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- Joanne O'Toole, Ph.D., SUNY Oswego.

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Finally, OBEWL would also like to thank the participants of this survey, who, by identifying their needs and providing their feedback, provide the Department with the essential information to develop a plan that helps schools transition to the revised standards.

Overview

The World Languages Needs Assessment Survey Results Report describes feedback from educators across the state on their specific needs as schools plan to transition to a revised set of standards in world languages. The report consists of an Executive Summary followed by each survey question. The Executive Summary contains four sections: the responses, the results, the feedback, and the analysis and next steps moving forward. Each question from the survey is then listed, followed by a graph illustrating the data and/or a table showing the breakdown of responses. A number of questions allowed for additional comments, the most representative of which are reprinted in this report. In Appendix A, the responses to Question #6 (Which of the following statements best reflects your current knowledge of the revised standards and your comfort level with the shifts they will require?) are disaggregated for deeper analysis. Please address any questions regarding this report to Candace Black, candace.black@nysed.gov, (518) 473-7505.

Executive Summary

The Respondents

The Needs Assessment Survey, consisting of 11 questions, was open from June 15, 2020 to July 15, 2020. A total of 2,096 responses were received. The responses exemplify a representative demographic sampling of our state's world language teachers and administrators: 86% respondents identified as teachers, 9% as department chairs or coordinators, and 4% as administrators. Responses came from teachers of 16 different languages, with Spanish (68%), French (24%), and Italian (10%) representing the top languages. Educators from all levels (elementary school through post-secondary) and all checkpoints (A, B, and C) made their voices heard. Responses were received from all eight regions of the state (Capital-East, Hudson Valley, Long Island, Mid-State, Mid-West, New York City, Northern NY, and West). Finally, survey participation spanned all levels of experience from less than three years to 30 or more years, with the participants having 11-20 years (38%) and 21-30 years (29%) making up more than two-thirds of responses. Respondents' profiles provide valuable information to the Office of Bilingual Education and World Languages (OBEWL) and the World Language Content Advisory Panel (WLCAP) on the constituencies that need to be engaged more extensively.

The Results

- Teachers with 30+ years of experience were most likely to have at least heard about the standards and the highest percentage of those who are ready to put them into practice and teach others about them.
- The vast majority of respondents considered all of the professional learning topics enumerated in the survey as either "very important" or "important." Particular interest was expressed in topics of "authentic resources," "teaching vocabulary in context," and "cultural contexts for communication."
- The pandemic seems to have made asynchronous (self-paced) and synchronous online professional learning the most highly preferred choices. However, there was also significant support for in-district, local, and regional in-person choices as well when these become possible. Most respondents preferred times for professional learning that were during the school day or after school hours. Weekend and evening options were noted as undesirable by most respondents. Several respondents expressed concerns about Wi-fi availability in their region, a point that will need to be taken into account as professional learning events are designed. A significant number of respondents expressed a desire to be provided language-specific examples.

- There was a strong desire expressed to see sample lesson and unit plans that show what instruction informed by the revised standards might look like at each checkpoint and in multiple languages. Easy-to-follow templates and other resources such as short videos of actual teaching illustrating instructional practices implicit in the revised standards were also requested. Across the board, respondents requested on-demand access to resources. Those responding to the survey indicated a preference for multiple levels of documentation including concise subject briefs as well as detailed explanations.
- Teachers requested the expansion of providing CTLE credit for online and on-demand professional learning.
- Survey responses brought to light the need to emphasize that, while OBEWL will provide guidance on the revised standards and the shifts they entail, curriculum is the purview of each individual district and there is no state-prescribed or “canned” curriculum for world languages. These responses also indicated the need for OBEWL-provided professional learning to build capacity in both curriculum writing (with potential models) and unit sequencing, essentially providing the content of high quality methods courses and curriculum planning. The revised standards represent a unique opportunity for a “reset” in our profession, developing resources and strategies that build educators up and fill in gaps where needed. Ongoing support is essential as schools transition to the new standards. Therefore, opportunities for sustained collaboration, such as curriculum planning groups with regional representation, will be strongly considered.

Feedback

- Overall, a positive and enthusiastic reaction characterized many of the comments, affirming much of the standards work that has already been completed.
- Several respondents expressed appreciation for the alignment of the revised standards with national standards as well as Advanced Placement and International Baccalaureate themes and topics.
- The results were highly affected by concerns for the impact of COVID-19 on the upcoming school year, both in terms of the quality of instruction for students and in terms of how professional learning on the revised standards and associated shifts in curriculum and pedagogy would be best delivered in the immediate future.
- Uncertainty about the timetable for implementation was evident. Although the timeline has evolved, it has always included a transition period from adoption to first implementation of at least two years. This uncertainty can largely be assuaged by wider publicizing of the implementation timetable, especially once it is finalized after the anticipated adoption of the revised standards by the New York State Board of Regents.
- Respondents inquired about how the standards will be assessed. These questions came up many times in both the standards revision process and the public comment period. The implementation plan articulates how assessment will initially be addressed, and the timetable allows for sufficient time for a similarly robust and inclusive approach to design locally-developed assessments aligned to the revised standards. Strong support was expressed for the restoration of statewide assessments for Checkpoints A and B.
- Many comments reflected a need for a greater level of knowledge (e.g., language requirements for graduation, how the revised standards will look in the classroom) and general support among administrators and guidance counselors. These comments emphasized the importance of engaging

administrators and guidance counselors while helping them understand what “high quality teaching” looks like in the world language classroom and then enlisting their support as advocates for comprehensive programs in our discipline.

- A few teachers spoke of the challenges of being the only teacher of their language in their building. Means for creating opportunities for them to connect and share resources and effective practices with colleagues might be considered in implementation and sustainability planning moving forward.
- Some Latin teachers expressed concern about an inclusion of the Interpersonal mode in classical languages. The classical teachers involved in the promulgation of the standards addressed this issue in their deliberations and arrived at a consensus that places primacy on the Interpretive and Presentational modes, along with their own array of themes and topics by checkpoint.
- Other feedback was similar to that which was offered in the public comment period conducted from December 16, 2019 to February 1, 2020. This was thoroughly discussed in the collaborative meetings held in the seven regions across the state as well as within the World Language Leadership Team in early 2020. Additional feedback can be addressed in future outreach efforts by OBEWL, through the World Languages Content Advisory Panel, through turnkey partners, and through professional organizations.

Analysis & Next Steps

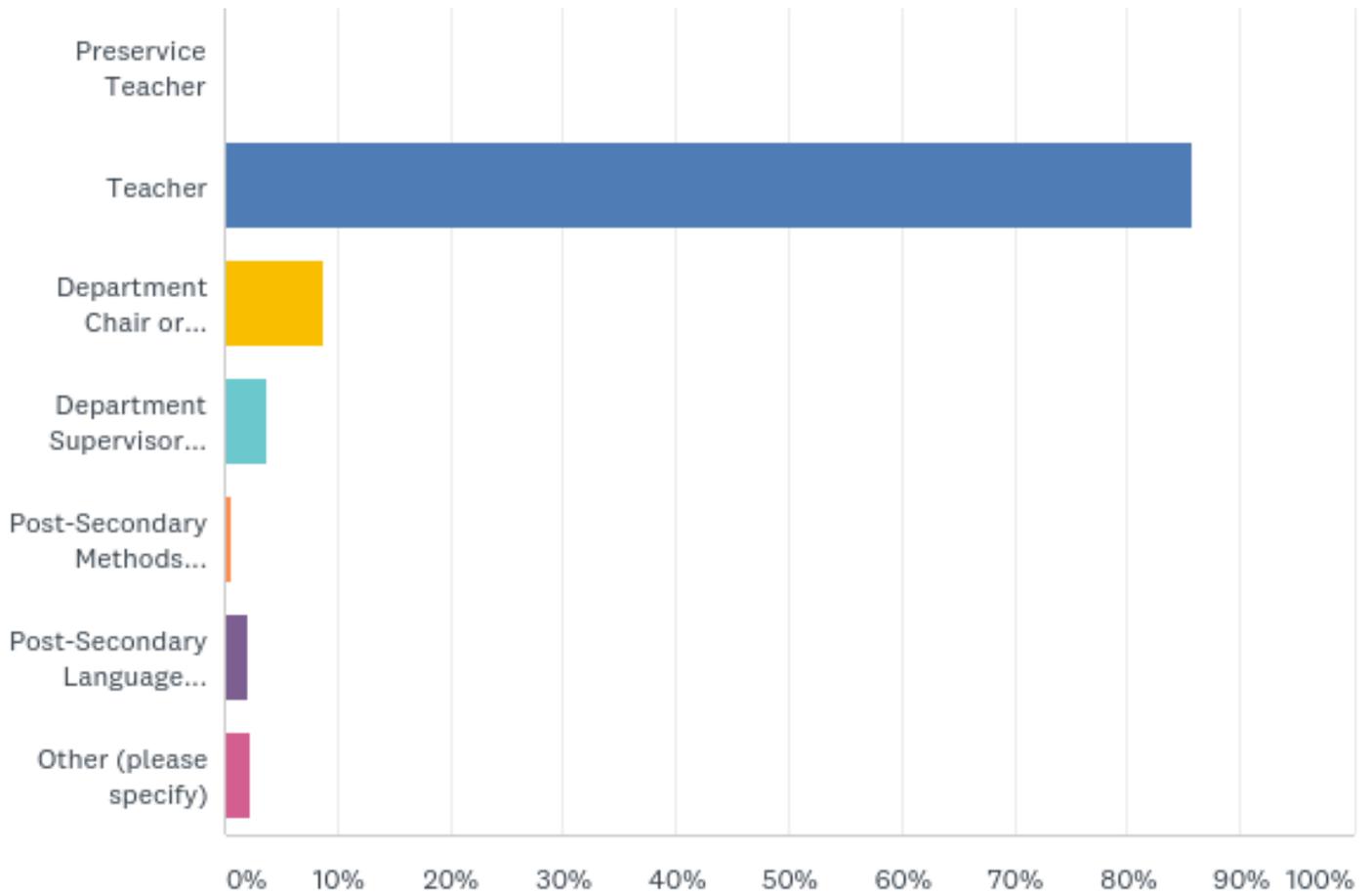
The results of the survey suggest the need for the following:

- to extend the means of communication with and engagement of all stakeholders, especially those groups with few to no responses (e.g., teachers of less commonly taught languages [LCTL], preservice teachers, non-public school teachers) and to learn from the success of various formal and informal networks among specific language groups to quickly disseminate information, for instance, the high level of responses from Italian teachers to this survey.
- to communicate updates to the field on a regular basis through monthly OBEWL newsletters, continued outreach to under-represented stakeholder groups, collaboration with professional organizations to capitalize on existing communication networks, and continued dissemination of information at conferences and events. Previously untapped means of communication may be explored, such as the use of social media (e.g., Facebook, Twitter) to reach those who are already using such platforms to connect on issues related to the teaching of world languages.
- to ensure that language used in all communication can be easily interpreted by all stakeholders. Documents and resources will be made accessible and inclusive, and discipline-specific terminology will be defined in glossaries that accompany resources.
- to continue to listen to the voices of educators and assure them that they are being heard at the state level.
- to build and maintain strong connections with world language professional organizations and teacher preparation programs.
- to make the rationale for the proposed revisions to the standards and accompanying shifts explicit and transparent. This was further evidenced in the additional feedback received from the NYSAFLT Summer Institute workshops, which took place in late July and early August.
- to help educators understand the four principal shifts associated with the revised standards within the context of larger theoretical frameworks.
- to prepare teachers to develop and apply consistent understandings of ACTFL proficiency levels and sublevels.

- to publicize an easy-to-understand version of the implementation plan that illustrates how the different steps of helping teachers transition to the revised standards will be rolled out and how the process capitalizes on a rich network of professionals, nationally, statewide, regionally and locally.
- to develop resources that are easy-to-use and concise. The sections of the revised standards guidance will have an executive summary or graphic visualization/infographic followed by an elaborated explanation.
- to provide supporting documentation as well as professional learning on the topic of differentiation in the world language classroom. This can include targeted professional learning for teaching heritage language speakers, in various contexts (urban, suburban, rural), and for special programs including early language learning and dual language immersion programs. The results also suggest a need to adjust how programs such as the New York State Seal of Biliteracy can be differentiated for various languages, including those in category four (e.g., Asian languages, Indigenous languages).
- to offer multiple professional learning series that build capacity over time with repeated, scaffolded, and differentiated opportunities that break larger, complex concepts into digestible and actionable chunks. Topics may include:
 - Teaching 90% in the target language;
 - Interpreting proficiency levels and inter-rater reliability;
 - Curating and using authentic resources; and
 - Leading a department through the transition to the revised standards.
- to avoid assumptions of prior knowledge, especially as professional learning is delivered. It will be important to identify prior knowledge as well as to include pre-objectives with support materials (e.g., glossaries, exemplars, self-assessments) for all workshops. Given the challenge that discipline-wide changes entail, it will be equally important to focus on helping schools create an environment where educators feel comfortable asking questions, exploring concerns, and experimenting with new techniques.
- to expand opportunities for providing Continuing Teacher and Leader Education (CTLE) credits for educators that attend professional learning workshops (in-person, online synchronous, and asynchronous workshops).
- to advise educators on how to develop a vertically-aligned curriculum K-12 through post-secondary and to encourage collaboration among teachers of various levels, buildings, and districts.
- to provide guidance to educators interested in implementing standards-based assessment.
- to show the intersections of the proposed world languages standards with other disciplines, instructional approaches, and existing school practices.

Q1: Identify your primary role in world language education. (Select only ONE answer.)

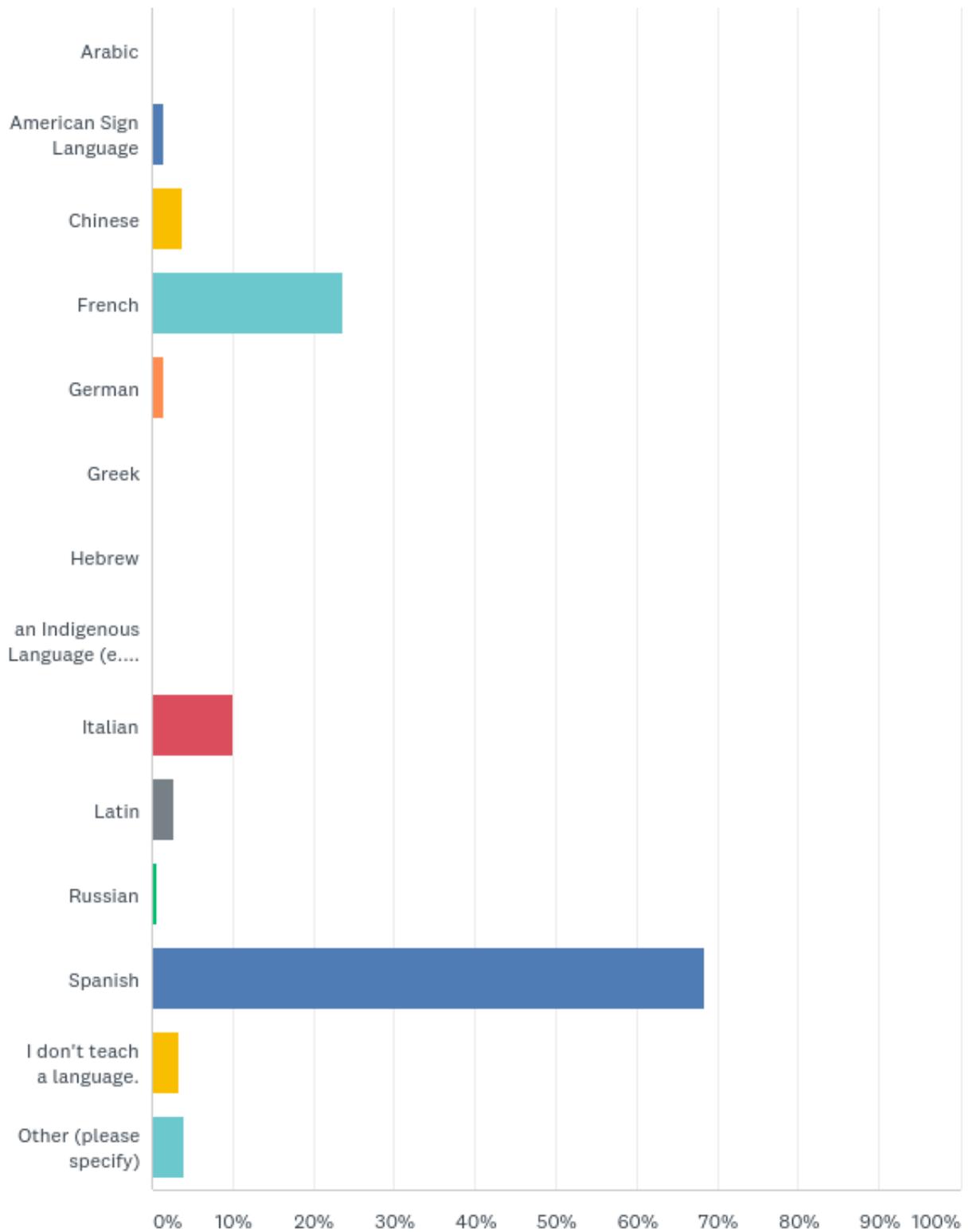
N=2,096



ANSWER CHOICES	RESPONSES	
Preservice Teacher	0.29%	6
Teacher	85.88%	1,800
Department Chair or Coordinator (Teacher)	8.78%	184
Department Supervisor (Administrator)	3.72%	78
Post-Secondary Methods Instructor	0.57%	12
Post-Secondary Language Instructor	2.10%	44
Other (please specify)	2.34%	49
Total Respondents: 2,096		

Q2: Identify the language(s) that you teach. (Check all that apply.)

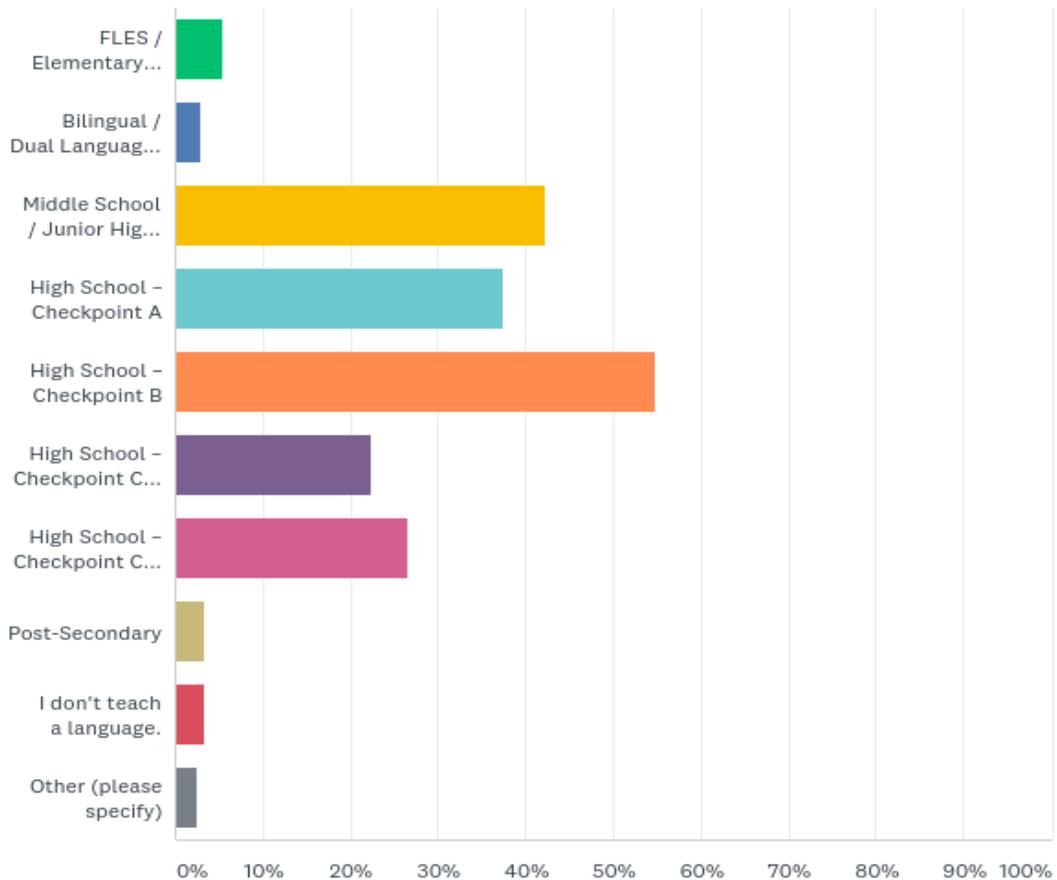
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ANSWER CHOICES	RESPONSES	
Arabic	0.24%	5
American Sign Language	1.43%	30
Chinese	3.82%	80
French	23.57%	494
German	1.53%	32
Greek	0.10%	2
Hebrew	0.00%	0
an Indigenous Language (e.g., Seneca, Tusacarora)	0.19%	4
Italian	10.11%	212
Latin	2.62%	55
Russian	0.57%	12
Spanish	68.37%	1,433
I don't teach a language.	3.44%	72
Other (please specify)	3.96%	83
Total Respondents: 2,096		

Q3: Identify the level(s) that you teach. (Check all that apply.)

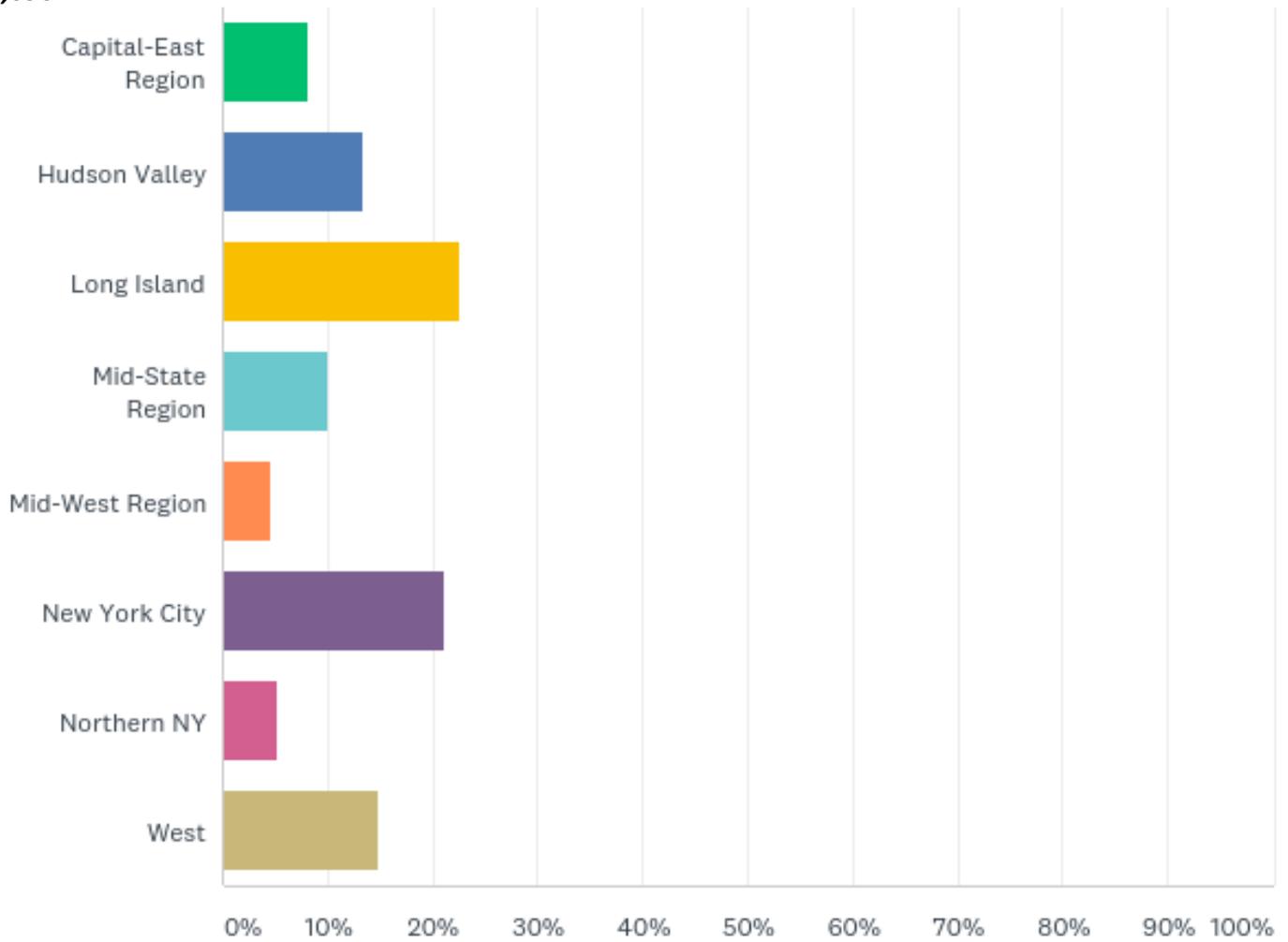
N=2,096



ANSWER CHOICES	RESPONSES	
FLES / Elementary School - Checkpoint A	5.53%	116
Bilingual / Dual Language Program - Checkpoints A-B	2.91%	61
Middle School / Junior High School - Checkpoint A	42.22%	885
High School - Checkpoint A	37.50%	786
High School - Checkpoint B	54.87%	1,150
High School - Checkpoint C (non-AP, IB, or college courses)	22.47%	471
High School - Checkpoint C (AP, IB, or college courses)	26.62%	558
Post-Secondary	3.34%	70
I don't teach a language.	3.29%	69
Other (please specify)	2.58%	54
Total Respondents: 2,096		

Q4: Identify the region of New York State in which you work.

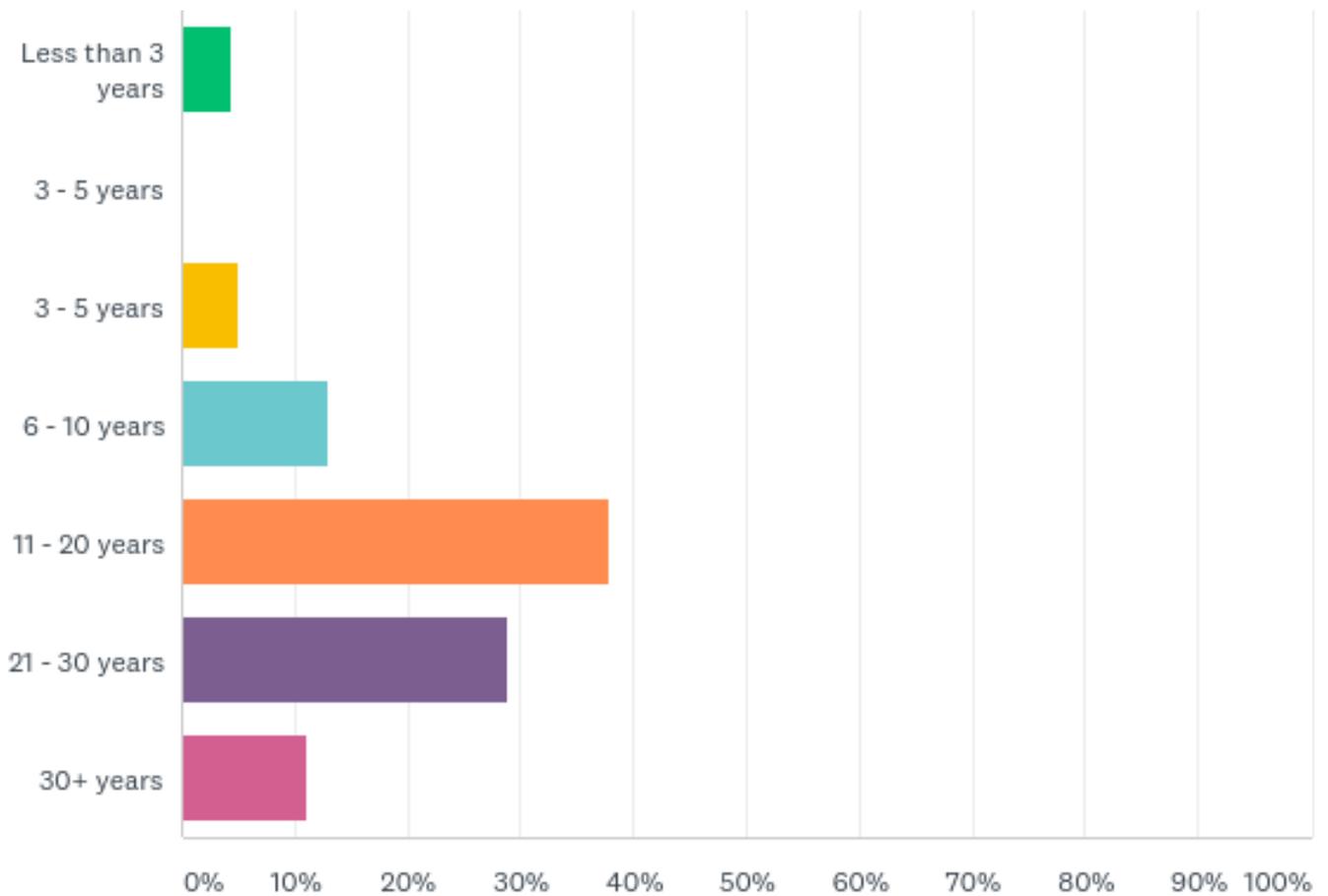
N=2,096



ANSWER CHOICES	RESPONSES	
Capital-East Region	8.16%	171
Hudson Valley	13.36%	280
Long Island	22.61%	474
Mid-State Region	9.97%	209
Mid-West Region	4.63%	97
New York City	21.18%	444
Northern NY	5.25%	110
West	14.84%	311
TOTAL		2,096

Q5: How many years of experience do you have in education?

N=2,096

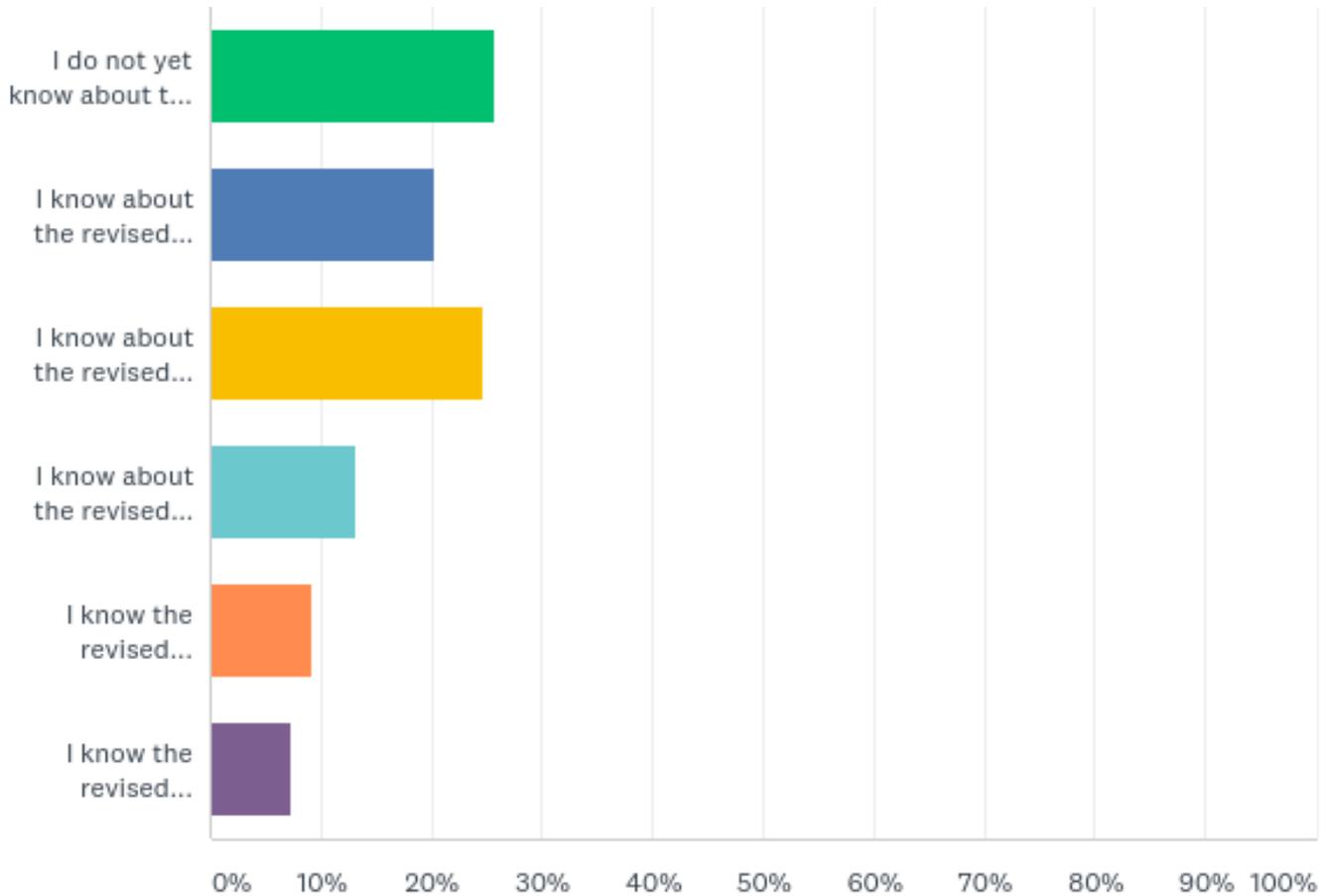


ANSWER CHOICES	RESPONSES	
Less than 3 years	4.29%	90
3 - 5 years	0.05%	1
3 - 5 years	4.96%	104
6 - 10 years	12.93%	271
11 - 20 years	37.83%	793
21 - 30 years	28.91%	606
30+ years	11.02%	231
TOTAL		2,096

Q6: Which of the following statements best reflects your current knowledge of the revised standards and your comfort level with the shifts they will require? (Select one.)

N=1,893

****The results from this question are disaggregated in Appendix A.****



ANSWER CHOICES	RESPONSES
I do not yet know about the revised standards or the shifts they will require.	25.67% 486
I know about the revised standards but not the shifts they will require.	20.23% 383
I know about the revised standards and some of the shifts they will require.	24.62% 466
I know about the revised standards and the shifts they will require.	13.10% 248
I know the revised standards and the shifts they will require and am ready to put them into practice.	9.14% 173
I know the revised standards and shifts they will require, am ready to put them into practice, and could teach others about them.	7.24% 137
TOTAL	1,893

Q7: Identify the importance of these professional learning topics in transitioning to revised NYS Standards for World Languages.

N=1,893

	5 - VERY IMPORTANT	4 - IMPORTANT	3 - MODERATELY IMPORTANT	2 - SLIGHTLY IMPORTANT	1 - NOT AT ALL IMPORTANT	TOTAL	WEIGHTED AVERAGE
Standards Revisions	48.06% 831	34.18% 591	14.17% 245	2.72% 47	0.87% 15	1,729	4.26
Modes of Communication	59.35% 1,111	31.04% 581	7.69% 144	1.39% 26	0.53% 10	1,872	4.47
Performance and Proficiency	62.15% 1,166	31.08% 583	5.76% 108	0.75% 14	0.27% 5	1,876	4.54
Can-Do Statements	47.95% 900	31.70% 595	14.28% 268	4.05% 76	2.02% 38	1,877	4.19
Performance Indicators	54.15% 1,017	35.20% 661	9.11% 171	1.22% 23	0.32% 6	1,878	4.42
Themes and Topics	54.20% 1,019	33.56% 631	10.11% 190	1.54% 29	0.59% 11	1,880	4.39
Unit Planning	52.38% 980	33.46% 626	11.06% 207	2.41% 45	0.69% 13	1,871	4.34
Authentic Resources	65.33% 1,221	26.11% 488	6.69% 125	1.61% 30	0.27% 5	1,869	4.55
Cultural Contexts for Communication	63.72% 1,198	27.82% 523	7.13% 134	1.12% 21	0.21% 4	1,880	4.54
Teaching Vocabulary in Context	64.40% 1,212	28.75% 541	5.63% 106	1.01% 19	0.21% 4	1,882	4.56
Teaching Grammar in Context	55.27% 1,043	32.70% 617	9.49% 179	2.17% 41	0.37% 7	1,887	4.40
Assessment of Performance and Proficiency	56.01% 1,053	35.16% 661	7.71% 145	0.90% 17	0.21% 4	1,880	4.46
Use of Target Language	69.69% 1,313	24.15% 455	4.83% 91	1.06% 20	0.27% 5	1,884	4.62
Use of Technology in World Language Instruction	47.29% 890	34.01% 640	15.20% 286	2.82% 53	0.69% 13	1,882	4.24
Best Practices for Remote Learning	60.02% 1,132	28.26% 533	9.60% 181	1.38% 26	0.74% 14	1,886	4.45

Q8: Identify your preferences for these professional learning delivery formats.

Note: “Synchronous” events are live, and attendees participate in real-time. “Asynchronous” events are recorded and are available to users for on-demand access.

N=1,893

	5 - HIGHLY PREFERRED	4 - PREFERRED	3 - MODERATELY PREFERRED	2 - SLIGHTLY PREFERRED	1 - NOT AT ALL PREFERRED	TOTAL
Online, synchronous webinar	24.66% 459	25.63% 477	28.86% 537	8.65% 161	12.20% 227	1,861
Online, synchronous study groups	14.46% 268	20.60% 382	30.10% 558	15.53% 288	19.31% 358	1,854
Online, synchronous professional learning communities	18.31% 339	25.99% 481	28.74% 532	13.13% 243	13.83% 256	1,851
Online, asynchronous webinar	35.54% 661	29.73% 553	20.97% 390	7.47% 139	6.29% 117	1,860
Online, asynchronous professional learning communities	25.46% 471	27.35% 506	25.95% 480	11.41% 211	9.84% 182	1,850
Online, self-paced modules	44.11% 823	31.08% 580	15.38% 287	5.04% 94	4.39% 82	1,866
Online, self-paced videos with viewing guides	46.73% 872	28.62% 534	15.81% 295	4.34% 81	4.50% 84	1,866
In-person workshops in district	44.65% 830	23.35% 434	14.74% 274	7.42% 138	9.84% 183	1,859
In-person workshops in region	39.34% 729	21.53% 399	18.24% 338	9.07% 168	11.82% 219	1,853

Q9: Identify your school year timing preferences for online synchronous professional learning opportunities.

Note: “Synchronous” events are live, and attendees participate in real-time.

N=1,893

	5 - HIGHLY PREFERRED	4 - PREFERRED	3 - MODERATELY PREFERRED	2 - SLIGHTLY PREFERRED	1 - NOT AT ALL PREFERRED	TOTAL	WEIGHTED AVERAGE
Weekdays, before school hours	3.02% 54	4.19% 75	6.70% 120	7.09% 127	78.99% 1,414	1,790	1.45
Weekdays, during school hours	24.90% 452	18.46% 335	16.75% 304	11.18% 203	28.71% 521	1,815	3.00
Weekdays, from 3 - 4 p.m.	21.61% 392	24.97% 453	19.63% 356	10.69% 194	23.10% 419	1,814	3.11
Weekdays, from 4 - 5 p.m.	15.56% 281	21.26% 384	17.44% 315	12.46% 225	33.28% 601	1,806	2.73
Weekdays, from 5 - 6 p.m.	8.61% 154	13.19% 236	14.53% 260	13.19% 236	50.48% 903	1,789	2.16
Weekdays, from 7 - 8 p.m.	8.37% 150	10.04% 180	11.27% 202	12.78% 229	57.53% 1,031	1,792	1.99
Saturdays, during the morning	10.49% 190	14.69% 266	14.91% 270	11.32% 205	48.59% 880	1,811	2.27
Saturdays, during the afternoon	6.24% 112	9.75% 175	11.59% 208	10.14% 182	62.26% 1,117	1,794	1.88
Sundays, during the morning	4.74% 85	5.80% 104	7.25% 130	7.97% 143	74.25% 1,332	1,794	1.59
Sundays, during the afternoon	4.16% 74	6.58% 117	6.69% 119	8.21% 146	74.37% 1,323	1,779	1.58

Q10: Identify the importance of these resources to you in transitioning to revised NYS Standards for World Languages:

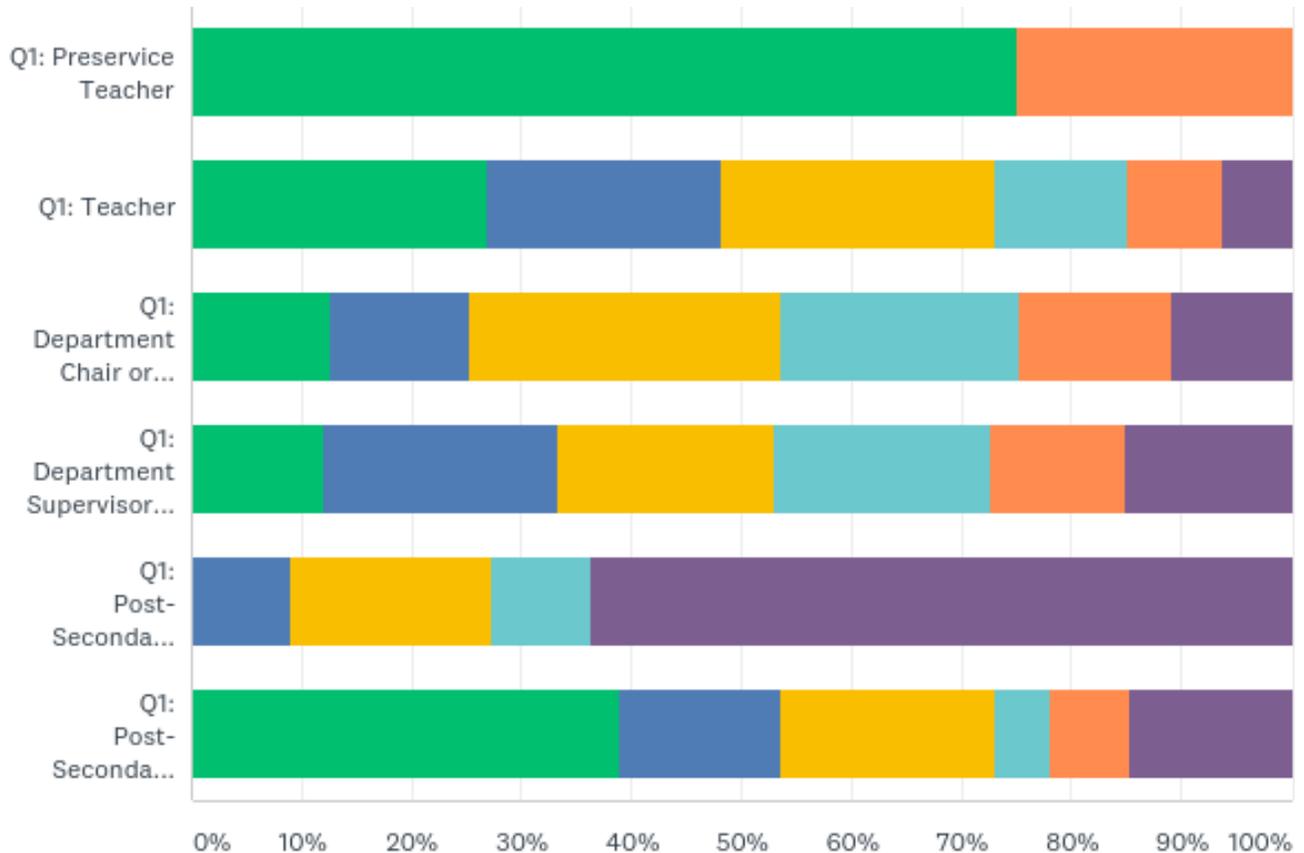
N=1,893

	5 - VERY IMPORTANT	4 - IMPORTANT	3 - MODERATELY IMPORTANT	2 - SLIGHTLY IMPORTANT	1 - NOT AT ALL IMPORTANT	TOTAL	WEIGHTED AVERAGE
Guidance documents for teachers (e.g., FAQs, infographics)	71.95% 1,352	21.02% 395	5.11% 96	1.54% 29	0.37% 7	1,879	4.63
Informational documents for students	39.71% 743	31.37% 587	18.60% 348	7.54% 141	2.78% 52	1,871	3.98
Informational documents for administrators	50.19% 939	30.46% 570	13.68% 256	4.01% 75	1.66% 31	1,871	4.24
Informational documents for parents	32.74% 612	32.85% 614	22.63% 423	8.83% 165	2.94% 55	1,869	3.84
Instructional resources (e.g., templates and exemplars)	78.39% 1,476	17.58% 331	3.13% 59	0.69% 13	0.21% 4	1,883	4.73
Streaming content (e.g., videos, webinnettes)	61.98% 1,167	27.51% 518	8.66% 163	1.49% 28	0.37% 7	1,883	4.49
Links to relevant online resources	71.43% 1,345	22.15% 417	5.58% 105	0.48% 9	0.37% 7	1,883	4.64
Reference lists of relevant texts	59.26% 1,114	26.70% 502	10.37% 195	3.03% 57	0.64% 12	1,880	4.41
Turnkey training materials	58.12% 1,088	29.54% 553	9.24% 173	1.98% 37	1.12% 21	1,872	4.42

Appendix A - Disaggregated Results for Question 6

Which of the following statements best reflects your current knowledge of the revised standards and your comfort level with the shifts they will require? (Select one.)

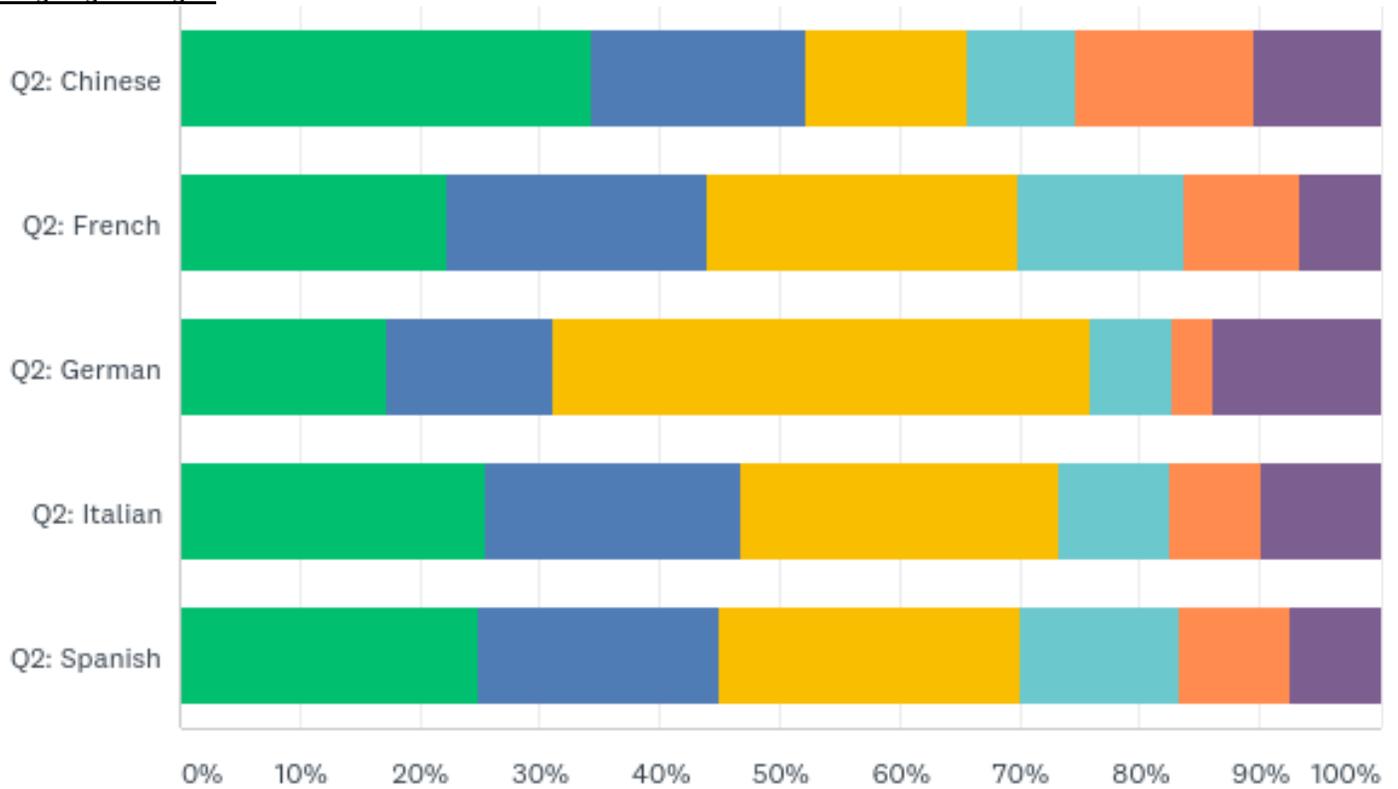
By Role



- I do not yet know about the revised standards or the shifts they will require.
- I know about the revised standards but not the shifts they will require.
- I know about the revised standards and some of the shifts they will require.
- I know about the revised standards and the shifts they will require.
- I know the revised standards and the shifts they will require and am ready to put them
- I know the revised standards and shifts they will require, am ready to put them into pr

	I DO NOT YET KNOW ABOUT THE REVISED STANDARDS OR THE SHIFTS THEY WILL REQUIRE.	I KNOW ABOUT THE REVISED STANDARDS BUT NOT THE SHIFTS THEY WILL REQUIRE.	I KNOW ABOUT THE REVISED STANDARDS AND SOME OF THE SHIFTS THEY WILL REQUIRE.	I KNOW ABOUT THE REVISED STANDARDS AND THE SHIFTS THEY WILL REQUIRE.	I KNOW THE REVISED STANDARDS AND THE SHIFTS THEY WILL REQUIRE AND AM READY TO PUT THEM INTO PRACTICE.	I KNOW THE REVISED STANDARDS AND SHIFTS THEY WILL REQUIRE, AM READY TO PUT THEM INTO PRACTICE, AND COULD TEACH OTHERS ABOUT THEM.	TOTAL
Q1: Preservice Teacher	75.00% 3	0.00% 0	0.00% 0	0.00% 0	25.00% 1	0.00% 0	0.22% 4
Q1: Teacher	26.98% 440	21.15% 345	24.89% 406	12.08% 197	8.71% 142	6.19% 101	87.92% 1,631
Q1: Department Chair or Coordinator (Teacher)	12.65% 21	12.65% 21	28.31% 47	21.69% 36	13.86% 23	10.84% 18	8.95% 166
Q1: Department Supervisor (Administrator)	12.12% 8	21.21% 14	19.70% 13	19.70% 13	12.12% 8	15.15% 10	3.56% 66
Q1: Post-Secondary Methods Instructor	0.00% 0	9.09% 1	18.18% 2	9.09% 1	0.00% 0	63.64% 7	0.59% 11
Q1: Post-Secondary Language Instructor	39.02% 16	14.63% 6	19.51% 8	4.88% 2	7.32% 3	14.63% 6	2.21% 41
Total Respondents	476	378	459	239	171	132	1,855

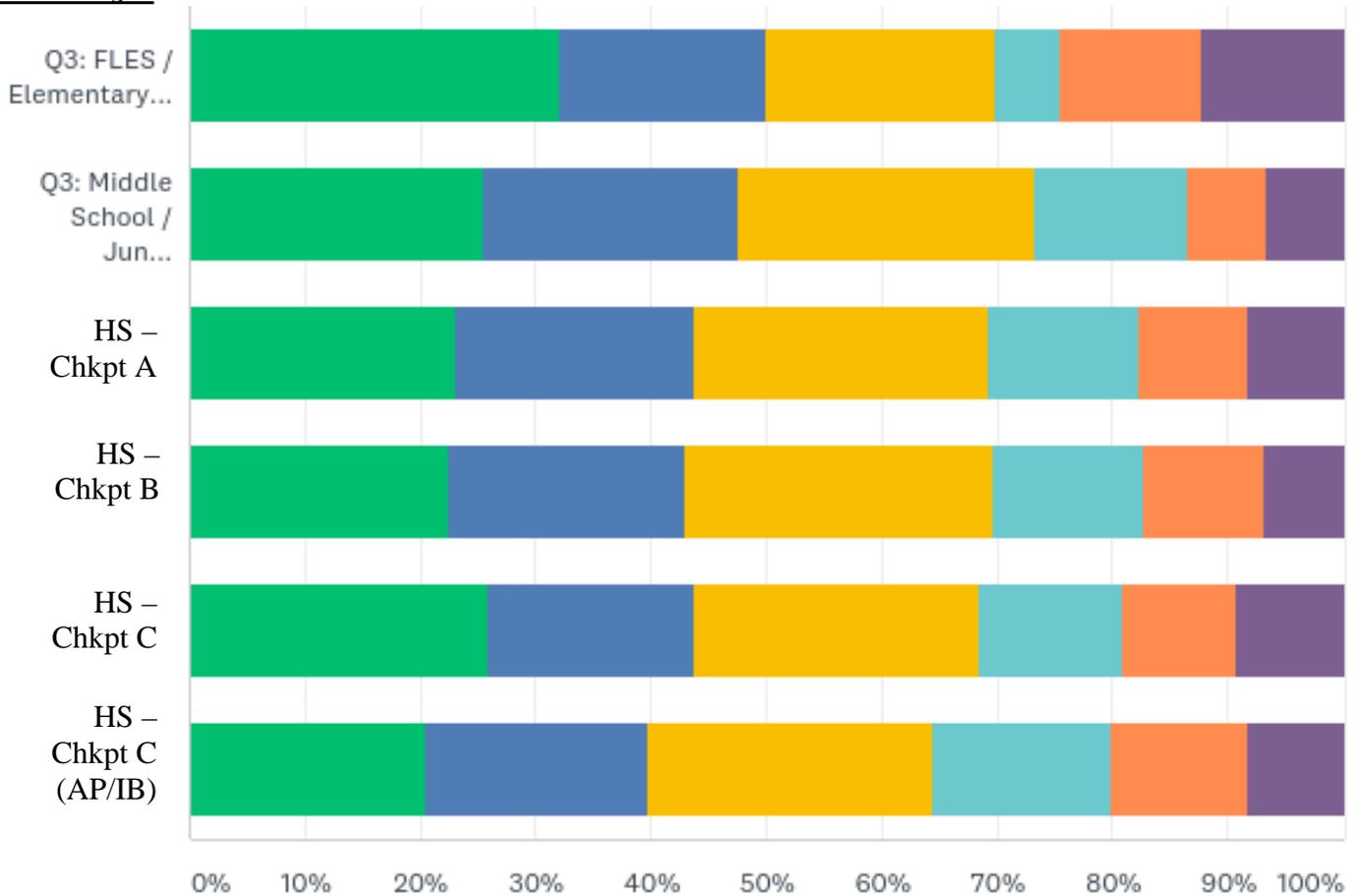
By Language Taught



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Q2: Chinese	34.33% 23	17.91% 12	13.43% 9	8.96% 6	14.93% 10	10.45% 7	3.88% 67
Q2: French	22.22% 102	21.79% 100	25.93% 119	13.73% 63	9.80% 45	6.54% 30	26.55% 459
Q2: German	17.24% 5	13.79% 4	44.83% 13	6.90% 2	3.45% 1	13.79% 4	1.68% 29
Q2: Italian	25.54% 47	21.20% 39	26.63% 49	9.24% 17	7.61% 14	9.78% 18	10.64% 184
Q2: Spanish	24.88% 324	20.05% 261	25.12% 327	13.36% 174	9.14% 119	7.45% 97	75.30% 1,302
Total Respondents	434	354	440	221	157	123	1,729

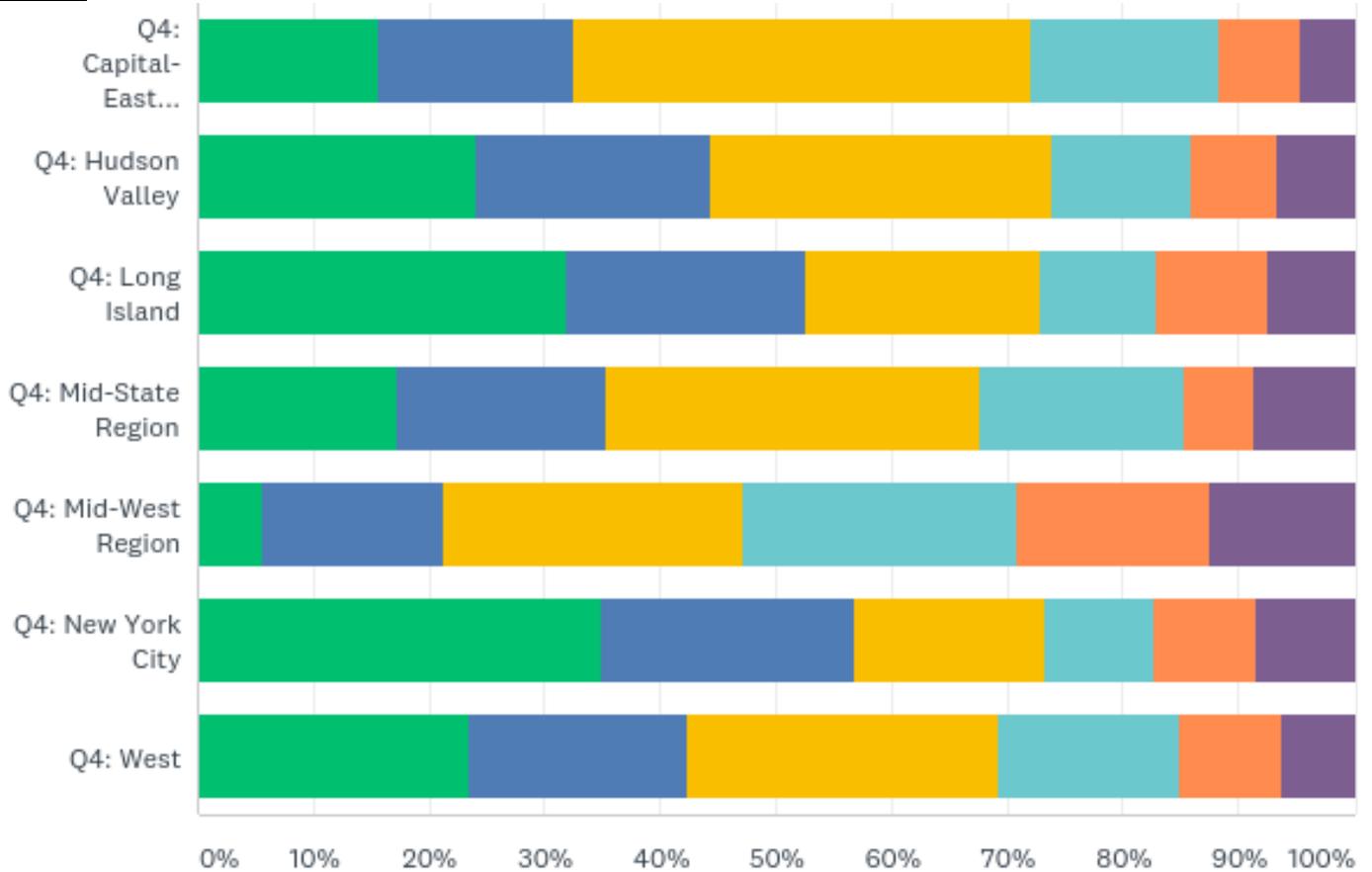
By Level Taught



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Q3: FLES / Elementary School - Checkpoint A	32.08% 34	17.92% 19	19.81% 21	5.66% 6	12.26% 13	12.26% 13	5.98% 106
Q3: Middle School / Junior High School - Checkpoint A	25.40% 204	22.17% 178	25.65% 206	13.33% 107	6.85% 55	6.60% 53	45.26% 803
Q3: High School - Checkpoint A	23.10% 164	20.70% 147	25.49% 181	12.96% 92	9.44% 67	8.31% 59	40.02% 710
Q3: High School - Checkpoint B	22.54% 236	20.34% 213	26.74% 280	13.18% 138	10.41% 109	6.78% 71	59.02% 1,047
Q3: High School - Checkpoint C (non-AP, IB, or college courses)	25.98% 113	17.70% 77	24.83% 108	12.41% 54	9.89% 43	9.20% 40	24.52% 435
Q3: High School - Checkpoint C (AP, IB, or college courses)	20.39% 104	19.41% 99	24.71% 126	15.49% 79	11.76% 60	8.24% 42	28.75% 510
Total Respondents	449	362	447	234	162	120	1,774

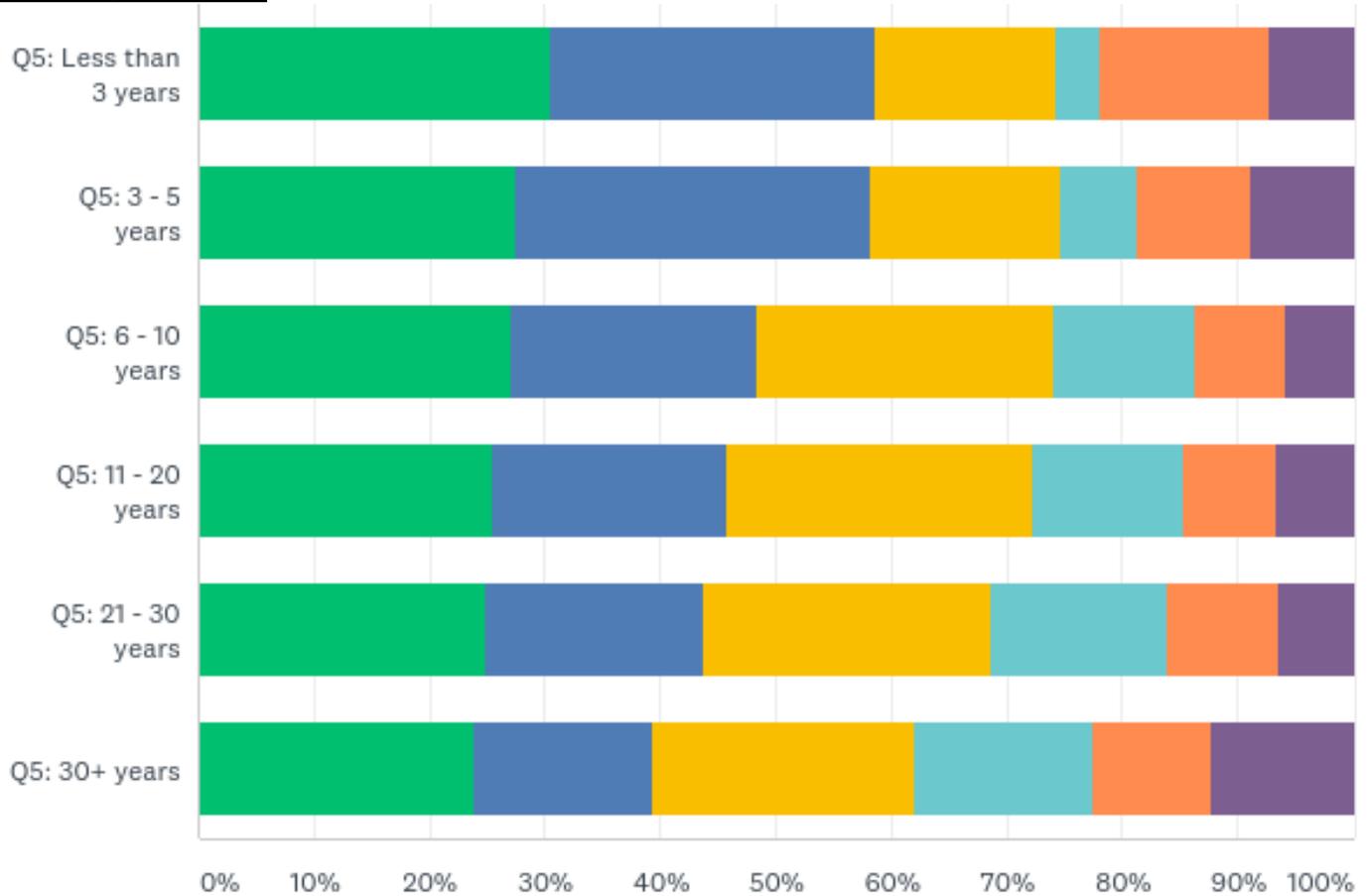
By Region



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Q4: Capital-East Region	15.58% 24	16.88% 26	39.61% 61	16.23% 25	7.14% 11	4.55% 7	8.58% 154
Q4: Hudson Valley	24.12% 62	20.23% 52	29.57% 76	12.06% 31	7.39% 19	6.61% 17	14.33% 257
Q4: Long Island	31.97% 133	20.67% 86	20.19% 84	10.10% 42	9.62% 40	7.45% 31	23.19% 416
Q4: Mid-State Region	17.17% 34	18.18% 36	32.32% 64	17.68% 35	6.06% 12	8.59% 17	11.04% 198
Q4: Mid-West Region	5.62% 5	15.73% 14	25.84% 23	23.60% 21	16.85% 15	12.36% 11	4.96% 89
Q4: New York City	34.88% 135	21.96% 85	16.54% 64	9.30% 36	8.79% 34	8.53% 33	21.57% 387
Q4: West	23.55% 69	18.77% 55	26.96% 79	15.70% 46	8.87% 26	6.14% 18	16.33% 293
Total Respondents	462	354	451	236	157	134	1,794

By Years of Experience



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Q5: Less than 3 years	30.49% 25	28.05% 23	15.85% 13	3.66% 3	14.63% 12	7.32% 6	4.33% 82
Q5: 3 - 5 years	27.47% 25	30.77% 28	16.48% 15	6.59% 6	9.89% 9	8.79% 8	4.81% 91
Q5: 6 - 10 years	27.08% 65	21.25% 51	25.83% 62	12.08% 29	7.92% 19	5.83% 14	12.68% 240
Q5: 11 - 20 years	25.53% 182	20.20% 144	26.51% 189	13.04% 93	8.13% 58	6.59% 47	37.67% 713
Q5: 21 - 30 years	24.91% 138	18.77% 104	25.09% 139	15.16% 84	9.57% 53	6.50% 36	29.27% 554
Q5: 30+ years	23.94% 51	15.49% 33	22.54% 48	15.49% 33	10.33% 22	12.21% 26	11.25% 213
Total Respondents	486	383	466	248	173	137	1,893