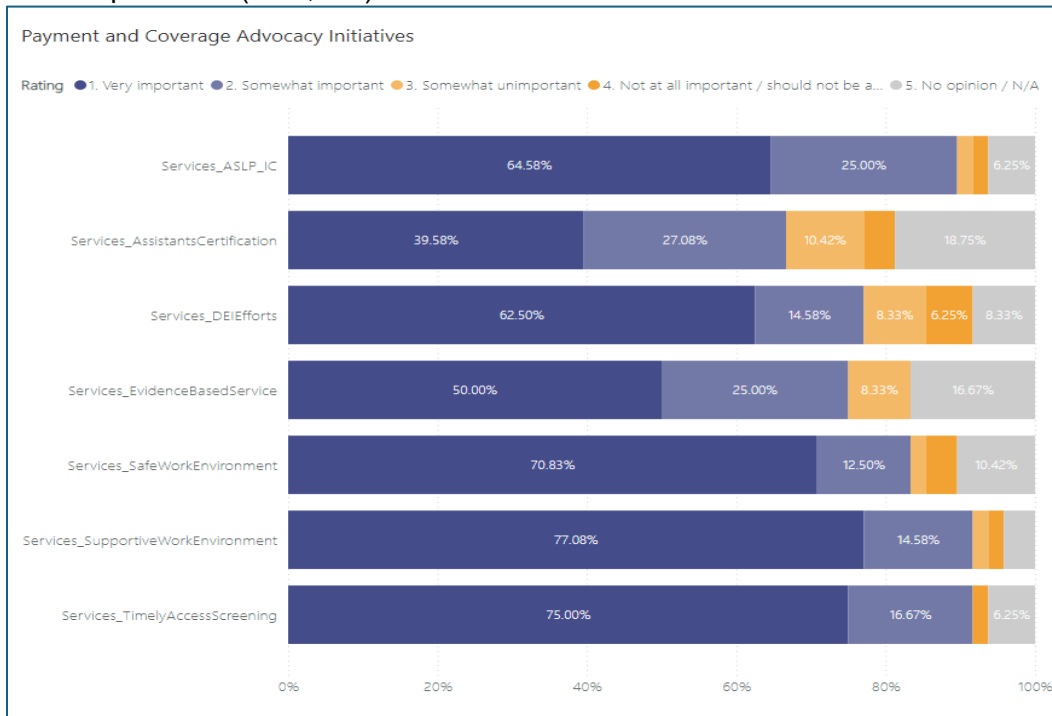


Chart 1.2 – Professional Area: Audiology (n= 250)

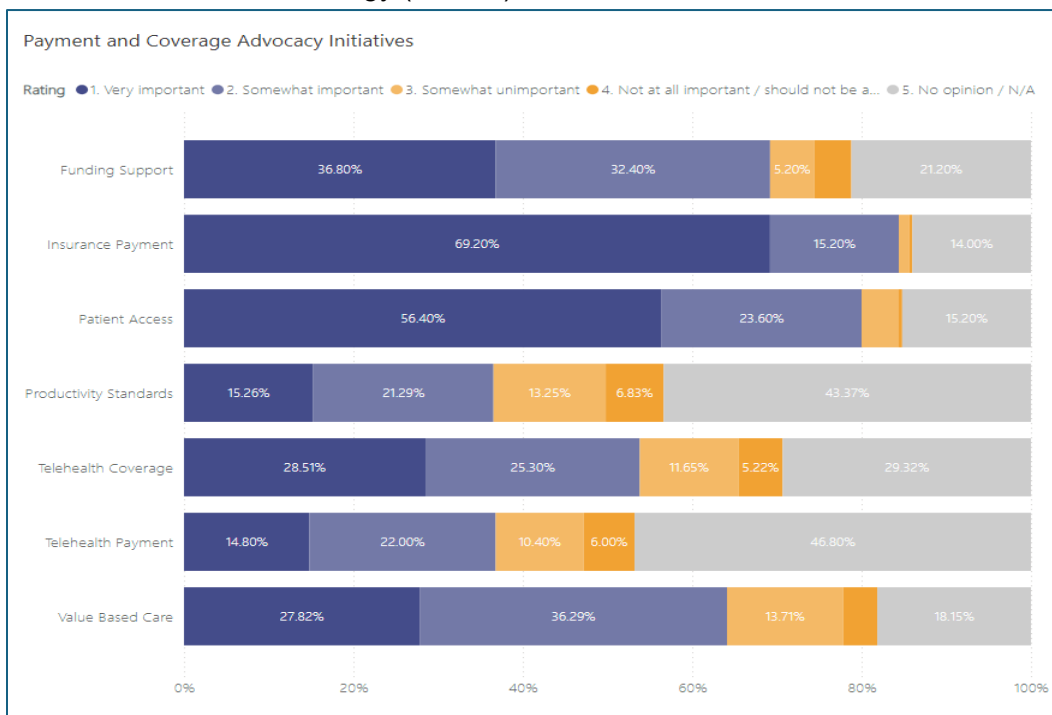


Chart 1.3 – Professional Area: Speech-Language Pathology (n= 2,002)

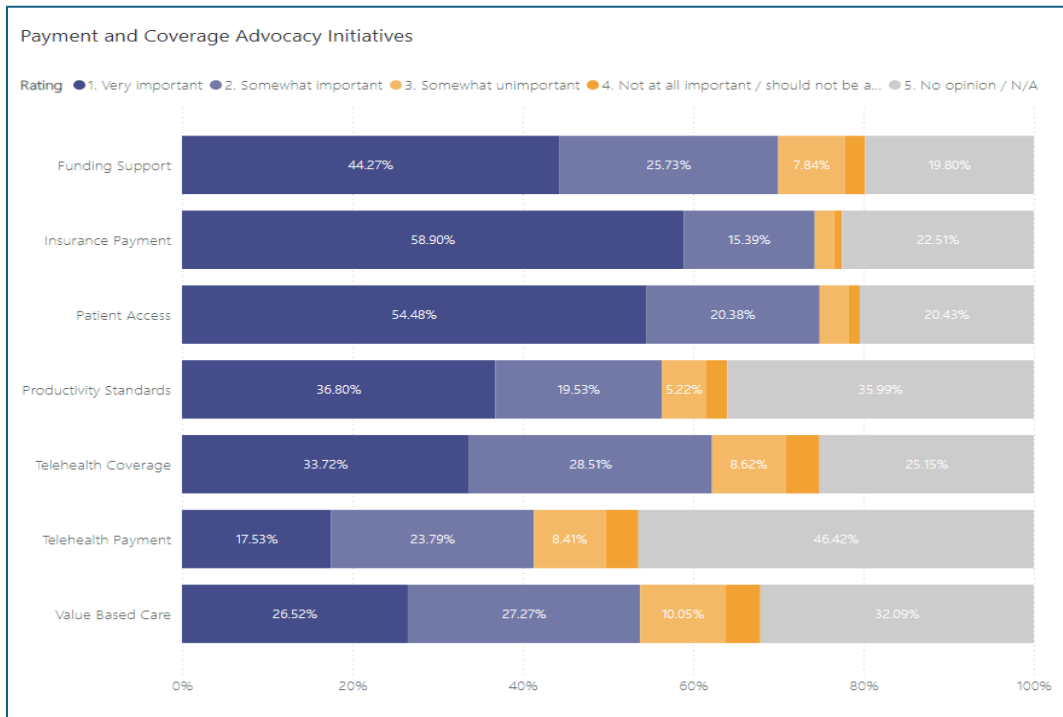
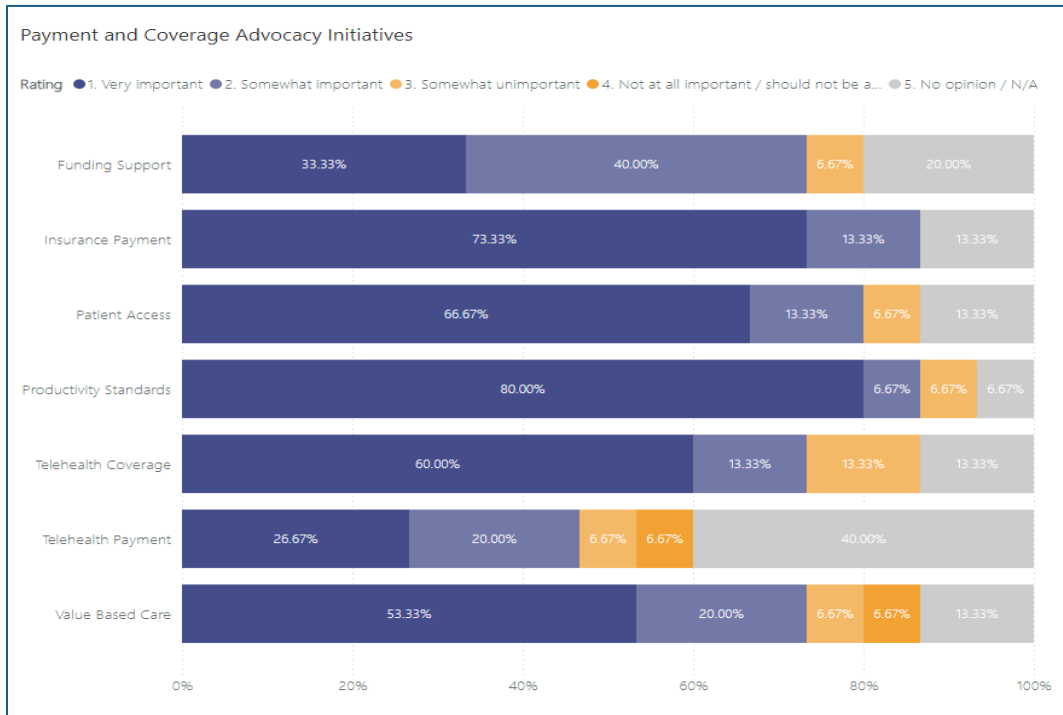


Chart 1.4 – Professional Area: Speech, Language, or Hearing Science/Other (n= 15)



Common Themes Expressed in Comments Section

Insurance Coverage

- **Summary:** Respondents emphasized the need to advocate for comprehensive insurance coverage that includes a broad range of audiology and speech-language pathology services.
- **Examples of Feedback:**
 - "Advocacy for better insurance coverage is essential to improve service delivery."
 - "Lack of insurance coverage is a significant barrier to accessing services."

Provider Retention

- **Summary:** Respondents voiced concerns about the loss of providers in various regions, emphasizing the need for better payment and coverage policies to retain skilled professionals.
- **Examples of Feedback:**
 - "We have lost a number of providers for pediatric and early intervention services due to low reimbursement rates."
 - "The turnover rate among SLPs is high because the compensation does not reflect the level of expertise required."

Public and Private Payer Policies

- **Summary:** Respondents said it was important to engage with both public and private payers to influence policies that reflect the value and scope of audiology and speech-language pathology services. Effective payer policies ensure that services are adequately valued and compensated.
- **Examples of Feedback:**
 - "It's important to work with Medicare and Medicaid to ensure that their policies are favorable to our profession."
 - "Collaboration with payers can help improve coverage and reimbursement rates."

Reimbursement Rates

- **Summary:** Many respondents highlighted the critical need to advocate for maintaining or increasing reimbursement rates for audiology and speech-language pathology services so that providers can offer necessary services without financial strain.
- **Examples of Feedback:**
 - "Advocacy for reimbursement rates to continue to ensure that providers can offer necessary services."
 - "Low reimbursement rates are a barrier to providing quality care."

SERVICE DELIVERY AND ACCESS PRIORITIES

Issues for Ratings

Please rate each Service Delivery and Access Priority issue based on its importance to you.

1. I want to **feel safe** in my work environment.
2. I want a **workspace/setting/environment** that supports effective and professional service delivery.
3. I am concerned with being forced to deliver service models that do not have a strong evidence base and/or are inappropriate for the population to which they are being applied.
4. ASHA has played a major role in launching the **Audiology & Speech-Language Pathology Interstate Compact (ASLP-IC)** that allows audiologists and SLPs to practice in different states without needing to obtain a separate license for each state. So far, 31 states have passed the ASLP-IC, and the next phase is to operationalize it. I want the ASLP-IC to be passed in more states and to be operationalized.
5. I want policies and practices that support **diversity, equity, and inclusion** efforts for providers and for those who seek our services (including, but not limited to, age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin [including culture, language, dialect, and accent]; neurodiversity; race; religion; sex; sexual orientation; socioeconomic status; and/or veteran status).
6. I want to (a) ensure that people have **timely access to services** for hearing loss and communication disorders in order to improve outcomes from **early identification and intervention** across the lifespan and (b) provide patients and their families with the resources to be able to make **informed decisions**.
7. I want public policies that align with **ASHA's Assistants Certification Program standards**—including appropriate credentials, roles and responsibilities, and supervision standards.

Response Rating Charts

Response summaries for all respondents and professional area segments included below:

Chart 2.1 – All Respondents (n= 2,140)

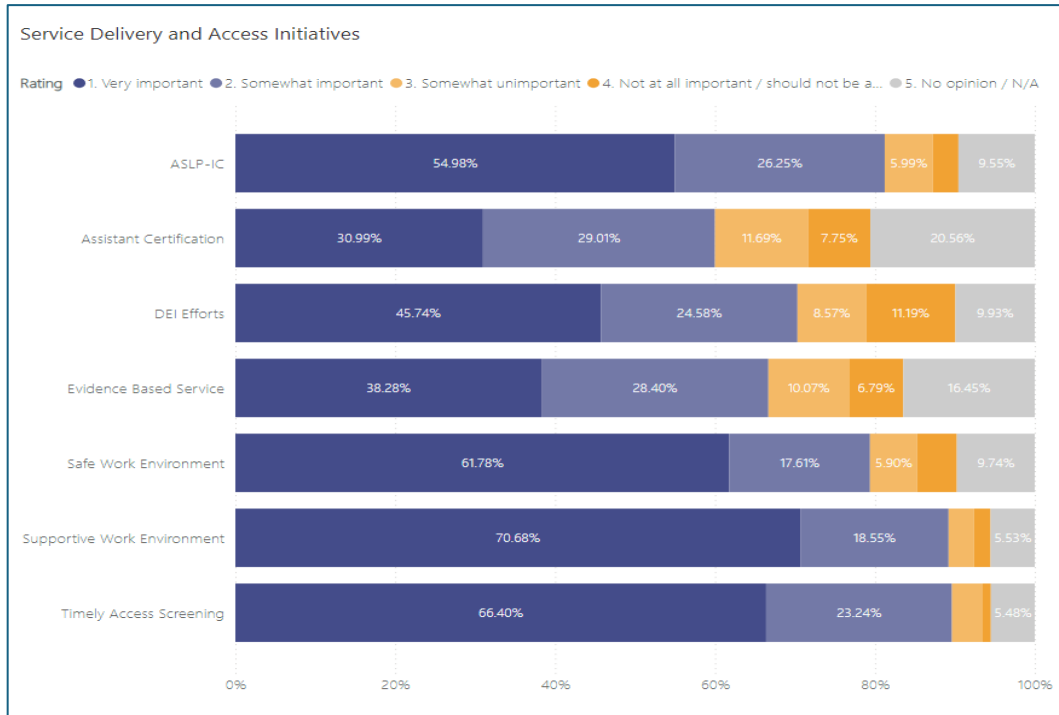


Chart 2.2 – Professional Area: Audiology (n= 246)

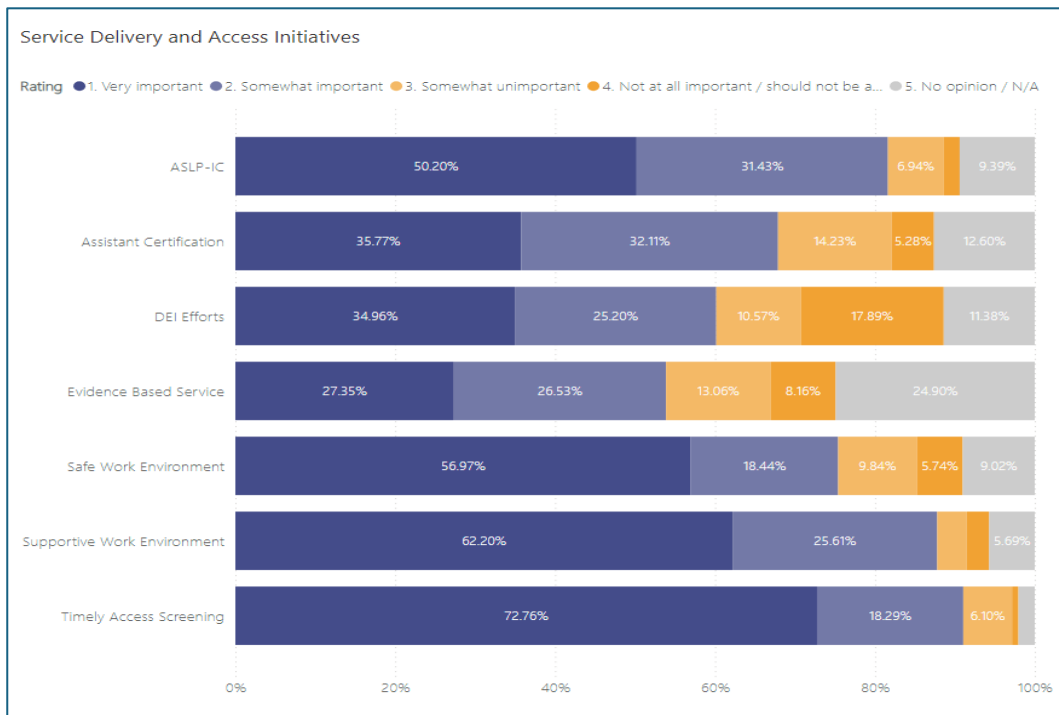


Chart 2.3 – Professional Area: Speech-Language Pathology (n= 1,888)

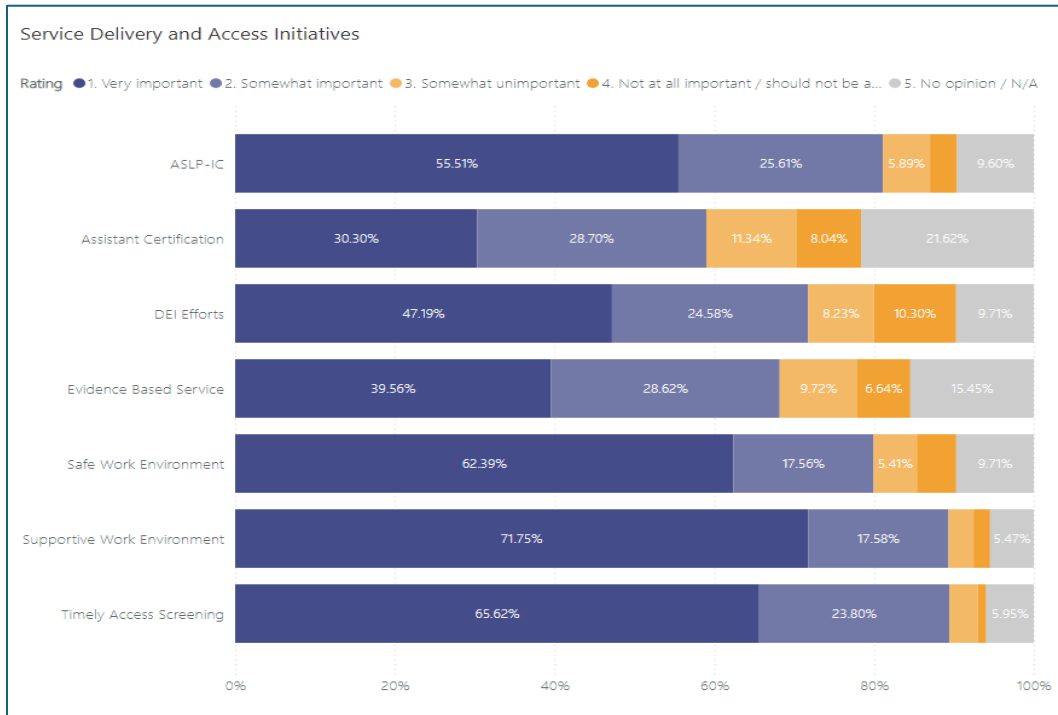
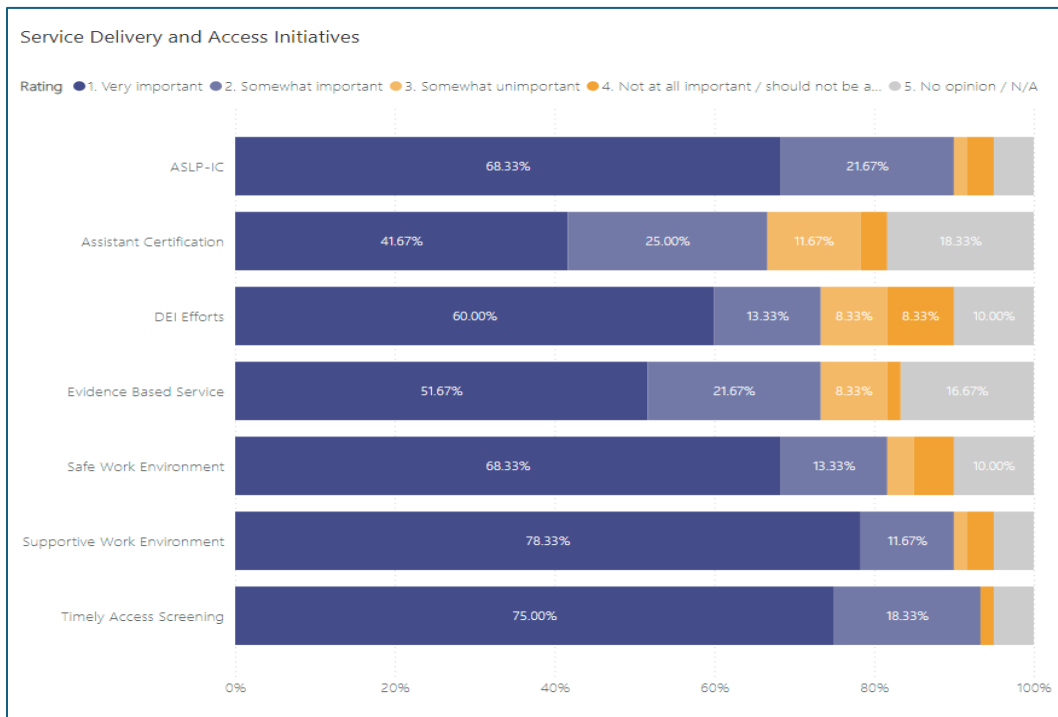


Chart 2.4 – Professional Area: Speech, Language, or Hearing Science/Other (n= 60)



Common Themes Expressed in Comments Section

Access to Services

- **Summary:** Respondents stressed the importance of making services accessible to all who need them, regardless of geographical or financial barriers emphasizing that access to services is crucial for early detection, intervention, and ongoing support for individuals with communication disorders.
- **Examples of Feedback:**
 - "Efforts to make services more accessible are crucial for ensuring that everyone receives the care they need."
 - "We need to address geographic and financial barriers to access."

Early Identification and Intervention

- **Summary:** Respondents frequently mentioned advocacy for early identification and intervention, particularly in hearing health; noting that early identification programs are crucial for preventing long-term communication disorders and improving overall quality of life.
- **Examples of Feedback:**
 - "Advocacy related to early identification of hearing loss is crucial."
 - "Early intervention can significantly improve outcomes for children with speech and hearing issues."

Equity and Inclusion

- **Summary:** While some respondents felt that the focus on diversity, equity, and inclusion is overemphasized, others believed it is critical for ensuring that all populations receive necessary support and services.
- **Examples of Feedback:**
 - "Again, tired of the focus on race and sexual orientation. We need to focus on professional issues."
 - "Equity and inclusion are important to ensure that everyone has access to necessary services."

Legislative and Regulatory Changes

- **Summary:** Respondents noted the need for ASHA to stay abreast of legislative and regulatory changes and advocate for favorable policies.
- **Examples of Feedback:**
 - "ASHA should monitor and respond to legislative changes that could impact our profession."
 - "Advocacy for policies that support our work is essential in the face of regulatory changes."

WORKFORCE PRIORITIES

Issues for Rating

Please rate each Workforce Priority issue based on its importance to you.

1. I want **licensure requirements** to support my work and to uphold the integrity of my profession.
2. I want **certification standards** to support my work and to uphold the integrity and specialization of my profession.
3. I want to see a more **diverse population of undergraduate and graduate** students in my profession.
4. I don't have the resources to support my workload or the **tools to advocate for change**.
5. I need resources/tools to show my value and to use when advocating for a different **salary scale or rate increase**.
6. I feel that educational audiologists and school-based SLPs need **appropriate recognition of the services they provide—as well as more support** from their schools, local and state education agencies, and the U.S. Department of Education to facilitate efficient and effective service delivery for students with communication disorders.

Response Rating Charts

Response summaries for all respondents and professional area segments included below:

Chart 3.1 – All Respondents (n= 2,198)

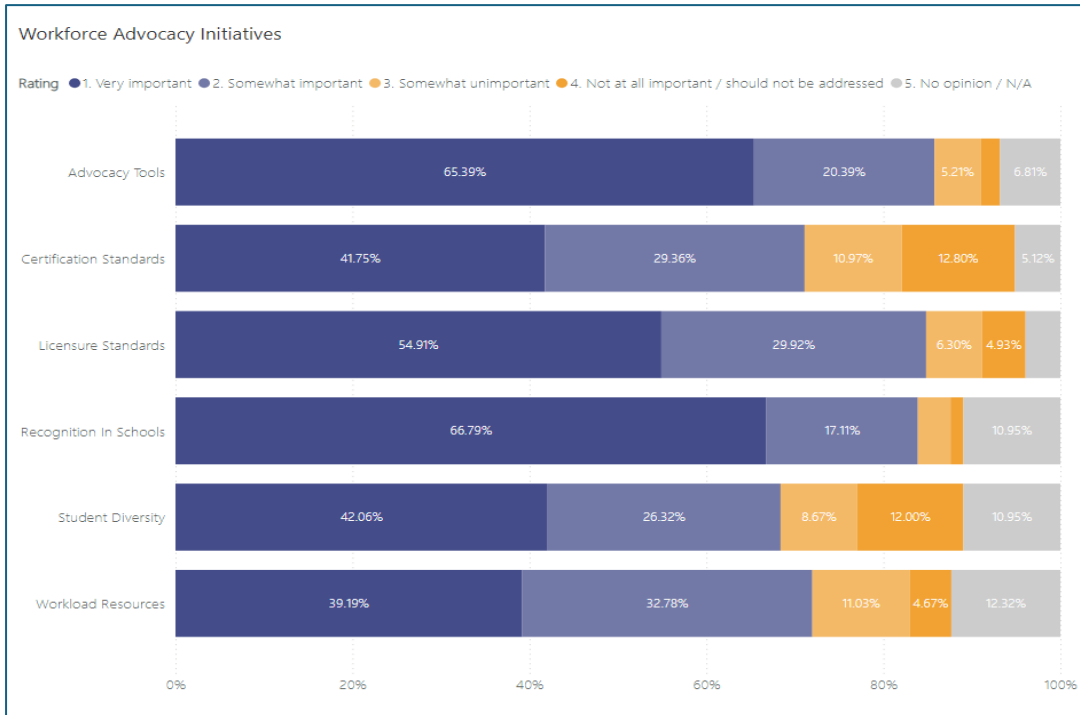


Chart 3.2 – Professional Area: Audiology (n= 248)

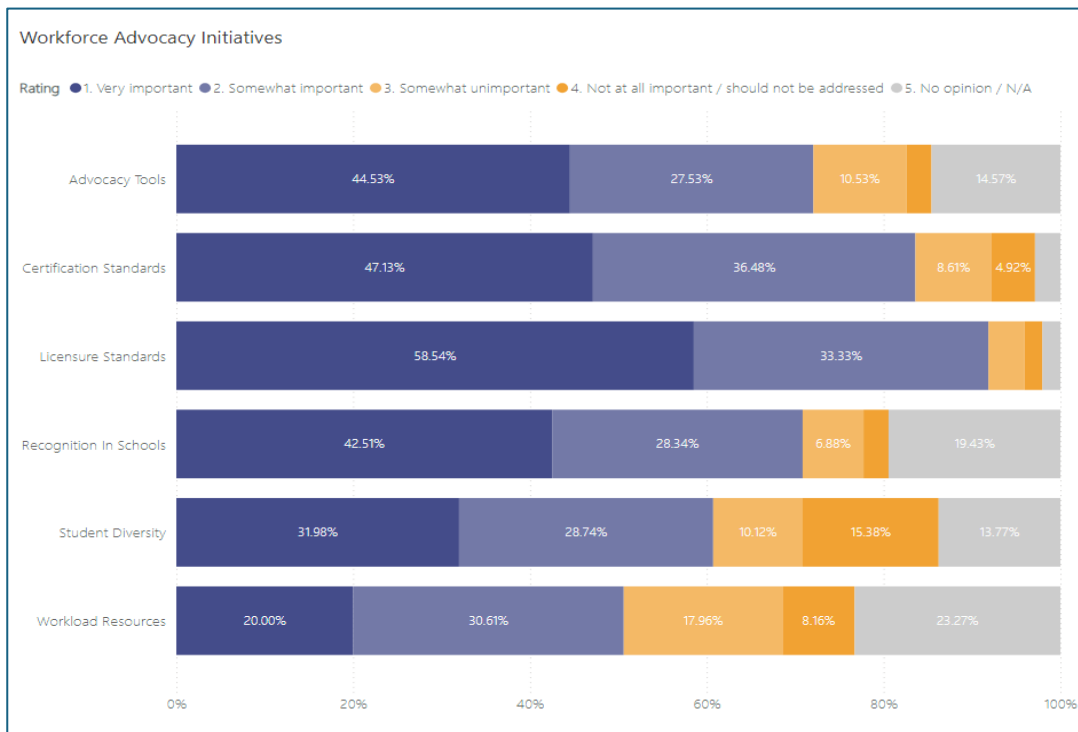


Chart 3.3 – Professional Area: Speech-Language Pathology (n= 1,944)

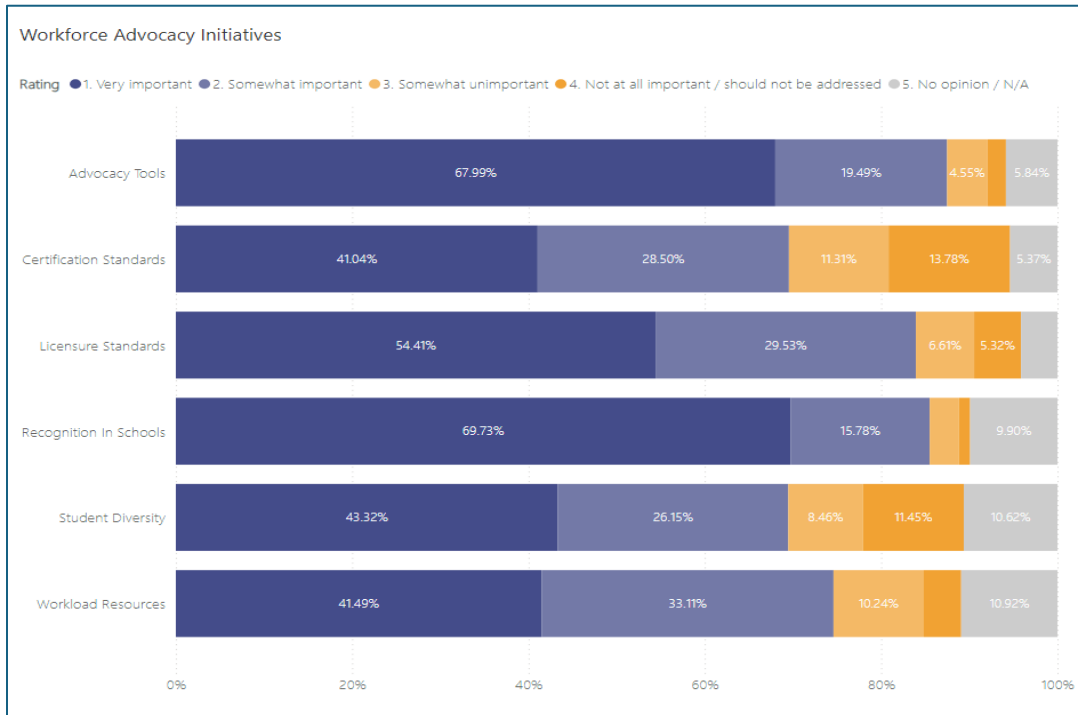
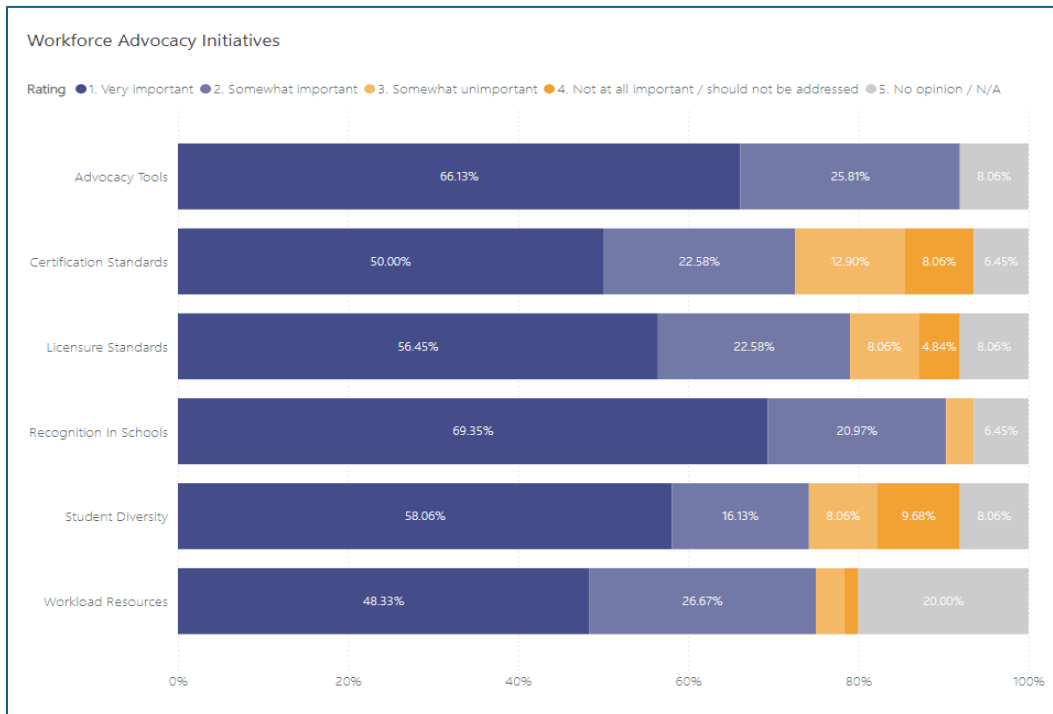


Chart 3.4 – Professional Area: Speech, Language, or Hearing Science/Other (n= 62)



Common Themes Expressed in Comments Section

Administrative Understanding

- **Summary:** Respondents provided feedback on the lack of understanding among administrators about the roles and responsibilities of SLPs and that misunderstandings about the profession can lead to inadequate support and unrealistic expectations.
- **Examples of Feedback:**
 - "Administrators know very little about what speech-language pathologists actually do."
 - "It's important to educate administrators about the roles and responsibilities of SLPs to ensure proper support."

Caseload Management

- **Summary:** Respondents voiced significant concerns about the need to manage caseloads better to prevent burnout and ensure high-quality care.
- **Examples of Feedback:**
 - "A decrease in caseload is definitely needed in schools to ensure that each child receives adequate attention."
 - "Overwhelming school caseloads are a major issue that needs to be addressed."

Licensing Standards

- **Summary:** Respondents highlighted the need to maintain high standards for licensing and certification, along with addressing the challenges of varying state requirements.
- **Examples of Feedback:**
 - "Licensing requirements and certification standards should be consistent across states."
 - "There needs to be advocacy for maintaining high standards while addressing the differences in state requirements."

Salaries

- **Summary:** Respondents expressed the need for ASHA to push for better salaries that reflect the expertise and training of audiologists and SLPs.
- **Examples of Feedback:**
 - "Advocate for higher salaries for SLPs. Be transparent about how salaries compare across different states and settings."
 - "Higher salaries would help attract and retain qualified professionals."

Work Environment and Support

- **Summary:** Respondents highlighted the need for better support from employers and the importance of creating a conducive work environment.
- **Examples of Feedback:**
 - "SLPs need a supportive work environment with adequate resources to perform their duties effectively."
 - "We need better resources and support from our employers to provide quality care."

EMERGING ADVOCACY PRIORITIES

As part of the survey, respondents were provided an open comment section and encouraged to list any new or emerging issues that should be brought to the GAPPB's attention.

Common Themes Expressed in Comments Section

Education Funding

- **Summary:** Respondents emphasized that adequate funding for K-12 schools is essential for providing the necessary support and resources for children with speech and hearing issues. Proper funding allows for the hiring of qualified staff, access to specialized programs, and the purchase of necessary equipment and materials.
- **Examples of Feedback:**
 - "Fully funded K-12th schools!!!"
 - "Schools need more financial resources to support children with communication disorders."

Hearing Aid Coverage

- **Summary:** Respondents emphasized that insurance coverage for hearing aids is often inadequate, leading to high out-of-pocket costs for patients. Improved coverage would increase accessibility and affordability, ensuring that more individuals who need hearing aids can obtain them.
- **Examples of Feedback:**
 - "Insurance companies need to cover hearing aids to make them more affordable for patients."
 - "Better coverage for hearing aids is essential to ensure that people can access the devices they need."

Temporary Licensure for Students

- **Summary:** Respondents suggested advocating for temporary licensure for audiology doctorate fourth-year students to help them gain practical experience and enter the workforce more smoothly.
- **Examples of Feedback:**
 - "Temporary licensure would allow students to gain hands-on experience and ease the transition into the workforce."
 - "Licensure for students would help address the workforce shortage in our field."

Workforce Support and Compensation

- **Summary:** Respondents highlighted ensuring adequate support and fair compensation for audiologists and SLPs as a key concern.
- **Examples of Feedback:**
 - "Support for better compensation and working conditions is crucial to retain skilled professionals."
 - "We need more support and fair wages to continue providing quality care."

ADVOCACY ENGAGEMENT FEEDBACK

Member Awareness of ASHA Advocacy Components

Respondents were asked to rate their **awareness** of the following components of ASHA Advocacy.

Advocacy Component	Awareness scale:
Action Alerts (sent via email)	<ul style="list-style-type: none"> • Very familiar • Somewhat familiar • Somewhat unfamiliar • Not at all familiar
Advocacy webpages (asha.org/advocacy)	
ASHA Advocacy's social media sites (i.e., Facebook, X [formerly Twitter])	
ASHA Headlines messages (sent via email), including the ASHA Advocate newsletter	
ASHA's main social media sites (i.e., Facebook, Instagram, LinkedIn, X [formerly Twitter])	
Public Policy Agenda	
Take Action webpages (asha.org/advocacy/takeaction) for grassroots engagement	

Response summaries for all respondents and professional area segments included below:

Chart 5.1 – All Respondents (n= 2,043)

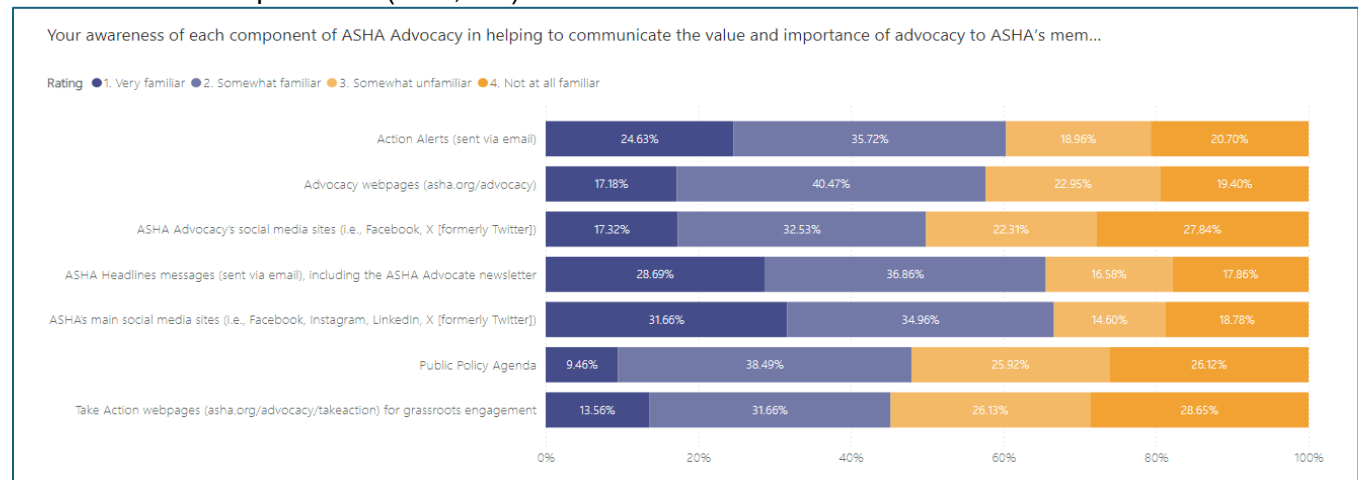


Chart 5.2 – Audiology (n= 236)

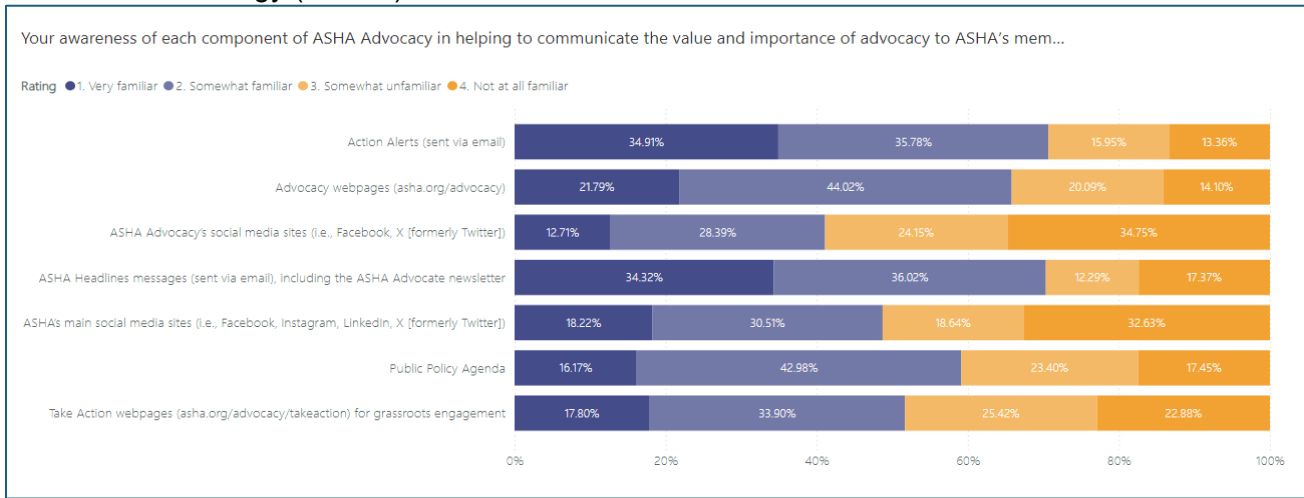


Chart 5.3 – Speech-Language Pathologists (n= 1,801)

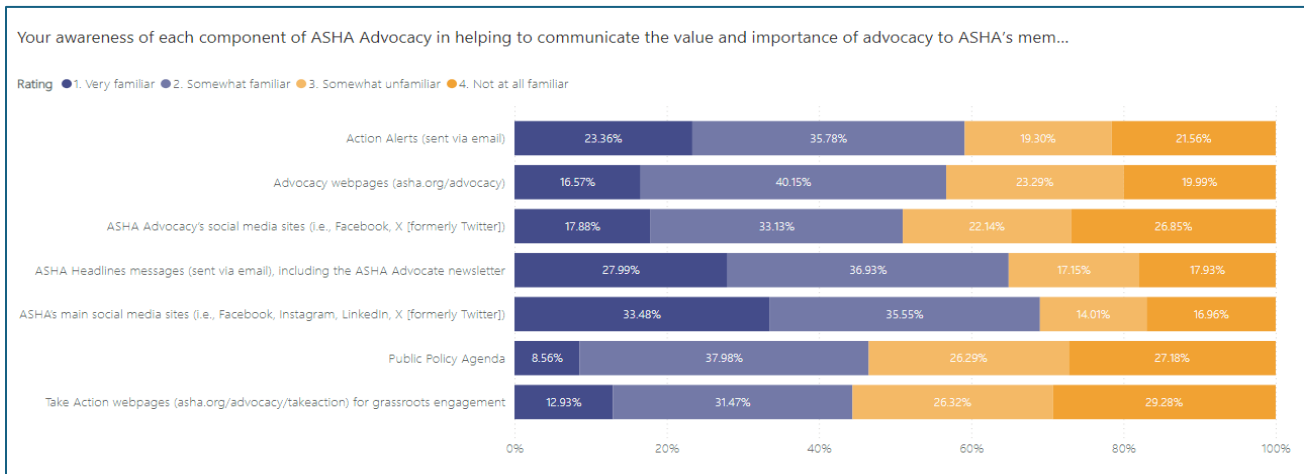
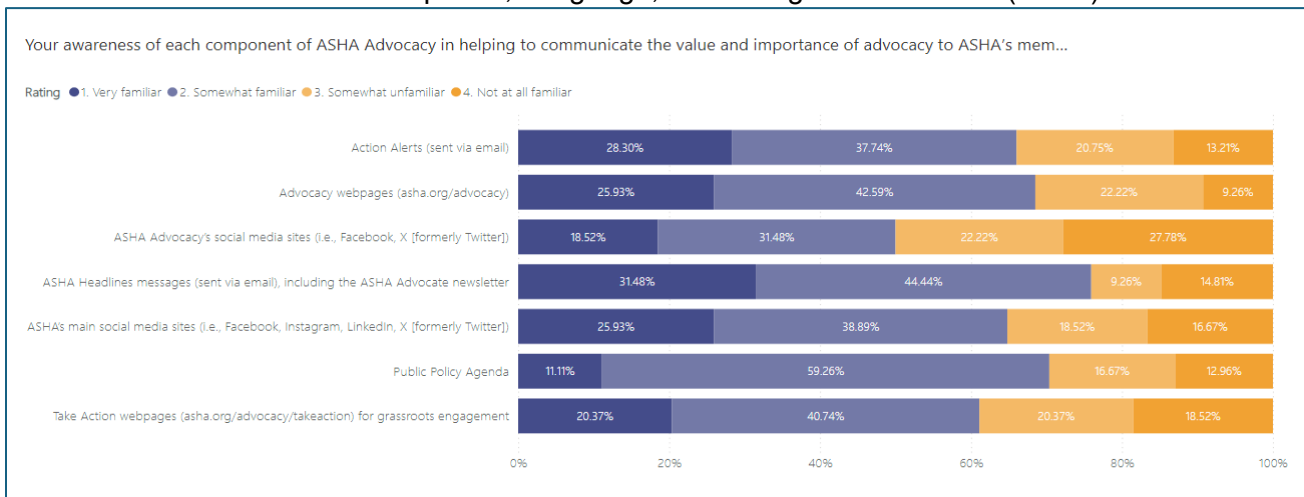


Chart 5.4 – Professional Area: Speech, Language, or Hearing Science/Other (n= 54)



Importance of ASHA Advocacy Components

Respondents were asked to rate how **important** each of the components are to them.

Advocacy Component	Importance scale:
Action Alerts (sent via email)	<ul style="list-style-type: none"> • Very important • Somewhat important • Somewhat unimportant • Not at all important
Advocacy webpages (asha.org/advocacy)	
ASHA Advocacy's social media sites (i.e., Facebook, X [formerly Twitter])	
ASHA Headlines messages (sent via email), including the ASHA Advocate newsletter	
ASHA's main social media sites (i.e., Facebook, Instagram, LinkedIn, X [formerly Twitter])	
Public Policy Agenda	
Take Action webpages (asha.org/advocacy/takeaction) for grassroots engagement	

Chart 6.1 – All Respondents (n= 2,043)

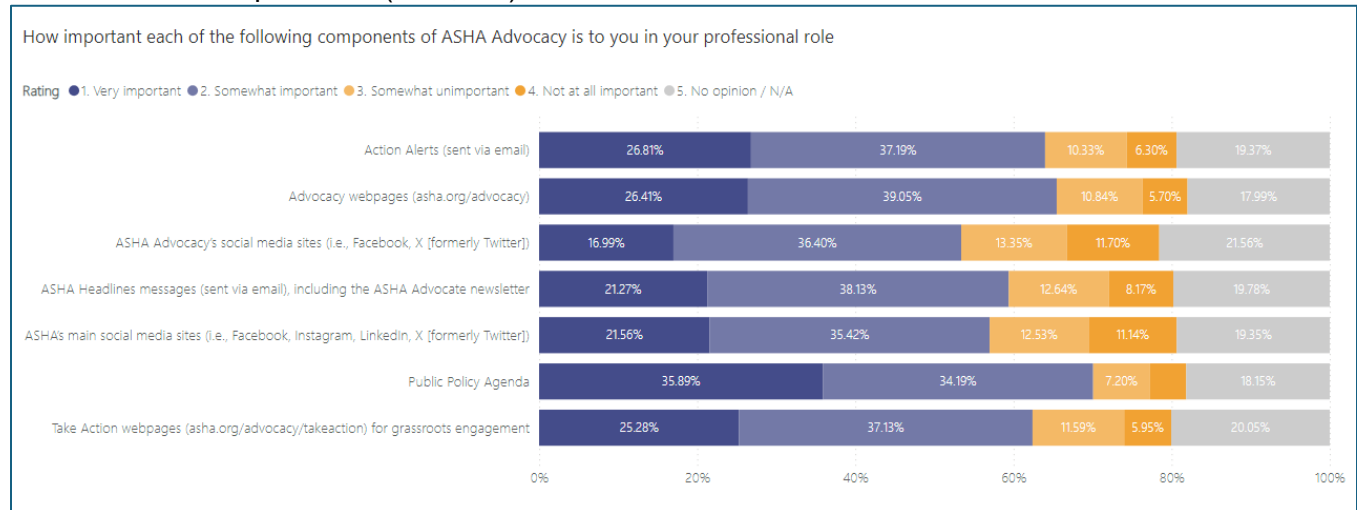


Chart 6.2 – Audiologists (n= 236)

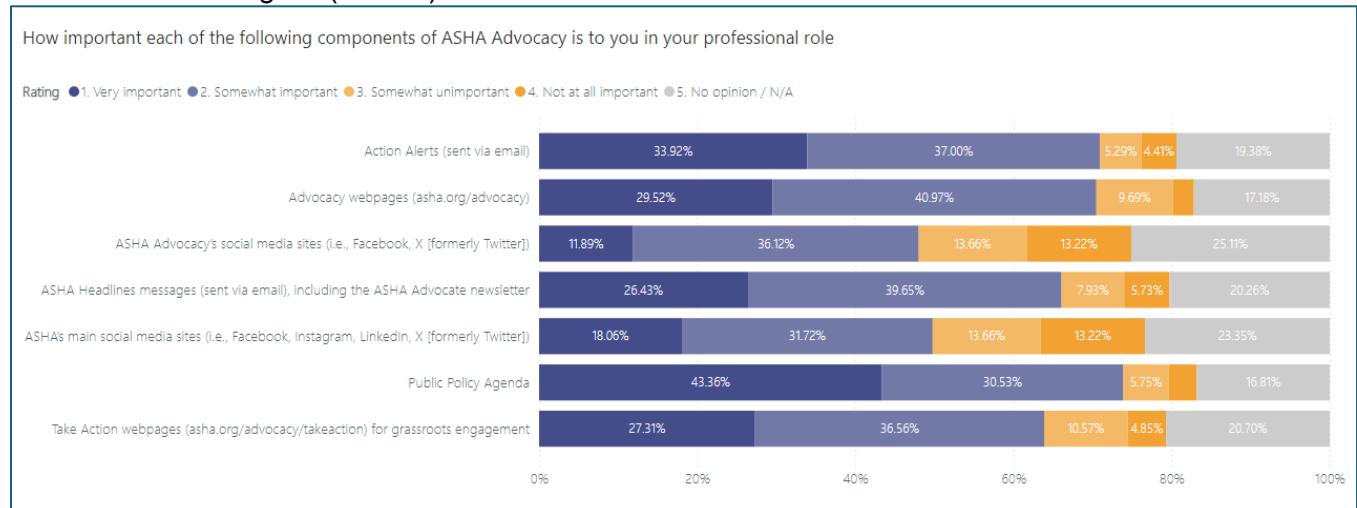


Chart 6.3 – Speech-Language Pathologists (n= 1,801)

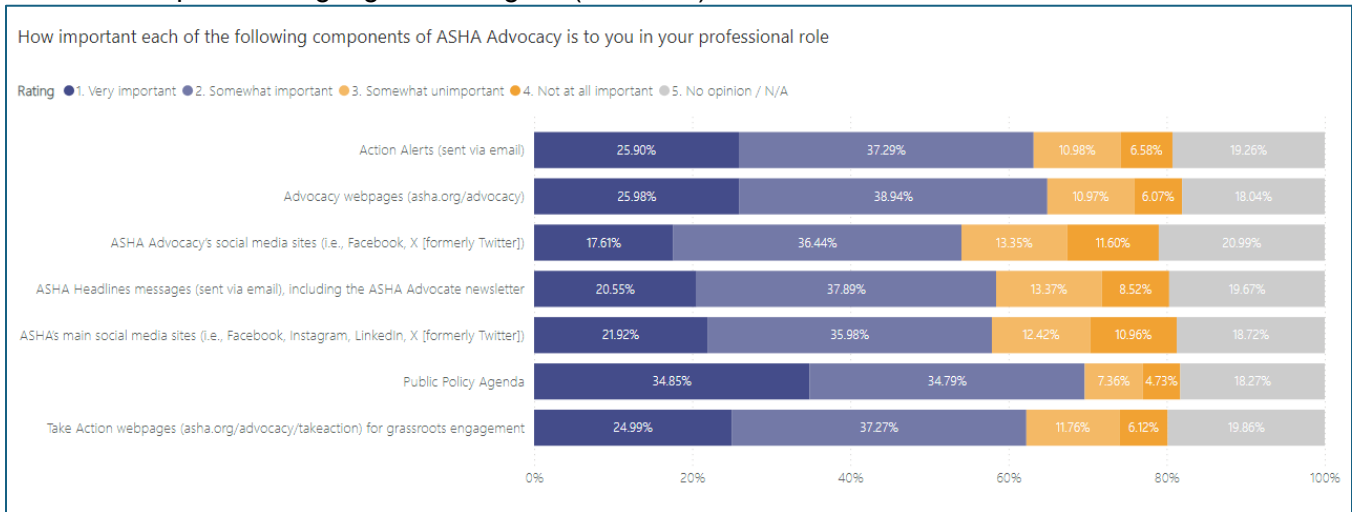
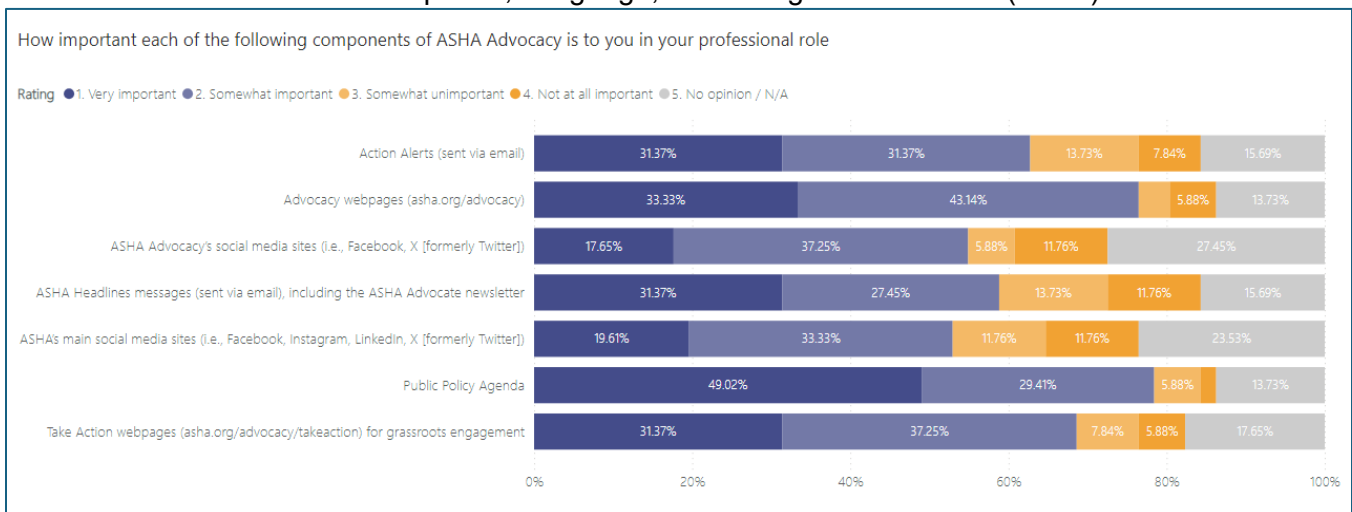


Chart 6.4 – Professional Area: Speech, Language, or Hearing Science/Other (n= 62)



Member Advocacy Engagement Responses

Members were asked to **select all that apply** to describe their **engagement in advocacy**.

Chart 7.1 – All Respondents (n= 1,983)

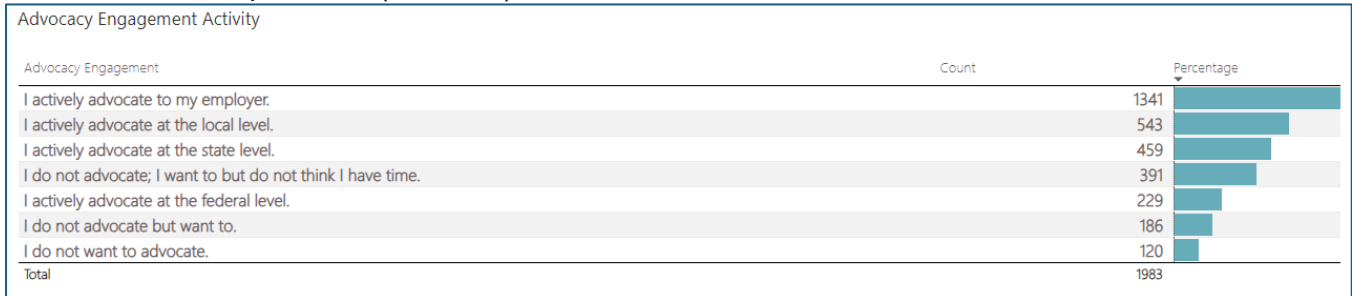


Chart 7.2 – Audiologists (n= 232)

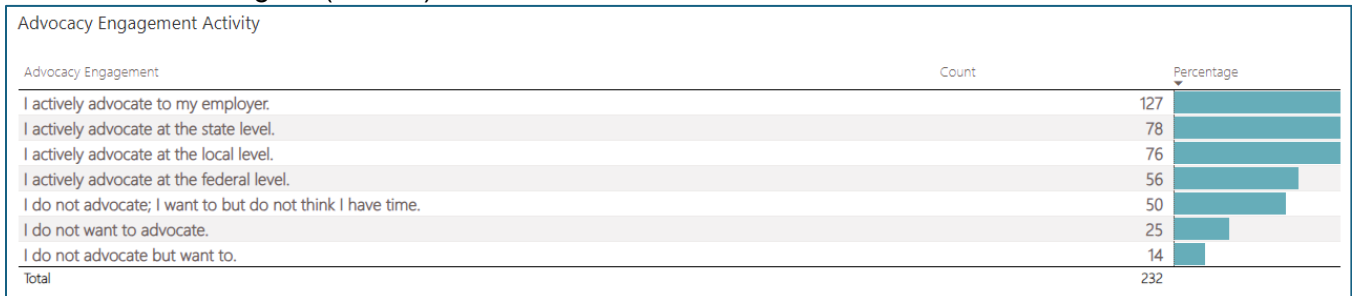


Chart 7.3– Speech-Language Pathologists (n= 1,745)

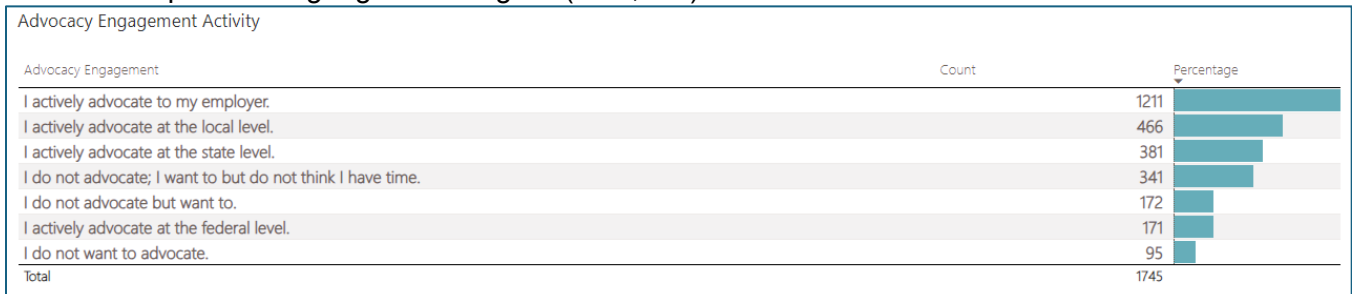


Chart 7.4 –Professional Area: Speech, Language, or Hearing Science/Other (n= 54)

