



**ASHA**  
American  
Speech-Language-Hearing  
Association

## 2023 Multilingual Service Providers Survey Results

### Survey Methodology and Response Rate

To gather information about the recruitment, training, and retention of multilingual service providers (MSPs), ASHA sent a survey to all certified audiologists, audiology assistants, speech-language pathologists (SLPs), and speech-language pathology assistants (SLPAs) who had self-identified as an MSP, resided in a U.S. state or territory, and were employed full or part time, according to the association’s membership database.

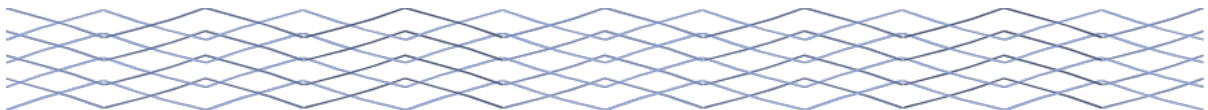
Survey invitations were emailed on December 5, 2023, to 15,544 MSPs (772 audiologists, 2 audiology assistants, 14,683 SLPs, and 87 SLPAs). Reminders were emailed to nonrespondents on December 12 and 19. The survey closed on January 17, 2024.

Of the 15,544 MSPs, 75 had undeliverable email addresses and 18 unsubscribed from receiving online surveys, which left 15,451 possible respondents. The actual number of respondents was 2,557 (91 audiologists, 2,444 SLPs, and 22 SLPAs)—an overall 16.5% response rate (11.8% for audiologists, 16.7% for SLPs, and 25.6% for SLPAs).

### Notes

Results are presented by certification status and work setting and by all respondents. The “CCC-A and CCC-SLP in Schools” group includes audiologists and SLPs in all school types and Early Intervention. The “CCC-A in Health Care” and “CCC-SLP in Health Care” groups include audiologists and SLPs in hospitals, residential health care facilities, and nonresidential health care facilities—which include private practices.

Percentages are rounded and may not add to exactly 100%. Comments have been edited for spelling, grammar, and punctuation. Gail Brook, Surveys and Analysis, prepared this report.



## Key Findings

### Background Information

- Most respondents worked in schools (53%) or nonresidential health care facilities (24%).
- Most respondents' primary employment facility was located in California (19%), Texas (12%), New York (11%), Florida (8%), or Illinois (6%).
- Most (95%) respondents' professional role was SLP.
- Most respondents had been employed in the audiology and/or speech-language pathology professions for 1–10 years (42%) or 11–20 years (31%).
- In addition to English, 75% of respondents were qualified to provide professional and/or clinical services in Spanish.
- In a typical week, most respondents spent 1%-25% or 26%-50% of their total work time at their primary employment facility providing professional and/or clinical services using their language(s) in addition to English.

### Preparation and Recruitment

- When asked who or what inspired or motivated them to become a service provider in audiology or speech-language pathology, most respondents selected *family member or friend* (36%) or *academic coursework* (24%).
- When asked what types of preparation had been most useful to them as a multilingual service provider, 65% of respondents selected *self-teaching on the job*.
- When asked how they obtained the language skills needed to self-identify as a multilingual service provider, 67% of respondents selected *I grew up using my languages regularly with my family, in my home, and/or in my community*.
- When asked what recommendations they had for increasing the number of multilingual service providers, 67% of respondents selected *advocate for better compensation for their skilled work*.
- When asked about their positive experiences working as a multilingual service provider, respondents listed many. These include: (a) they're doing the work they trained to do and love to do (b) they're meeting a clear need (c) their clients/patients/students and families are grateful to work with someone who understands their primary language and culture (d) they're better able to build rapport and trust with clients/patients/students and families, which leads to better outcomes (e) they're able to discern communication differences from disorders (f) they're able to provide direct services without an interpreter (g) their work is mentally stimulating and inspires creativity, and (h) they never have difficulty finding a job and they're sometimes paid more for their multilingual skills.

### Resources for Current Providers

- When asked what barriers prevent them from providing ideal services using multiple languages for their clients/patients/students, 59% of respondents selected *insufficient assessment materials in clients'/patients'/students' languages*.
- When asked what types of support they found most helpful in their work as a multilingual service provider, 59% of respondents selected *discussions with coworkers, other professionals, or friends in similar professions*.
- When asked to indicate their preferred format for obtaining information to support their work as a multilingual service provider, 76% of respondents selected *watching (e.g., videos, webinars)*.
- When asked, in terms of resources, what content areas would most support them in their work, 59% of respondents selected *advocating for their role as a multilingual service provider (e.g., compensation, caseload/workload, training)*.

### Job Satisfaction and Retention

- When asked to rate the current job market for multilingual service providers in their type of employment facility and in their geographic area, 74% of respondents selected *more job openings than job seekers*.
- When asked did/will they receive a salary supplement or increased compensation in 2023 for having multilingual skills, 82% of respondents selected *no*.
- When asked to indicate the major causes of dissatisfaction in their role as a multilingual service provider, 72% of respondents selected *salary/pay does not reflect multilingual language skills and clinical expertise or extra time needed for serving multilingual clients/patients/students*.
- When asked if they personally knew any multilingual service providers who had left the profession in the last 12 months due to dissatisfaction with their career, 70% of respondents selected *no*.
- When asked what recommendations they had for reducing the number of multilingual service providers who leave the professions, many respondents wrote in *higher pay and smaller caseloads/workloads*.

## Survey Results

### Background Information

#### 1. In what type of facility do you work all or most of the time? (Select one.)

	CCC-A and CCC-SLP in Schools (n = 1,344)	CCC-A and CCC-SLP in Colleges/Universities (n = 161)	CCC-A in Health Care (n = 57)	CCC-SLP in Health Care (n = 870)	All Respondents (n = 2,557)
	%				
School (includes preschools)	100.0	0.0	0.0	0.0	53.1
College/university	0.0	100.0	0.0	0.0	6.3
Hospital	0.0	0.0	47.4	24.7	9.5
Residential health care facility (e.g., skilled nursing facility)	0.0	0.0	0.0	8.5	2.9
Nonresidential health care facility (e.g., home health care setting, outpatient rehabilitation center, private practice, etc.)	0.0	0.0	52.6	66.8	24.1
N/A; I am currently unemployed or retired.	0.0	0.0	0.0	0.0	1.4
Other (Please specify.)	0.0	0.0	0.0	0.0	2.7

Note. Respondents who selected N/A; I am currently unemployed or retired were automatically skipped to a disqualification page.

#### Other

- 50% home health, 50% daycare programs and schools
- AAC company
- AAC device company
- All of the above – AAC consultant
- Assistive technology grant with in-home visits. I also have a pediatric private client.
- Association
- Association and PRN for home health
- Autism center
- Beginning my own practice
- Bilingual outpatient clinic and school
- BOCES
- Both home health and schools
- Both schools and medical
- Both: residential and nonresidential health care (home health and outpatient rehabilitation clinic)
- Center of child development
- CI industry
- Clinic and home care
- Community-based (wherever the client is located)
- CPSE evaluation sites
- DD waiver
- DDSA
- Edtech

- Employed by school district – services are completed at home
- Equal time spent in private practice/consulting and university settings
- Evaluation center
- Federally funded program training professionals on DHH language acquisition from 0–3
- Had a private practice, now I only do bilingual school age evaluations
- Home
- Homes, community settings, schools, clinics
- I currently work for an SGD sales company.
- I provide services from my business office in my home.
- Industry ( $n = 2$ )
- Managing my company
- Manufacturer/clinic
- Multiple settings – school, clinic, homes
- Neuro inpatient/outpatient
- Newborn hearing program
- Nonprofit ESIT (birth–3) agency
- Nonprofit industry and educational settings
- Nonpublic special education
- PhD student
- Private practice (lifespan), teletherapy, and schools
- Private practice and a school
- Private practice and home health
- Private practice, ORF, home health
- Private practice/schools
- Private telepractice company
- Remote
- Residential health care facility (SNF) AND nonresidential health care facility (outpatient rehab)
- School and hospital
- School and private practice

- School, home health, and acute care hospital
- School, private practice
- School, private practice, and a university
- Schools and private practice
- Schools, hospitals, and home health
- Self-employed
- Setting up a private practice to contract with school districts for evaluations and with businesses for accent coaching/management
- Specialty practice
- State department of education
- Telehealth/telepractice/teletherapy ( $n = 5$ )
- VA government contracting practice
- Virtual, consultant

**2. In which U.S. state or territory is your primary employment facility located?**

	CCC-A and CCC-SLP in Schools (n = 1,334)	CCC-A and CCC-SLP in Colleges/Universities (n = 159)	CCC-A in Health Care (n = 57)	CCC-SLP in Health Care (n = 861)	All Respondents (n = 2,499)
	%				
Alabama	0.2	1.3	0.0	0.4	0.3
Alaska	0.0	0.0	0.0	0.2	0.1
American Samoa	0.0	0.0	0.0	0.0	0.0
Arizona	2.7	3.8	1.8	2.3	2.8
Arkansas	0.2	0.6	1.8	0.6	0.4
California	21.4	15.7	10.5	16.6	19.0
Colorado	3.0	0.6	3.5	3.3	2.9
Connecticut	1.7	1.3	0.0	1.2	1.4
Delaware	0.5	0.0	0.0	0.1	0.3
District of Columbia	0.4	3.1	0.0	0.7	0.6
Florida	6.2	4.4	8.8	10.5	7.8
Georgia	1.4	0.6	1.8	1.7	1.5
Guam	0.0	0.0	0.0	0.0	0.0
Hawaii	0.0	0.0	0.0	0.2	0.1
Idaho	0.3	0.0	0.0	0.5	0.3
Illinois	6.0	4.4	5.3	5.5	5.6
Indiana	1.1	2.5	0.0	1.1	1.1
Iowa	0.2	0.6	0.0	0.4	0.3
Kansas	0.2	0.6	1.8	0.1	0.2
Kentucky	0.2	0.6	0.0	0.1	0.2
Louisiana	0.4	0.0	1.8	0.5	0.4
Maine	0.2	0.0	0.0	0.1	0.2
Maryland	2.0	1.3	3.5	2.1	2.2
Massachusetts	2.8	5.0	3.5	2.3	2.7
Michigan	1.7	0.0	0.0	1.2	1.3
Minnesota	1.2	0.6	3.5	0.9	1.2
Mississippi	0.1	0.0	0.0	0.1	0.1

*(Table continues)*

**2. In which U.S. state or territory is your primary employment facility located? (continued)**

	CCC-A and CCC-SLP in Schools (n = 1,334)	CCC-A and CCC-SLP in Colleges/Universities (n = 159)	CCC-A in Health Care (n = 57)	CCC-SLP in Health Care (n = 861)	All Respondents (n = 2,499)
	%				
Missouri	0.2	1.3	3.5	0.5	0.4
Montana	0.0	0.0	0.0	0.0	0.0
Nebraska	0.0	0.0	0.0	0.1	0.0
Nevada	0.5	0.0	1.8	1.2	0.7
New Hampshire	0.2	0.6	0.0	0.1	0.2
New Jersey	3.8	2.5	1.8	3.4	3.4
New Mexico	1.6	2.5	3.5	0.8	1.5
New York	13.7	13.8	8.8	6.9	11.0
North Carolina	1.7	1.3	1.8	3.8	2.4
North Dakota	0.0	0.0	0.0	0.0	0.0
Northern Mariana Islands	0.0	0.0	0.0	0.0	0.0
Ohio	1.4	0.6	0.0	1.4	1.3
Oklahoma	0.4	0.0	0.0	0.9	0.6
Oregon	2.0	3.8	1.8	1.1	1.7
Pennsylvania	2.1	5.0	3.5	1.2	2.0
Puerto Rico	0.8	3.1	1.8	1.5	1.2
Rhode Island	0.6	0.6	0.0	0.6	0.6
South Carolina	0.7	1.3	0.0	0.7	0.8
South Dakota	0.0	0.0	0.0	0.0	0.0
Tennessee	0.5	0.0	1.8	0.9	0.6
Texas	9.6	9.4	12.3	16.8	12.3
U.S. Virgin Islands	0.1	0.0	0.0	0.0	0.0
Utah	0.6	1.9	3.5	0.9	0.9
Vermont	0.2	0.0	0.0	0.0	0.1
Virginia	1.4	1.3	1.8	1.9	1.6
Wake Island	0.0	0.0	0.0	0.0	0.0
Washington	2.6	1.3	3.5	1.9	2.2

*(Table continues)*

**2. In which U.S. state or territory is your primary employment facility located? (continued)**

	CCC-A and CCC-SLP in Schools (n = 1,334)	CCC-A and CCC-SLP in Colleges/Universities (n = 159)	CCC-A in Health Care (n = 57)	CCC-SLP in Health Care (n = 861)	All Respondents (n = 2,499)
	%				
West Virginia	0.0	0.0	0.0	0.1	0.0
Wisconsin	1.4	1.3	0.0	0.8	1.2
Wyoming	0.0	0.0	1.8	0.0	0.0
Other (Please specify.)	0.2	1.3	0.0	0.1	0.2

Other

- Armed Forces Pacific
- DoDEA
- Guatemala
- Karachi, Pakistan
- Not in USA
- Outside the US
- US military base overseas

**3. What is your professional role? (Select all that apply.)**

	CCC-A and CCC-SLP in Schools (n = 1,333)	CCC-A and CCC-SLP in Colleges/Universities (n = 161)	CCC-A in Health Care (n = 57)	CCC-SLP in Health Care (n = 862)	All Respondents (n = 2,498)
	%				
Audiologist	1.0	8.1	100.0	0.1	3.6
Audiology assistant, aide, or technician	0.0	0.0	0.0	0.0	0.0
Speech-language pathologist (SLP)	98.3	87.0	0.0	99.4	94.6
Speech-language pathology assistant, aide, or technician	0.2	0.0	1.8	0.2	1.1
Other (Please specify.)	2.0	26.1	1.8	2.3	3.8

Other

- Administrator (n = 2)
- Administrator, Teacher of the Deaf
- Agency owner
- And a supervisor, private practice owner, and CEO
- And associate professor
- And research associate



- And university professor
- Assistant professor (*n* = 7)
- Assistive technology
- Associate clinic director
- AT/AAC specialist
- Bilingual SLP diagnostician
- Bilingual education, counseling, and assessment specialist
- Bilingual speech-language diagnostician
- Board certified orofacial myologist
- Case manager
- Certificate of Clinical Competence
- Certified lactation counselor
- CF supervision
- Chief therapy officer
- CLC
- Clinical consultant (*n* = 2)
- Clinical educator/faculty
- Clinical professor
- Clinical supervisor
- Clinical supervisor and manager
- Communication coach
- CPSE/CSE chairperson
- Dean of special education and intervention
- Department head (*n* = 2)
- Developmental vision specialist
- DHH Teacher/Teacher for D/HH/Teacher of the Deaf (*n* = 3)
- Director
- Director of aphasia research lab
- Director of SLP clinical education
- Director of speech-language services
- Doctoral student
- Early Start Denver model certified supervisor
- Educator
- ESE specialist, supervisor
- Executive director
- Faculty/university faculty (*n* = 5)
- IBCLC
- Instructional lead
- Instructor of SLP
- Interpreter
- Lead clinical research coordinator
- Managed care resource
- Owner and director of Bright Star Speech and Language Services
- Owner/operator of a private practice
- Professor (*n* = 8)
- Professor (SLP educator)
- Professor and clinical supervisor
- Program specialist supporting SLPs across 40 LEAs
- Rehab director
- Rehab manager
- Research faculty
- Researcher (*n* = 4)
- Researcher, university faculty
- Senior bilingual consumer program manager
- SLP administrator in schools
- SLP team lead
- Special education director
- SPED administration
- Speech and communication coach
- Speech/OT manager
- Supervisor (*n* = 2)
- Supervisor of pupil services
- Supervisor of special education
- Supervisor of speech-language pathology

**4. How many years have you been employed in the audiology and/or speech-language pathology professions?**

	CCC-A and CCC-SLP in Schools ( <i>n</i> = 1,332)	CCC-A and CCC-SLP in Colleges/Universities ( <i>n</i> = 161)	CCC-A in Health Care ( <i>n</i> = 57)	CCC-SLP in Health Care ( <i>n</i> = 861)	All Respondents ( <i>n</i> = 2,496)
	%				
Less than 1 year	0.2	0.0	8.8	0.5	0.5
1–10 years	41.5	25.5	49.1	44.7	41.8
11–20 years	31.3	34.2	14.0	30.1	30.6
21–30 years	20.7	26.7	15.8	15.0	18.9
31–40 years	5.2	9.9	8.8	7.3	6.3
More than 40 years	1.1	3.7	3.5	2.4	1.9
N/A; I have never been employed in the professions.	0.0	0.0	0.0	0.0	0.0

**5. In addition to English, in which language(s) are you qualified to provide professional and/or clinical services? (Select all that apply.)**

	CCC-A and CCC-SLP in Schools (n = 1,326)	CCC-A and CCC-SLP in Colleges/Universities (n = 160)	CCC-A in Health Care (n = 56)	CCC-SLP in Health Care (n = 859)	All Respondents (n = 2,486)
	%				
American Sign Language	6.0	9.4	10.7	5.4	6.4
Arabic	1.2	0.6	1.8	1.4	1.3
Chinese (Cantonese, Mandarin, or other dialects)	3.0	6.3	12.5	2.4	3.2
French	2.4	5.0	3.6	4.7	3.5
German	0.6	3.8	1.8	1.5	1.2
Greek	0.2	2.5	0.0	0.9	0.7
Hebrew	1.4	1.3	1.8	1.4	1.5
Hindi	2.5	5.6	3.6	4.2	3.3
Korean	0.9	3.1	0.0	1.5	1.3
Polish	0.5	0.0	3.6	0.9	0.7
Portuguese	2.6	1.3	1.8	2.1	2.4
Russian	2.1	2.5	5.4	4.1	2.9
Spanish	76.5	63.8	64.3	73.9	74.5
Urdu	0.7	1.9	0.0	1.3	1.0
Yiddish	1.8	0.6	0.0	0.9	1.4
N/A; I am not qualified to provide services in a language other than English.	1.4	0.0	0.0	0.8	1.0
Other (Please specify.)	9.1	11.9	5.4	11.5	10.1

*Note.* Respondents who selected *N/A; I am not qualified to provide services in a language other than English* were automatically skipped to a disqualification page.

Other

- AAVE
- Also I speak basic Spanish.
- Armenian (n = 7)
- Armenian, Farsi
- Bahasa Indonesia
- Bangla (n = 2)
- Belizean Creole
- Bengali (n = 4)
- Bengali, Kannada
- Bosnian

- Bosnian/Serbo-Croatian
- Bulgarian (*n* = 2)
- Catalán
- Creole (*n* = 3)
- Cued Speech (modality, not a language)
- Dutch (*n* = 2)
- Eastern and Western Armenian
- Farsi (*n* = 13)
- Farsi conversant not certified clinical
- Filipino (*n* = 2)
- Filipino/Tagalog (*n* = 5)
- Given I use the MannaQure Battery
- Gujarati (*n* = 10)
- Gujarati – limited proficiency for work
- Gujarati and Bahasa Indonesia
- Gujarati and Marathi (*n* = 2)
- Haitian Creole (*n* = 13)
- Hmong (*n* = 2)
- Hopi
- Hospitals still required translators for Native English speakers even though I am qualified to work in Spanish, Italian, and Portuguese.
- Hungarian
- I am able to provide stuttering and articulation therapy only in Spanish.
- I am fluent in Spanish but have provided culturally/linguistically informed assessments in many other languages. I would check all boxes here because I feel qualified to do these assessments but realize it may skew your data. If by “services” you mean therapy, then I would only feel comfortable in English or Spanish.
- I am fluent in Swedish (my native language) but have not provided services using this.

- I am proficient in Spanish and provide therapy in Spanish and English. However I specialize in multilingualism and treat patients that speak other languages (Russian, Portuguese, Arabic, etc.)
- I do also speak French but have only had one opportunity to provide service in this area and feel quite rusty so I'm not confident enough to select it to claim I provide quality service.
- I don't know how to get qualified to provide services.
- I speak Italian; I do cross-linguistic work in Portuguese but do not speak it.
- I speak Spanish and I am qualified but my state requires additional requirements that I do not have due to financial restrictions.
- I speak Spanish and NYS does not require a bilingual extension to provide EI services, but as I do not have a NYS teaching certificate I am not certified bilingual.
- Indonesian
- Indonesian, Malay
- Italian (*n* = 22)
- Italian, Serbian, Croatian (*n* = 2)
- Iu Mien
- Japanese (*n* = 23)
- Japanese for parent consultation
- Kannada (*n* = 3)
- Kannada and Kodava
- Kannada, Rajasthan, Gujarati
- Kannada, Tamil
- Kapampangan (Filipino language) and some Tagalog
- Kashmiri (*n* = 2)
- Konkani, Marathi
- Lithuanian (*n* = 2)
- LUO, Swahili
- Malayalam (*n* = 14)

- Malayalam, Kannada
- Malayalam, Tamil
- Malayalam, Tamil, and Kannada
- Manipuri
- Marathi (*n* = 5)
- Marathi, Gujarati
- Marathi, Kannada
- Marathi, Konkani
- Navajo
- Navajo/Dine'
- Nepali
- Norwegian
- Persian (Farsi) (*n* = 2)
- Portuguese Creole (dialect)
- Punjabi (*n* = 6)
- Québécois and Dutch
- Romanian
- Samoan
- Serbian
- Serbian, Croatian, Bosnian (*n* = 2)
- Sinhala
- Some fluency in Arabic and Punjabi
- Some Haitian Creole
- Speak Filipino Tagalog

- Speak, understand French
- Swahili
- Swedish
- Swedish, Danish
- Tagalog (*n* = 9)
- Taiwanese
- Tamil (*n* = 3)
- Tamil, Bahasa Indonesia, and Melayu
- Telugu (*n* = 4)
- Thai
- Turkish
- Ukrainian (*n* = 5)
- Ukrainian, Welsh
- Vietnamese (*n* = 9)
- What do you mean by qualified? I provide services in French, Kreylol, and some ASL (not an interpreter).
- Will be intermediate Russian in 2024
- With consideration to federal and state mandates, I am qualified to do assessments in all languages as someone trained to do culturally responsive assessments. A consideration: this question continues to invest in ideologies that service providers from majority cultures are NOT QUALIFIED to support multilingual communicators.
- Yoruba

**6. In a typical week, how much of your total work time at your primary employment facility is spent on providing professional and/or clinical services using your language(s) in addition to English?**

	CCC-A and CCC-SLP in Schools (n = 1,300)	CCC-A and CCC-SLP in Colleges/Universities (n = 158)	CCC-A in Health Care (n = 55)	CCC-SLP in Health Care (n = 849)	All Respondents (n = 2,445)
	%				
0%	10.9	21.5	12.7	10.1	11.2
1%–25%	33.5	41.8	50.9	30.5	33.5
26%–50%	22.5	16.5	16.4	25.0	22.8
51%–75%	14.5	6.3	9.1	18.3	15.3
76%–100%	18.2	6.3	10.9	15.7	16.4
N/A; I don't provide professional and/or clinical services.	0.3	7.6	0.0	0.5	0.9

## Preparation and Recruitment

### 7. Who or what inspired or motivated you to become a service provider in audiology or speech-language pathology? (Select all that apply.)

	CCC-A and CCC-SLP in Schools (n = 1,291)	CCC-A and CCC-SLP in Colleges/Universities (n = 156)	CCC-A in Health Care (n = 55)	CCC-SLP in Health Care (n = 846)	All Respondents (n = 2,431)
	%				
Family member or friend	38.5	25.6	23.6	34.8	35.9
Family member or friend with a communication disorder	20.0	11.5	27.3	20.2	19.5
Personal experience (e.g., your own experience with a communication disorder)	13.5	14.1	16.4	11.8	12.9
Media (e.g., book, movie, TikTok)	2.3	2.6	1.8	1.7	2.1
Academic coursework	22.2	39.1	40.0	22.9	24.0
Academic mentor	10.7	18.6	27.3	11.8	12.2
Work experience	18.3	20.5	18.2	17.6	18.1
Work mentor	3.8	3.9	3.6	4.6	4.2
Other (Please specify.)	11.0	18.0	9.1	13.0	12.3

#### Other

Due to space concerns, “other” comments for this question are not included in this report. Please contact ASHA, Surveys & Analysis, at [data@asha.org](mailto:data@asha.org) for more information.

A *multilingual service provider* is an audiologist, SLP, or audiology or speech-language pathology assistant who uses one or more languages in addition to spoken English in professional and/or clinical service delivery.

**8. Multilingual service providers develop their skills for practice in many ways. What types of preparation have been most useful to you as a multilingual service provider? (Select all that apply.)**

	CCC-A and CCC-SLP in Schools (n = 1,267)	CCC-A and CCC-SLP in Colleges/Universities (n = 152)	CCC-A in Health Care (n = 54)	CCC-SLP in Health Care (n = 825)	All Respondents (n = 2,378)
	%				
Communication sciences and disorders (CSD) coursework in an academic degree program	42.9	52.6	20.4	37.8	41.2
Coursework on understanding and practicing cultural responsiveness and humility	41.7	48.0	25.9	39.6	40.9
Clinical training in an academic degree program	30.7	44.7	37.0	30.8	31.8
Post-graduate certificate or program	15.9	15.1	14.8	12.7	15.0
Continuing education courses or seminars	57.1	55.9	42.6	48.5	53.6
On-the-job training through clinical supervision and professional development	54.1	60.5	35.2	50.6	53.0
Mentoring by another professional or friend	35.9	40.8	18.5	28.5	33.5
Self-teaching on the job	64.6	65.8	63.0	64.7	64.8
Other (Please specify.)	9.6	14.5	14.8	12.4	11.3

Other

Due to space concerns, “other” comments for this question are not included in this report. Please contact ASHA, Surveys & Analysis, at [data@asha.org](mailto:data@asha.org) for more information.



**9. How did you obtain the language skills needed to self-identify as a multilingual service provider? (Select all that apply.)**

	CCC-A and CCC-SLP in Schools (n = 1,256)	CCC-A and CCC-SLP in Colleges/Universities (n = 150)	CCC-A in Health Care (n = 55)	CCC-SLP in Health Care (n = 817)	All Respondents (n = 2,359)
	%				
I grew up using my languages regularly with my family, in my home, and/or in my community.	67.0	67.3	74.6	66.7	67.3
I attended an academic program where the language of instruction was my target language.	20.1	23.3	14.6	22.4	21.1
I attended an academic program with a bilingual emphasis.	21.4	23.3	12.7	21.8	21.4
I took courses in additional language(s) to strengthen my language skills.	41.4	48.7	38.2	40.5	41.4
I had a language-matched clinical supervisor.	13.5	20.0	3.6	14.8	14.2
I completed a study abroad program.	23.7	25.3	10.9	26.7	24.3
I worked with multilingual clients/patients/students.	57.3	62.0	36.4	58.5	57.0
Other (Please specify.)	12.4	19.3	12.7	13.0	13.3

Other

Due to space concerns, “other” comments for this question are not included in this report. Please contact ASHA, Surveys & Analysis, at [data@asha.org](mailto:data@asha.org) for more information.

**10. What recommendations do you have for increasing the number of multilingual service providers? (Select up to three.)**

	CCC-A and CCC-SLP in Schools (n = 1,244)	CCC-A and CCC-SLP in Colleges/Universities (n = 149)	CCC-A in Health Care (n = 52)	CCC-SLP in Health Care (n = 808)	All Respondents (n = 2,335)
	%				
Increase outreach to multilingual students about CSD career options.	49.6	70.5	50.0	50.0	51.2
Increase the number of graduate programs with a bilingual emphasis.	55.1	40.3	19.2	46.5	50.1
Offer more language-specific training for CSD students and multilingual professionals.	35.2	43.6	26.9	38.4	36.9
Advocate for better compensation for their skilled work.	71.9	49.7	53.9	64.7	67.3
Develop mentoring programs and resources for multilingual service providers	30.6	36.9	36.5	35.5	32.7
Offer more informational resources on multilingual service delivery.	17.1	16.1	25.0	19.2	17.9
Offer supervision resources for both monolingual and multilingual supervisors.	12.8	10.7	21.2	13.5	13.0
Other (Please specify.)	6.1	18.1	7.7	6.7	7.4

Other

Due to space concerns, “other” comments for this question are not included in this report. Please contact ASHA, Surveys & Analysis, at [data@asha.org](mailto:data@asha.org) for more information.

**11. What are your positive experiences working as a multilingual service provider?**

Due to space concerns, comments for this question are not included in this report. Please contact ASHA, Surveys & Analysis, at [data@asha.org](mailto:data@asha.org) for more information.

[Resources for Current Providers](#)

**12. What barriers prevent you from providing ideal services using multiple languages for your clients/patients/students? (Select up to three.)**

	CCC-A and CCC-SLP in Schools (n = 1,194)	CCC-A and CCC-SLP in Colleges/Universities (n = 148)	CCC-A in Health Care (n = 50)	CCC-SLP in Health Care (n = 783)	All Respondents (n = 2,252)
	%				
High caseload/workload size	50.8	23.7	26.0	19.8	36.7
Insufficient <u>assessment</u> materials in clients'/patients'/students' languages	57.2	60.8	52.0	61.8	58.7
Insufficient <u>treatment</u> materials in clients'/patients'/students' languages	35.8	36.5	20.0	48.8	40.0
Lack of support from the administration	12.6	19.6	6.0	9.5	12.1
Limited time allowed per client/patient/student by employer (e.g., to develop multilingual materials, analyze language skills in multiple languages, or plan sessions in multiple languages)	34.4	33.8	28.0	33.1	33.8
Too few multilingual service providers at your facility	26.3	31.1	24.0	25.7	26.2
N/A; no barriers	6.9	8.8	28.0	11.4	9.2
Other (Please specify.)	11.3	13.5	6.0	13.0	12.1

Other

Due to space concerns, “other” comments for this question are not included in this report. Please contact ASHA, Surveys & Analysis, at [data@asha.org](mailto:data@asha.org) for more information.

**13. What types of support do you find most helpful in your work as a multilingual service provider? (Select up to three.)**

	CCC-A and CCC-SLP in Schools (n = 1,180)	CCC-A and CCC-SLP in Colleges/Universities (n = 146)	CCC-A in Health Care (n = 49)	CCC-SLP in Health Care (n = 763)	All Respondents (n = 2,213)
	%				
Continuing education courses (on-demand or live)	64.2	43.2	40.8	51.5	57.2
Discussions with coworkers, other professionals, or friends in similar professions	64.4	55.5	40.8	52.7	59.0
Formal or informal mentoring by a friend, former instructor, supervisor, or other professional	26.6	35.6	18.4	29.9	28.2
Journal articles (ASHA and/or non-ASHA)	13.6	32.2	14.3	12.3	14.5
<a href="#">Multicultural constituency groups (MCCGs)</a>	3.0	12.3	0.0	3.9	3.9
Professional consultation with ASHA staff	0.9	1.4	2.0	0.7	1.0
Special Interest Group (SIG) resources (e.g., Community discussions, <i>Perspectives</i> articles, etc.)	5.4	23.3	4.1	5.6	6.8
<i>The ASHA Leader</i> and/or the ASHA website	5.3	3.4	4.1	4.1	4.6
Support from non-ASHA organizations (e.g., state associations, federal agencies, staffing agencies, etc.)	6.7	10.3	16.3	7.1	7.4
Social media engagement	20.0	13.0	14.3	20.7	19.7
Web-based materials for downloading and printing	42.8	30.8	42.9	45.2	42.7
Other (Please specify.)	4.1	6.9	14.3	6.2	5.4

Other

Due to space concerns, “other” comments for this question are not included in this report. Please contact ASHA, Surveys & Analysis, at [data@asha.org](mailto:data@asha.org) for more information.

**14. What is your preferred format for obtaining information to support your work as a multilingual service provider? (Select up to three.)**

	CCC-A and CCC-SLP in Schools ( <i>n</i> = 1,173)	CCC-A and CCC-SLP in Colleges/Universities ( <i>n</i> = 146)	CCC-A in Health Care ( <i>n</i> = 48)	CCC-SLP in Health Care ( <i>n</i> = 756)	All Respondents ( <i>n</i> = 2,197)
	%				
Watching (e.g., videos, webinars)	78.8	67.8	66.7	74.3	76.1
Reading (e.g., books, journals, webpages)	51.2	75.3	56.3	54.1	53.7
Listening (e.g., podcasts)	34.7	32.9	33.3	38.8	36.0
Discussing (e.g., at conferences/meetings/Q&A sessions)	54.2	68.5	54.2	44.1	51.3
Interacting virtually (e.g., through social media or live discussions)	28.6	17.8	31.3	26.6	27.5
Playing (e.g., online simulation games)	6.6	2.1	8.3	4.4	5.6

**15. In terms of resources, what content areas would most support you in your work as a multilingual service provider? (Select up to three.)**

	CCC-A and CCC-SLP in Schools (n = 1,165)	CCC-A and CCC-SLP in Colleges/Universities (n = 144)	CCC-A in Health Care (n = 48)	CCC-SLP in Health Care (n = 741)	All Respondents (n = 2,169)
	%				
Advocating for your role as a multilingual service provider (e.g., compensation, caseload/workload, training)	62.2	52.1	45.8	54.8	58.5
Collaborating with monolingual and multilingual staff	22.7	19.4	18.8	19.2	21.4
Guidance on the <u>assessment</u> of multilingual clients/patients/students	37.3	38.2	39.6	34.6	36.2
Guidance on the <u>treatment</u> of multilingual clients/patients/students	28.1	25.0	25.0	27.9	27.9
Language-specific materials and tools for service delivery	40.5	46.5	62.5	48.6	44.3
Language-specific training to strengthen language skills	18.8	13.2	31.3	22.1	19.9
Social justice and cultural responsiveness (e.g., challenging myths about multilingual language development with other professionals)	23.7	34.0	12.5	22.8	23.6
Speech and language development patterns of monolingual and multilingual users of specific languages	35.1	31.3	8.3	26.5	31.0
Supervision of monolingual and multilingual CSD students and clinicians	4.7	13.9	2.1	6.8	5.9
Other (Please specify.)	1.9	4.9	2.1	2.8	2.5

Other

Due to space concerns, “other” comments for this question are not included in this report. Please contact ASHA, Surveys & Analysis, at [data@asha.org](mailto:data@asha.org) for more information.

Job Satisfaction and Retention

**16. Based on your own observations and experiences, how would you rate the current job market for multilingual service providers in your type of employment facility and in your geographic area?**

	CCC-A and CCC-SLP in Schools (n = 1,157)	CCC-A and CCC-SLP in Colleges/Universities (n = 140)	CCC-A in Health Care (n = 47)	CCC-SLP in Health Care (n = 732)	All Respondents (n = 2,143)
	%				
More job openings than job seekers	78.1	67.9	51.1	69.5	73.7
Job openings and job seekers in balance	11.1	15.0	31.9	14.3	12.9
Fewer job openings than job seekers	10.8	17.1	17.0	16.1	13.4

**17. Did/will you receive a salary supplement or increased compensation this year for having multilingual skills?**

	CCC-A and CCC-SLP in Schools (n = 1,160)	CCC-A and CCC-SLP in Colleges/Universities (n = 143)	CCC-A in Health Care (n = 47)	CCC-SLP in Health Care (n = 739)	All Respondents (n = 2,159)
	%				
Yes	20.6	4.9	4.3	17.1	17.8
No	79.4	95.1	95.7	83.0	82.2

**18. What are the major causes of dissatisfaction in your role as a multilingual service provider? (Select all that apply.)**

	CCC-A and CCC-SLP in Schools (n = 1,160)	CCC-A and CCC-SLP in Colleges/Universities (n = 142)	CCC-A in Health Care (n = 48)	CCC-SLP in Health Care (n = 733)	All Respondents (n = 2,153)
	%				
Caseload is too high because there aren't enough multilingual service providers to meet the need.	37.5	21.8	14.6	21.4	30.2
Workload is higher than stated on paper because of requests for help from monolingual colleagues outside of my regular caseload.	35.8	26.8	20.8	17.6	28.2
Salary/pay does not reflect multilingual language skills and clinical expertise or extra time needed for serving multilingual clients/patients/students.	74.1	69.7	60.4	70.5	72.3
There is a lack of resources/testing materials to assess and provide services.	49.1	47.9	39.6	55.4	50.7
There is a lack of support from the administration.	16.2	26.8	10.4	16.1	17.1
N/A; I am not dissatisfied.	9.1	17.6	31.3	14.6	12.1
Other (Please specify.)	7.6	9.2	4.2	7.6	7.6

Other

Due to space concerns, “other” comments for this question are not included in this report. Please contact ASHA, Surveys & Analysis, at [data@asha.org](mailto:data@asha.org) for more information.



**19. Do you personally know any multilingual service providers who left the profession in the last 12 months due to dissatisfaction with their career?**

	CCC-A and CCC-SLP in Schools (n = 1,160)	CCC-A and CCC-SLP in Colleges/Universities (n = 143)	CCC-A in Health Care (n = 48)	CCC-SLP in Health Care (n = 733)	All Respondents (n = 2,154)
	%				
Yes	33.0	29.4	4.2	25.2	29.7
No	67.0	70.6	95.8	74.8	70.3

**20. What recommendations do you have for reducing the number of multilingual service providers who leave the professions?**

Due to space concerns, comments for this question are not included in this report. Please contact ASHA, Surveys & Analysis, at [data@asha.org](mailto:data@asha.org) for more information.