

Portrait of ACSSW School Social Work Members

Selected Findings from the National School Social Work Survey 2014

We would like to thank the organizations that helped us secure participants from ACSSW, as well as those who completed the National School Social Work Survey in spring of 2014. As a token of our appreciation, we have developed an association report that we hope is useful.

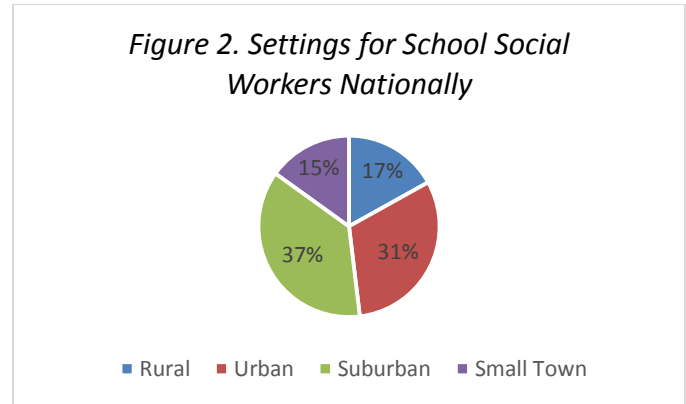
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Respondents

Of 3,769 respondents, there were **389 respondents** from the membership of ACSSW. Table 1 and Figures 1 and 2 compare ACSSW social workers to the national sample.

Table 1: Respondent gender, ethnicity, and education

	ACSSW %	US %
Male	8	9
Female	92	91
European-American	76	82
African-American	16	13
Asian	2	1
Hawaiian/Pacific Islander	0	<1
American Indian/Alaskan Native	1	<1
Other	5	4
MSW	91	79
LCSW	51	43



Practice choices

We asked respondents to indicate the actual and ideal percentage of their time they spend engaged in primary (Tier I), secondary (Tier II), and tertiary (Tier III) prevention activities. This section compares the ACSSW sample with the national sample.

National Sample:

Tier I: 18% Actual, 30% Ideal
 Tier II/Tier III: 82% Actual, 70% Ideal

ACSSW Sample:

Tier I: 17% Actual, 27% Ideal
 Tier II/Tier III: 83% Actual, 73% Ideal

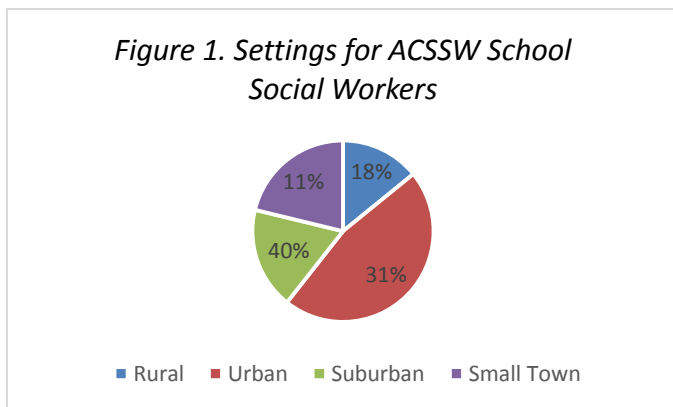
Data-based decision-making

We asked respondents how they use data to make decisions. Table 2 compares the ACSSW sample with the national sample.

Table 2: Use (sometimes and always) and preparedness (very) to use data-based decision making strategies.

	ACSSW		US	
	Use %	Prepared %	Use %	Prepared %
Direct observation	90	60	56	5
St/Tchr self-report	92	70	19	14
Existing data	98	90	93	24
Universal tools	50	10	33	2

*Response options for use: (1) never (2) sometimes (3) always
 *Response options for preparedness to use: (1) not at all (2) somewhat (3) very



Students served

We asked respondents about the students they serve. Table 3 summarizes the characteristics and utilization patterns of students served in ACSSW compared to the national sample.

Table 3: Student characteristics

	ACSSW (%)	National (%)
Students receiving the following services:		
Special education or 504	81	64
Community mental health	87	70
Child welfare	83	65
Juvenile justice	57	42
Students facing the following issues “often” and “sometimes”:		
Sexual abuse	43	68
Physical abuse	65	84
Child neglect	63	78

Practitioner frustrations and barriers

We looked at *frustration* and *barriers* to identify the extent to which respondents are frustrated and to identify the barriers to service delivery. Table 4 provides the item means for the ACSSW sample and the national sample. High scores indicate greater frustration and more perceived barriers.

Table 4: Challenges Faced by ACSSW Members

	ACSSW	National
Frustrations As A School Social Worker...		
Amount of paperwork	51%	39%
Need to complete standardized assessments	11%	9.5%
Lack of administrative support	36%	28%
Lack of supervision or guidance	33%	27%
Large caseload	57%	46%
Working in multiple sites	38%	30%
Lack of planning time	49%	39%
Barriers That Prevent You From Serving Your Students The Way You Would Like To...		
Large caseloads	50%	11%
Assigned to multiple schools	35%	45%
My role is restricted by district policy	20%	52%
My role is restricted by my administrator	25%	62%
Inadequate school resources	31%	25%
Inadequate community resources	12%	19%
Lack of coordination between school and community	31%	27%
Lack of teacher cooperation	10%	42%
Lack of family cooperation/consent	33%	14%
Language or cultural barriers	8%	57%
Student refusal	10%	54%
I do not feel adequately prepared	5%	77%
Scheduling conflicts	27%	36%

* *Frustration item response options were: (0) no and (1) yes. Item level analysis reflects the percentage of respondents that indicated the task was a source of frustration.*

* *Barrier item response options were: (1) never (2) seldom (3) sometimes (4) often (5) always. Item level analysis reflects the percentage of respondents that indicated the issue is often or always a barrier.*