



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION



Survey Methodology, Respondent Demographics, and Glossary

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Executive Summary

In the spring of 2004, the American Speech-Language Hearing Association (ASHA) conducted a survey of speech-language pathologists designed to provide information about school-based service delivery and to update and expand information gathered during ASHA's 1995 and 2000 Schools Surveys.

Overall Findings:

- ◆ Response rate = 70%
- ◆ 54% employed in elementary schools
- ◆ 76%-92% employed as clinical service providers
- ◆ More than 90% worked full time
- ◆ Fewer than 3% held doctoral degrees
- ◆ Average experience: 15-18 years
- ◆ Average age: mid 40s
- ◆ Up to 5% live and work in different states
- ◆ Speech-language pathologists in special day/residential schools: more likely than those in other facilities to work for an hourly salary (18%), to work in a metropolitan area (46%), and to work in the northeast (45%)

Survey Methodology

- ◆ Sample Design
- ◆ Response Rate
- ◆ Experimental Design
- ◆ Data Entry

Demographics

- ◆ Primary Employment Facility
- ◆ Excluding "Other"
- ◆ Primary Employment Function
- ◆ Employment Status
- ◆ Salary Basis
- ◆ Highest Degree
- ◆ Years of Experience
- ◆ Population Density
- ◆ Geographic Distribution
- ◆ Sex
- ◆ Age
- ◆ Ethnicity and Race

Glossary

Other Reports

Suggested Citation

Supplemental Sources

Additional Information

Appendix: Data Tables

Survey Methodology

Sample Design

The survey was mailed on March 5, 2004, to a random sample of 4000 ASHA certified speech-language pathologists who were employed in school settings and who lived in the United States. Individuals who returned their surveys were removed from second (April 2) and third (April 30) mailings. Each mailing consisted of a personalized cover letter, a numbered survey, and a #10 postage-paid business return envelope inserted into a #11 window envelope with an ASHA return address. Metered postage was at the full, first-class rate.

Response Rate

Of the original 4000 speech-language pathologists in the sample, 136 were ineligible. The number of respondents was 2692, resulting in a 69.7% response rate.

Table 1. Calculation of Response Rate

Disposition	Number
Original (gross) sample size	4000
No longer employed in the field	15
Retired	30
Ineligible for other reasons	91
Net sample size	3864
Number of respondents	2692
$2692 / 3864 = 69.7\%$	

Experimental Design

A methodological experiment was designed into the survey to test whether the color of the paper on which the survey was printed would have an effect on response rate. Half of the sample received a survey printed on white paper, and half received one printed on peach colored paper. All surveys had 39 questions on 25.5" x 11" paper folded to 8.5" x 11" and printed two columns per page. Font was Arial 11. The sixth page contained a message about the survey and about reports from previous surveys as well as a thank you note and contact information should respondents have questions.

Table 2 shows that there was no variation in response rates attributable to the color of the paper.

Table 2. Response Rate by Paper Color

Disposition	White	Peach
Original (gross) sample size	2000	2000
No longer employed in the field	6	9
Retired	8	22
Ineligible for other reasons	43	48
Net sample size	1943	1921
Number of respondents	1355	1337
Response rate	69.7%	69.6%

Data Entry

In order to ensure the highest quality data reasonably possible, each of the 2692 completed surveys was checked, and erroneous responses were corrected or deleted by the ASHA staff member with primary responsibility for the survey. The forms were then sent to an outside firm for two-pass (key and verify) data entry. This process was completed by mid-June 2004.

**Demo-
graphics**

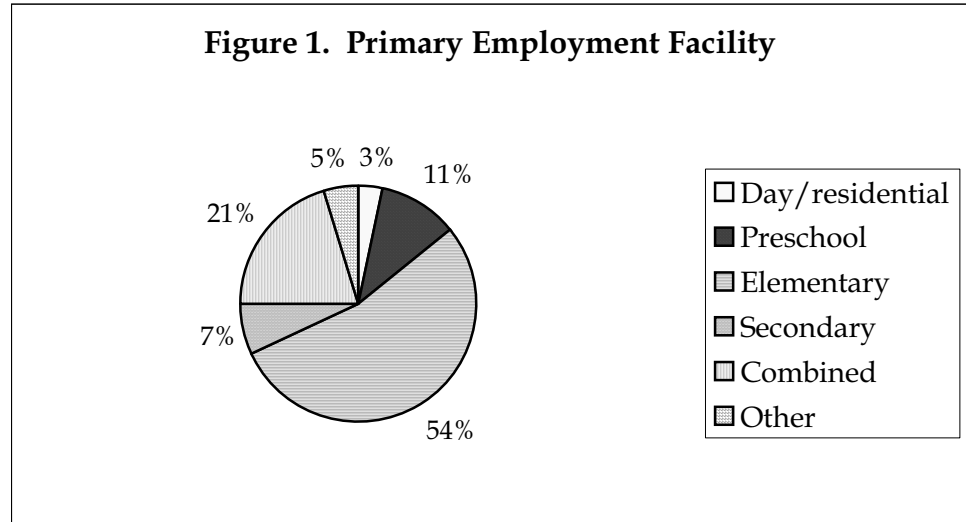
Not only is it typically the case that some individuals who receive a survey do not complete it (unit nonresponse), it is likewise true that some who return theirs do not answer every question (item nonresponse) and thus do not qualify for inclusion in portions of a report. They may be excluded because they did not answer a question at all or because their answer disqualified them (such as stating that they were employed part time when a particular analysis was limited to full-time employees). For example, among the 2692 respondents, only 2556 were included in reporting on their primary employment facility because they:

- ◆ indicated that they had ASHA certification in speech-language pathology (CCC-SLP)
- ◆ indicated that they were employed full time or part time
- ◆ identified the type of employment facility where they were employed.

As is our practice, we do not report data for cells with fewer than 25 respondents.

**Primary
Employment
Facility**

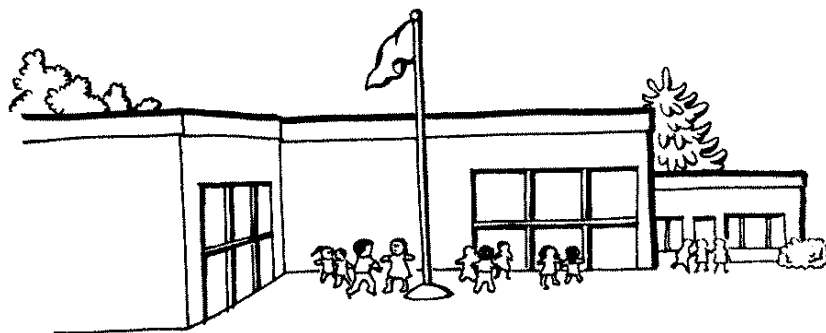
More than half (54%) of the respondents were employed in elementary schools, as shown in Figure 1.



n = 2556

**Excluding
"Other"**

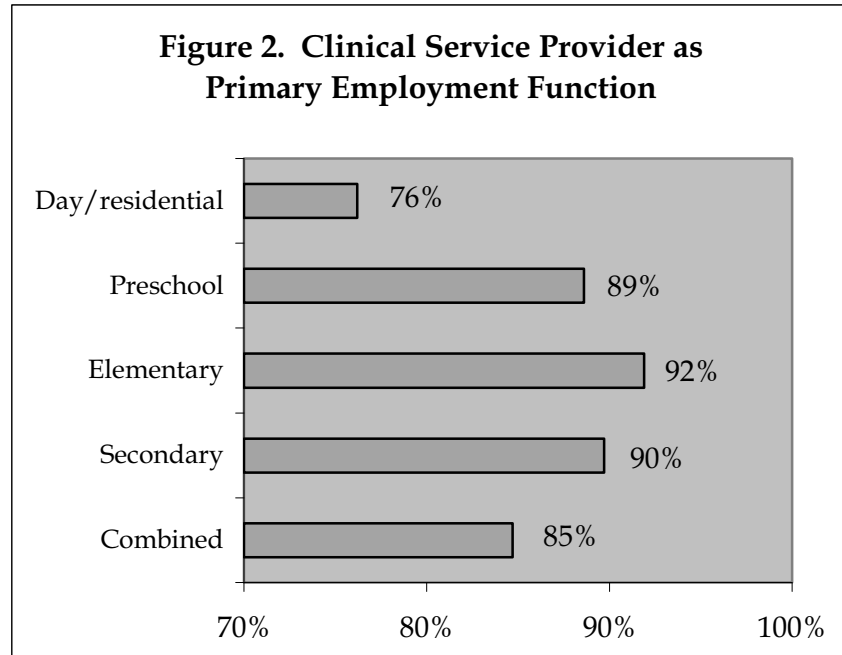
The 118 individuals who work in an "other" type of facility have been included in the 2004 Schools Survey Reports only as part of the "total," not as a separate category of facility because of the ambiguous nature of this small group of individuals (Appendix, Table 1). Also included in the "total" is the group of 46 respondents who did not answer the question about their type of facility.



**Primary
Employment
Function**

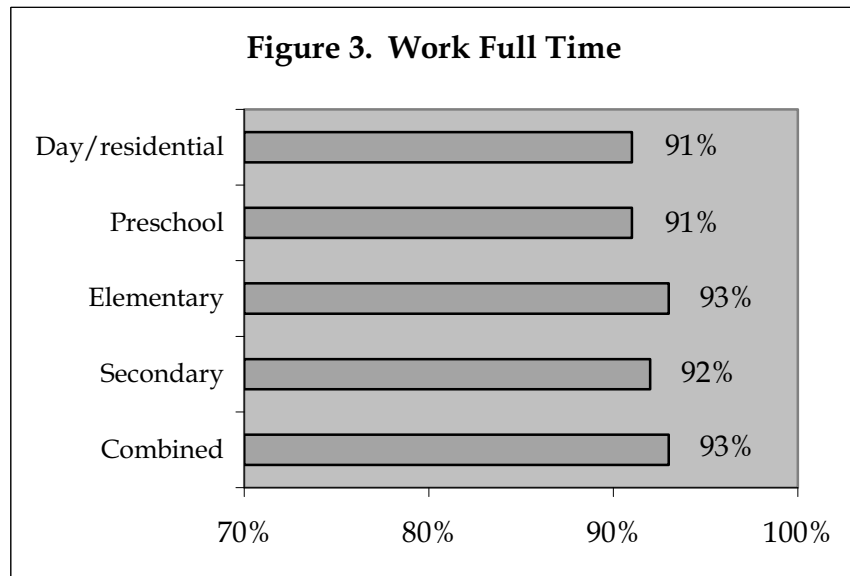
The vast majority of respondents in all types of facilities were clinical service providers (Figure 2). The highest proportion was in elementary schools (92%) and the lowest in day or residential schools (76%). Day or residential schools had a greater percentage of consultants (6%) and administrators or supervisors (14%) than did the other facilities (Appendix, Table 2).

Employment Status



n = 2428

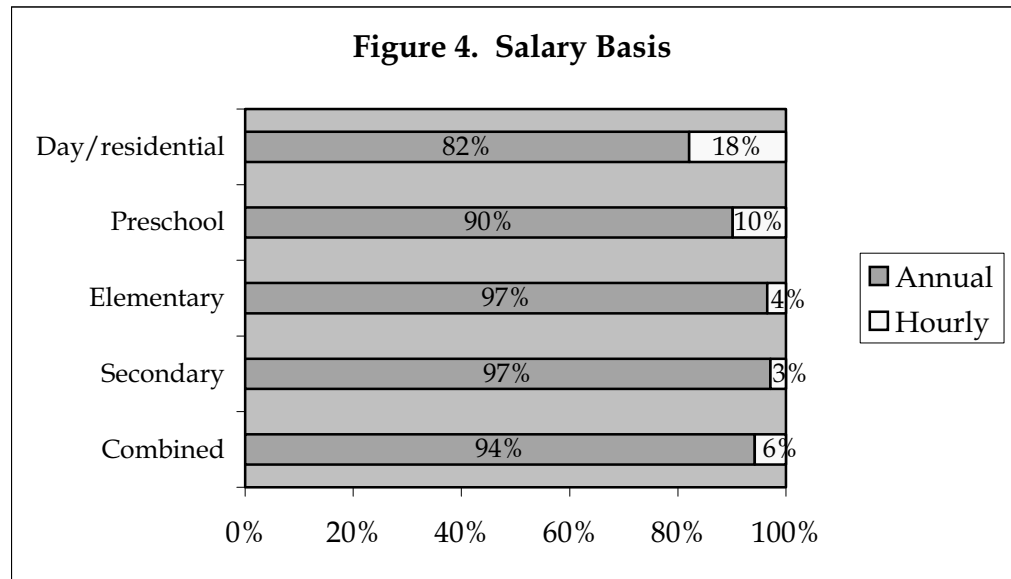
More than 90% of the speech-language pathologists in the survey worked full time (Figure 3) for between 36 and 38 hours per week. Between seven and ten percent worked part time for an average of about 22 hours per week (Appendix, Table 3).



n = 2444

Salary Basis

Individuals in day or residential schools were more likely than those in other settings to be paid on an hourly basis (Appendix, Table 4).



n = 2426

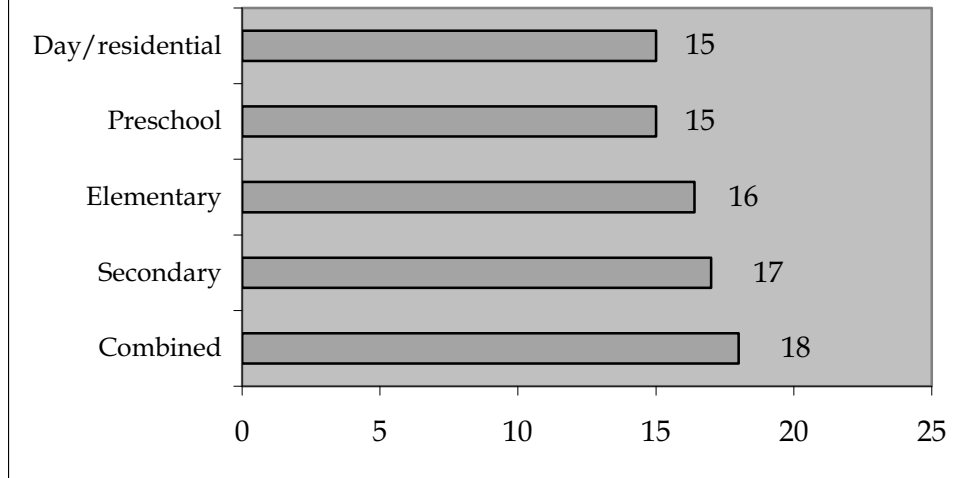
Highest Degree

As a group, fewer than 1% of speech-language pathologists reported having received a doctoral degree, but this varied slightly by type of facility with a higher proportion of doctoral degree recipients in day or residential schools (2%) than in other types of facilities (Appendix, Table 5).

Years of Experience

The number of years of experience averaged about 17, varying only slightly between types of facilities. The average (median) in day/residential schools and preschools was 15 years; in elementary schools it was 16; in secondary schools, the average was 17 years; and in combined school settings, it was 18 (Figure 5; Appendix, Table 6).

Figure 5. Median Years of Experience



n = 2442

Population Density

Speech-language pathologists who were employed either full time or part time were much more likely to work in a metropolitan/urban area if they were employed in a day or residential school (46%) than if they worked in any other type of facility (24% to 31%). On the other hand, speech-language pathologists who worked in combined school settings (39%) were more likely than those in other types of settings (7% to 25%) to work in rural areas (Appendix, Table 7).

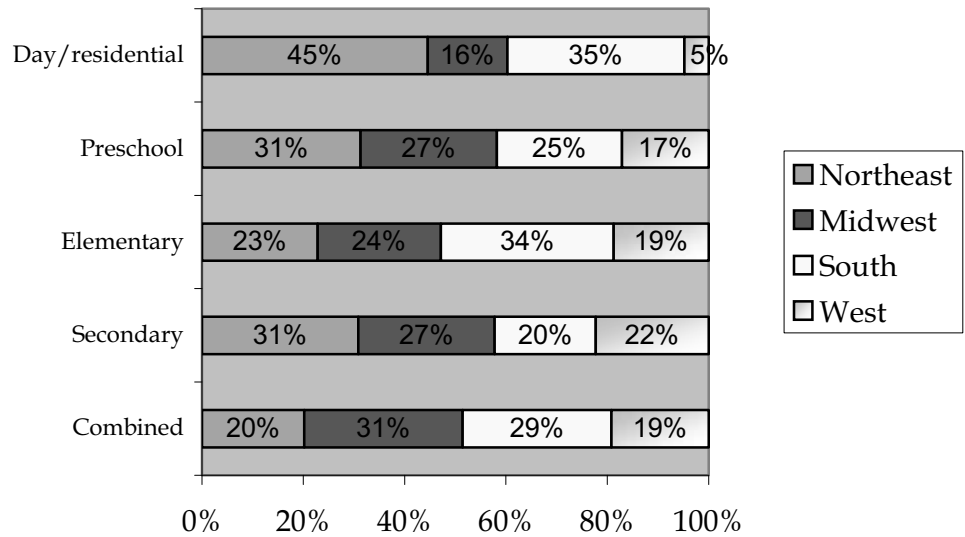
Geographic Distribution

Nearly half (45%) of the speech-language pathologists who worked in day or residential schools were employed in the northeast, and fewer worked in the west (5%) than in any other region (Figure 6). In both preschools and secondary schools, too, more worked in the northeast (31%) than in other regions.

In elementary schools, the south (34%) had the greatest proportion of speech-language pathologists; in combined school settings, the midwest had more than other regions (31%).

Table 8 in the Appendix shows that 15 individuals worked in two states. Not surprisingly, at least 95% of the respondents lived in the state where they worked (Appendix, Table 9).

Figure 6. Employment by Region of the Country Where Employed



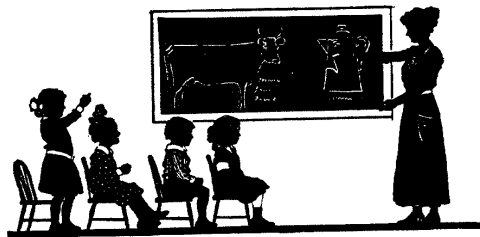
n = 2427

Sex

The likelihood of speech-language pathologists in the schools being male was very low: only 3%, on average. There was a higher proportion of males working in secondary schools (6%) than in other settings, where the range was from 0% (day/residential schools) to 4% (combined schools) (Appendix, Table 10).

Age

The mean and median ages of the speech-language pathologists who participated in the survey were the early to mid 40s in all facility types. There was more variability in the mode (the answer that was mentioned more often than any other). The mode in most facilities was between 49 and 53 – except in preschools where the modal age was 29 (Appendix, Table 11).



Ethnicity and Race

The overall percentage of Hispanics/Latinos working in the schools was less than 2% although it did increase to nearly 3% in preschools (Appendix, Table 12).

There was a higher proportion of Black or African Americans in day/residential schools (5%) than in any other type of facility. In preschool, elementary, secondary, and combined schools, there were fewer than 5% racial minorities (Appendix, Table 13).

Glossary

A glossary of terms used in the 2004 Schools Survey Reports is included.

Types of Facilities

School: Special day/residential
 Pre-elementary (preschool)
 Elementary
 Secondary
 Combined schools
 Other

Respondents self-identified their primary employment facility as one of the following types of schools: special day/residential, pre-elementary (preschool), elementary, secondary, combined school settings, or other. Individuals from the “other” category are included when total responses are discussed, but they are not discussed as a separate type of facility because their numbers were fairly small ($n = 118$) and because of the uncertain nature of the category.

Random Sample

A sample of 4000 ASHA certified speech-language pathologists were randomly selected to participate in this survey. A random sample is a probabilistic sample in which each person has an equal chance of being selected. This is a requirement for generalizing responses from a sample to the broader population from which they were selected.

Response Rate

The response rate was calculated using the following equation:

$$RR = \frac{(C + P)}{S - (Ret + I)}$$

where

- RR = Response rate
- C = Number of completed surveys
- P = Number of partial surveys
- S = Sample size
- Ret = Ineligible because of retirement
- I = Ineligible for other reasons (e.g., does not work in a school, no longer in the field, on leave of absence)

$$RR = \frac{2692}{4000 - (30 + 106)} = 69.7\%$$

Types of Averages

Mean: Add the total of all the values and divide by *n* (the number of items).

Median: Arrange the values in order, from lowest to highest. Select the value in the middle position.

Mode: The value that occurs more often than any other value

Example: Sample data set

1, 1, 7, 34, 88

Mean: $(1 + 1 + 7 + 34 + 88) / 5 = 26.2$

Median: 7

Mode: 1

The statistic that is reported as the “average” in the 2004 Schools Survey is the median (middle) statistic unless otherwise noted. Median statistics are presented because they are more stable and less sensitive to extreme values than are means.

Regions of the Country

Northeast

- ◆ Middle Atlantic
 - New Jersey
 - New York
 - Pennsylvania
- ◆ New England
 - Connecticut
 - Maine
 - Massachusetts
 - New Hampshire
 - Rhode Island
 - Vermont

South

- ◆ East South Central
 - Alabama
 - Kentucky
 - Mississippi
 - Tennessee
- ◆ South Atlantic
 - Delaware
 - District of Columbia
 - Florida
 - Georgia
 - Maryland
 - North Carolina
 - South Carolina
 - Virginia
 - West Virginia
- ◆ West South Central
 - Arkansas
 - Louisiana
 - Oklahoma
 - Texas

Midwest

- ◆ East North Central
 - Illinois
 - Indiana
 - Michigan
 - Ohio
 - Wisconsin
- ◆ West North Central
 - Iowa
 - Kansas
 - Minnesota
 - Missouri
 - Nebraska
 - North Dakota
 - South Dakota

West

- ◆ Mountain
 - Arizona
 - Colorado
 - Idaho
 - Montana
 - Nevada
 - New Mexico
 - Utah
 - Wyoming
- ◆ Pacific
 - Alaska
 - California
 - Hawaii
 - Oregon
 - Washington

Other Reports

Results from the 2004 Schools Survey are reported in a series of topical reports:

- Demographic characteristics and a glossary of terms
- Caseload characteristics
- Salaries
- Workforce
- Frequencies of responses to all 39 questions on the survey

Suggested Citation

American Speech-Language-Hearing Association. (2004). *2004 Schools survey report: Survey methodology, respondent demographics, and glossary*. Rockville, MD: Author.

Supplemental Sources

Agresti, A. & Finlay, B. (1986). *Statistical methods for the social sciences* (2nd ed.). San Francisco: Dellen Publishing Company.

American Speech-Language-Hearing Association. (2003). *Implementation guide: A workload analysis approach for establishing speech-language caseload standards in the schools*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (2002). *A workload analysis approach for establishing caseload standards in the schools: Technical report, position statement, and guidelines*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (1999). *Guidelines for the roles and responsibilities of the school based speech-language pathologist*. Rockville, MD: Author.

Dillman, D. A. (2000). *Mail and internet surveys: The tailored design method* (2nd ed.). New York: John Wiley & Sons.

Additional Information

For additional information regarding the 2004 School Survey, please contact Kathleen Whitmire, Director of ASHA's School Services, at 301-897-5700, extension 4137 (kwhitmire@asha.org). To learn more about how the Association is working on behalf of school-based ASHA certified members, visit ASHA's Web site at <http://www.asha.org/members/slp/schools>

Appendix: Data Tables

Table 1: Primary Employment Facility

<p>Q. 9 Primary Employment Facility. Circle the <u>number</u> of the <u>one</u> primary facility that best describes the one in which you worked <u>most</u> of the time on your typical day. (For individuals engaged in private practice, indicate the type of facility in which you deliver most of your services.) (Percents)</p> <p>Analyses limited to respondents who met the following criteria:</p> <ul style="list-style-type: none"> ❖ CCC-SLP ❖ Employed full time or part time 	Response	Frequency	Valid Percent
Special day/residential school		84	3.3
Pre-elementary (preschool)		276	10.8
Elementary school		1378	53.9
Secondary school		175	6.8
Combined school settings (several schools)		525	20.5
Other		118	4.6
Subtotal		2556	
Missing		46	
Total		2602	

Table 2: Primary Employment Function

Q. 10 Primary Employment Function. Circle the number of the one position that best describes how you spent most of your time on that typical day. (Percents)

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

Response	Total (n = 2581)	Day/ Residential (n = 84)	Preschool (n = 272)	Elementary (n = 1373)	Secondary (n = 175)	Combined (n = 524)	Other (n = 115)
Clinical service provider (includes all direct services to clients, including those in regular classrooms)	87.5	76.2	88.6	91.9	89.7	84.7	50.4
Special education teacher	4.7	2.4	4.0	5.7	8.0	2.1	1.7
College/university faculty member	0.2	0.0	0.0	0.1	0.0	0.0	1.7
Researcher	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Consultant	1.4	6.0	0.7	0.4	0.0	2.9	7.0
Administrator/supervisor/director	4.9	14.3	4.0	1.4	1.7	8.8	28.7
Other	1.4	1.2	2.6	0.5	0.6	1.5	10.4

Table 3: Employment Status

Q. 7 Which one of the following categories best describes your employment status? (Percents except where otherwise noted.)									
Analyses limited to respondents who met the following criterion: ❖ CCC-SLP									
Response	Total	Day/ Residential	Preschool	Elementary	Secondary	Combined	Other		
Employed full time (If selected, answer item below)	(n = 2676) 89.2	(n = 84) 90.5	(n = 277) 91.3	(n = 1381) 92.5	(n = 176) 92.0	(n = 526) 92.6	(n = 120) 78.3		
Number of hours paid for during that week:	(n = 2245)	(n = 70)	(n = 236)	(n = 1206)	(n = 153)	(n = 459)	(n = 90)		
Mean	37.5 hours	36.2 hours	37.4 hours	37.5 hours	37.7 hours	37.7 hours	38.4 hours		
Median	38.0 hours	35.0 hours	37.5 hours	38.0 hours	39.0 hours	40.0 hours	40.0 hours		
Mode	40.0 hours	40.0 hours	40.0 hours	40.0 hours	40.0 hours	40.0 hours	40.0 hours		
Employed part time (If selected, answer item below)	8.0	9.5	8.3	7.2	7.4	7.2	20.0		
Number of hours paid for during that week:	(n = 208)	(n = 8)	(n = 23)	(n = 98)	(n = 12)	(n = 37)	(n = 23)		
Mean	21.9 hours			22.5 hours		22.7 hours			
Median	22.5 hours			22.5 hours		24.0 hours			
Mode	24.0 hours			24.0 hours		28.0 hours			
On leave of absence	1.5	0.0	0.4	0.1	0.6	0.0	0.8		
Not employed but <u>actively</u> seeking employment	0.1	0.0	0.0	0.0	0.0	0.0	0.0		
Not employed and not seeking employment	0.4	0.0	0.0	0.0	0.0	0.0	0.8		
Retired	0.7	0.0	0.0	0.1	0.0	0.2	0.0		

Table 4: Salary Basis

Q. 11 In your primary job, are you paid on an annual or an hourly basis? (Percents)
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Employed full time or part time

Response	Total	Day/ Residential	Preschool	Elementary	Secondary	Combined	Other
	(n = 2586)	(n = 84)	(n = 273)	(n = 1374)	(n = 174)	(n = 521)	(n = 118)
Annual salary	94.1	82.1	90.1	96.5	97.1	94.2	79.7
Hourly rate (SKIP to Q. 14.)	5.9	17.9	9.9	3.5	2.9	5.8	20.3

Table 5: Highest Degree

Q. 29 Check the appropriate boxes to identify degrees you have earned both (a) in the professions—that is, in speech-language pathology; audiology; or speech, language, hearing science—and (b) outside these fields. (Check all that apply but count only actual degrees, not equivalencies, and do not include degrees expected but not yet conferred.)
 (Percents)

Response	Total		Day/Residential		Preschool	
	In	Outside	In	Outside	In	Outside
	(n = 2692)		(n = 84)		(n = 281)	
Bachelor's	71.4	18.0	66.7	23.8	74.7	14.9
Master's	99.2	5.0	96.4	7.1	98.9	4.3
Doctorate	0.3	0.6	2.4	2.4	0.0	0.0
Other	0.7	3.9	1.2	3.6	0.0	3.2

(Table continues on next page.)

Response	Elementary		Secondary		Combined	
	In	Outside	In	Outside	In	Outside
	(n = 1387)		(n = 176)		(n = 530)	
Bachelor's	72.5	18.8	69.3	19.9	70.8	15.7
Master's	99.6	5.0	98.9	5.7	99.4	4.9
Doctorate	0.1	0.2	0.6	1.1	0.0	1.3
Other	0.6	3.7	1.7	6.8	0.6	3.8
	Other					
	In	Outside				
	(n = 121)					
Bachelor's	62.8	19.0				
Master's	98.3	5.8				
Doctorate	0.8	2.5				
Other	0.8	3.3				

Table 6: Years of Experience

Q. 30. How many years have you been employed in the speech-language pathology and/or audiology profession(s)?
(Round to the nearest full year. Enter "0" if you have never been employed as a member of either profession.)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Number of years	Total (n = 2673)	Day/ Residential (n = 84)	Preschool (n = 278)	Elementary (n = 1378)	Secondary (n = 176)	Combined (n = 526)	Other (n = 118)
Mean	16.7	15.4	15.4	16.4	17.9	17.8	17.9
Median	17.0	15.0	15.0	16.0	17.0	18.0	19.0
Mode	4.0	3.0	3.0	4.0	25.0	3.0	7.0*

* Multiple modes exist. The smallest value is shown.

Table 7: Population Density

Q. 31 Which one of the following best describes where you work? (Percents)
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Employed full time or part time

Response	Total (n = 2583)	Day/ Residential (n = 83)	Preschool (n = 274)	Elementary (n = 1372)	Secondary (n = 174)	Combined (n = 520)	Other (n = 116)
Metropolitan/urban area	26.5	45.8	27.4	24.3	31.0	24.0	38.8
Suburban area	48.1	47.0	48.2	51.8	55.2	36.5	48.3
Rural area	25.4	7.2	24.5	23.9	13.8	39.4	12.9

Table 8: Regions of the Country

Q. 32 In what state(s) do you currently work in your primary employment function? (Percents)									
Analyses limited to respondents who met the following criteria:									
❖ CCC-SLP									
❖ Employed full time or part time									
First State	Total	Day/ Residential	Preschool	Elementary	Secondary	Combined	Other		
	(n = 2590)	(n = 83)	(n = 275)	(n = 1369)	(n = 175)	(n = 525)	(n = 117)		
Northeast	24.7	44.6	31.3	22.9	30.9	20.2	27.4		
Middle Atlantic	16.7	39.8	24.7	14.1	20.0	14.1	20.5		
New England	8.0	4.8	6.5	8.8	10.9	6.1	6.8		
Midwest	25.9	15.7	26.9	24.3	26.9	31.2	23.1		
East North Central	16.3	12.0	17.5	15.7	14.9	19.0	12.8		
West North Central	9.6	3.6	9.5	8.5	12.0	12.2	10.3		
South	31.0	34.9	24.7	34.1	20.0	29.3	31.6		
East South Central	4.2	0.0	3.3	4.7	1.7	4.8	1.7		
South Atlantic	17.2	26.5	12.7	20.0	14.9	11.6	19.7		
West South Central	9.7	8.4	8.7	9.3	3.4	13.0	10.3		
West	18.4	4.8	17.1	18.8	22.3	19.2	17.9		
Mountain	7.3	1.2	7.3	7.5	9.7	7.4	5.1		
Pacific	11.1	3.6	9.8	11.2	12.6	11.8	12.8		

(Table continues on next page.)

Q. 32 (Cont'd.) In what state(s) do you currently work in your primary employment function? (Percents)

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time

<u>Second State</u>	Total	Day/ Residential	Preschool	Elementary	Secondary	Combined	Other
	(n = 15)	(n = 0)	(n = 1)	(n = 6)	(n = 1)	(n = 4)	(n = 3)
Northeast							
Middle Atlantic							
New England							
Midwest							
East North Central							
West North Central							
South							
East South Central							
South Atlantic							
West South Central							
West							
Mountain							
Pacific							

Only 15 individuals worked in two states.

Because of the policy of not providing data in cells with fewer than 25 respondents, regional data are not shown for second state of employment.

Table 9: State of Residence and of Employment

Response	Total (n = 2602)	Day/ Residential (n = 84)	Preschool (n = 276)	Elementary (n = 1378)	Secondary (n = 175)	Combined (n = 525)	Other (n = 118)
Yes, live in the state where they work	97.2	95.2	98.6	96.8	96.6	97.9	97.5
No, do not live in the state where they work	2.8	4.8	1.4	3.2	3.4	2.1	2.5

Q. 32 & 33 Do you live in the state where you work? (Note: Individuals who work in more than one state and who live in one of them were coded as living in the state where they work.) (Percents)
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Employed full time or part time

Table 10: Sex

Response	Total (n = 2676)	Day/ Residential (n = 83)	Preschool (n = 278)	Elementary (n = 1380)	Secondary (n = 176)	Combined (n = 526)	Other (n = 121)
Female	97.2	100.0	98.6	97.8	94.3	96.0	95.0
Male	2.8	0.0	1.4	2.2	5.7	4.0	5.0

Q. 34 What is your sex? (Percents)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Table 11: Age

Q. 35 In what year were you born? (Note: year of birth was coded into age.) (Percents)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Response	Total	Day/ Residential	Preschool	Elementary	Secondary	Combined	Other
Average age	(n = 2636)	(n = 83)	(n = 274)	(n = 1361)	(n = 174)	(n = 516)	(n = 119)
Mean	43.1	42.3	41.9	42.6	45.1	43.9	44.5
Median	44.5	43.0	43.0	44.0	46.5	46.0	47.0
Mode	51.0	53.0	29.0	50.0	49.0*	52.0	47.0
Ages in categories							
34 and younger	26.2	30.1	31.8	27.1	16.1	22.5	23.5
35 – 44	23.8	27.7	22.6	25.0	26.4	21.9	20.2
45 – 54	37.8	30.1	34.3	37.8	40.8	43.8	40.3
55 – 64	11.6	12.0	11.3	9.8	16.7	11.6	14.3
65 and older	0.6	0.0	0.0	0.4	0.0	0.2	1.7

*Multiple modes exist. The smallest value is shown.

Table 12: Ethnicity

Q.36 Which one of the following best describes your ethnicity? (Circle one response only.) (Percents)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Response	Total	Day/ Residential	Preschool	Elementary	Secondary	Combined	Other
Hispanic or Latino	(n = 2655)	(n = 81)	(n = 276)	(n = 1372)	(n = 173)	(n = 521)	(n = 120)
Not Hispanic or Latino	1.9	1.2	2.5	1.7	2.3	2.1	1.7
	98.1	98.8	97.5	98.3	97.7	97.9	98.3

Table 13: Race

Q.37 Which of the following best describes your race? (Circle all that apply.) (Percents)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Response	Total (n = 2658)	Day/ Residential (n = 82)	Preschool (n = 276)	Elementary (n = 1372)	Secondary (n = 171)	Combined (n = 523)	Other (n = 121)
Single race only							
American Indian or Alaska Native	0.3	0.0	0.4	0.5	0.0	0.2	0.0
Asian	1.0	1.2	0.7	0.9	1.2	1.1	0.8
Black or African American	2.4	4.9	1.4	2.3	2.3	2.3	4.1
Native Hawaiian or Other Pacific Islander	0.1	1.2	0.4	0.1	0.0	0.0	0.0
White	95.4	91.5	97.1	95.5	95.9	95.8	93.4
Multiple races	0.8	1.2	0.0	0.7	0.6	0.6	1.7