

NADD Possible Action Steps

1. National Level

- a. Request a suspension of all fees associated with ASWB test taking.
- b. Demand remedial action to rebate ASWB test fees associated with multiple test attempts – particularly for graduates from groups where consistent bias has been demonstrated (i.e. Ethnic/Racial groups; older adults).
- c. Call for a suspension of COMPACT discussions based on a uniform ‘standardized exam’ until issues of implicit bias are addressed within the exam that is currently used nationally (ASWB), or an alternative process is developed. [This refers to the development of an interstate licensure compact, which you can read more about [here](#).]
- d. Build collaboration across SW Organizations and Groups (i.e., CSWE, NASW, NABSW, NADD, BPD, etc.) at a national level to speak in one strong and consistent voice.
- e. Keep talking points focused on issues with the **EXAM** versus **REGULATION**. We want to preserve professional identity that seeks to recognize and limit who can call themselves a social worker.
- f. Develop an alternative process for gaining licensure within states that is standardized across the U.S. (i.e. examine alternatives to the current exam/exam process), aligning CSWE standards with what graduates are expected to know.
- g. NADD members reach out to the American Academy for Social Work and Social Welfare to ask for support/solidarity and assistance in testing bias within the test.
- h. Consider a plan to merge national social work organizations (NASW, NADD, BPD, CSWE....).

2. State Level

- a. States’ organizations of deans/directors meet routinely specifically focused on alternative strategies around the ASWB exam and building coalitions and political allies.
- b. Determine a strategy to engage state-level NASW and state level licensing boards; collaborate on a remedy and solution within the state (while continuing to work on national consistency/standardization of licensing path).
- c. Review legislative remedy in Illinois and Rhode Island that limits test option and recognizes the graduation from a CSWE accredited university/college program as an option to change/alter regulation strategies within states.
- d. Create consistent talking points that are clear in describing the problem, as well as the ‘ask’ from the SW Boards and legislators.

- e. Develop legislative and community champions who can move regulatory changes.
- f. Request that ASWB provide data to states/schools, annually, without charge.

3. **School Level**

- a. Alert Provosts/Deans of potential fall out based on the implicit bias within the exam.
- b. Review your school's metrics as they compare to national/other schools.
- c. Create an internal task force within your school, focused on remedies/strategies the school will use to address the disparities in testing.
- d. Develop talking points for faculty and staff who will be interfacing with students and fielding questions from students.
- e. Deans/Directors send letters to ASWB/CSG regarding suspension of compact.
- f. Provide opportunities for practice exams and embed within curriculum.
- g. Work with university/college government relations staff – within and across schools.
- h. Empower students to act/advocate; use social work student organizations to build change momentum.

4. **Individual Level (Faculty/Staff)**

- a. Review national and school level data from ASWB.
- b. Respond to 'public comment' as it relates to the COMPACT formation; specifically suspending the exam options until bias can be reduced/eliminated.
- c. Sign the [petition](#) on change.org.
- d. Distribute letters to CSG, NASW, CSWE, ASWB to demand change.

5. **Community Partners/Agencies/Organizations**

- a. Develop stronger partnerships with local universities – who have social work programs and from whom your social work interns are enrolled. Create routine meetings (quarterly?) where issues affecting the profession/workforce are discussed/shared.
- b. Work with universities to create supportive programs/prep materials for licensing exams through the hours of supervision.
- c. Facilitate group study groups among your employees who may be studying for the exam.
- d. Consider allowing social work graduates working in your agencies to have dedicated paid time each week for exam prep/study. Perhaps partner with local university to facilitate routine group sessions.
- e. Bring your professional organizations and affiliations to the table and compel them to join state NASW/NADD coalitions to ensure changes occur.