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.