

Portrait of Connecticut School Social Workers Findings from the National School Social Work Survey 2014

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We would like to thank the organizations that helped us secure participants from Connecticut, 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 a state report that we hope is useful.

Respondents

Of 3,769 respondents, there were 45 respondents from the state of Connecticut. Table 1 and Figures 1 and 2 compare Connecticut social workers to the national sample.

Table 1: Respondent gender, ethnicity, and education

	CT %	US %
Male	16	9
Female	84	91
European-American	80	82
African-American	9	13
Asian	0	1
Hawaiian/Pacific Islander	0	<1
American Indian/Alaskan Native	0	<1
Other	11	4
MSW	87	79
LCSW	53	43

Figure 1. Settings for Connecticut School Social Workers

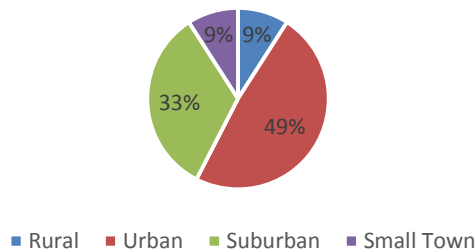
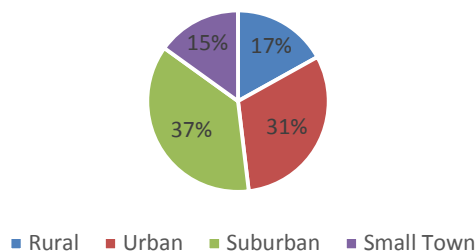


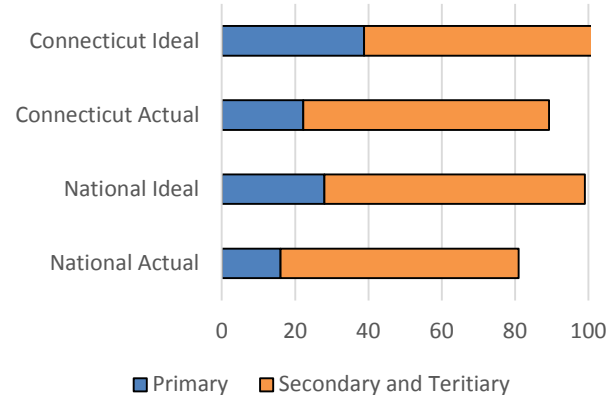
Figure 2. Settings for School Social Workers Nationally



Practice choices

We asked respondents to indicate the actual and ideal percentage of their time they spend engaged in primary, secondary, and tertiary prevention activities. Figure 3 compares the Connecticut sample with the national sample.

Figure 3: Percentage of Actual vs Ideal Time Spent on Prevention Tasks



Data-based decision-making

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

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

	CT		US	
	Use %	Prepared %	Use %	Prepared %
Direct observation	40	3	56	5
St/Tchr self-report	21	15	19	14
Existing data	100	11	93	24
Universal tools	22	3	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 Connecticut compared to the national sample.

Table 3: Student characteristics

	Connecticut (%)	National (%)
Students receiving the following services:		
Special education or 504	82	64
Community mental health	73	70
Child welfare	64	65
Juvenile justice	44	42
Students facing the following issues “often” and “sometimes”:		
Sexual abuse	90	68
Physical abuse	90	84
Child neglect	75	78

Practitioner frustrations and barriers

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

Table 4: Challenges Faced by Connecticut School Social Workers

	Connecticut	National
Frustration Composite	.39	.31
Amount of paperwork	42%	39%
Need to complete standardized assessments	18%	10%
Lack of administrative support	31%	28%
Lack of supervision or guidance	51%	27%
Large caseload	58%	46%
Working in multiple sites	22%	30%
Lack of planning time	49%	39%
Barrier Composite	3.2	3.3
Large caseloads	10%	11%
Assigned to multiple schools	67%	45%
My role is restricted by district policy	64%	52%
My role is restricted by my administrator	39%	62%
Inadequate school resources	25%	25%
Inadequate community resources	15%	19%
Lack of coordination between school and community	25%	27%
Lack of teacher cooperation	53%	42%
Lack of family cooperation/consent	8%	14%
Language or cultural barriers	51%	57%
Student refusal	56%	54%
I do not feel adequately prepared	75%	77%
Scheduling conflicts	15%	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.