
If you cannot attend in person, please contact Jaime Hoyle at
jaime.hoyle@dhp.virginia.gov

4:00 p.m. Call to Order – Sherwood Randolph, LCSW, Chairperson

- Welcome/Introductions

Approval of Minutes

- March 5, 2025*-----Page 2

Public Comment

Unfinished Business

- Discussion and approval of survey questions regarding licensure requirements*-----Page 58
 - Other Examples:
 - Kansas Survey-----Page 59
 - ASWB Survey-----Page 61
 - Maryland Survey-----Page 63
- Review of Stakeholder Statements-----Page 65

Discussion of Next Steps

Next Meeting:

June 25, 2025

Adjournment

*Indicates a Committee vote is required.

This information is in **DRAFT** form and is subject to change. The official agenda and packet will be approved by the Board at the meeting. One printed copy of the agenda and packet will be available for the public to view at the meeting pursuant to Virginia Code Section 2.2-3707(F).



DRAFT
Virginia Board of Social Work
Ad Hoc Committee Meeting Minutes
Wednesday, March 5, 2025, at 4:00 p.m.
9960 Mayland Drive, Henrico, VA 23233
Board Room 1

- BOARD MEMBERS PRESENT:** Sherwood Randolph Jr., MSW, LCSW
Martha Meadows, MA, LCSW
- BOARD STAFF PRESENT:** Jaime Hoyle, JD, Executive Director
Charlotte Lenart, Deputy Executive Director- Licensing
Sharniece Vaughan, Licensing & Operations Supervisor
Rebecca Walker, Licensing Specialist
- STAKE HOLDER ATTENDEES:** Denise Daly Konrad, Virginia Health Care Foundation (VHCF) (*remote via Webex*)
Matthew DeCarlo, Ph.D., LCSW (*remote via Webex*)
Stacey Hardy-Chandler, Ph.D., J.D. LCSW, PGDip, Association of Social Work Boards (ASWB) CEO
Kevin Holder, LCSW, Richmond Chapter of the National Association of Black Social Workers (NABSW)
Joseph Lynch, LCSW (*remote via Webex*)
Stacey Owens, LCSW-C, ASWB Item Development Consultant
Khidhra Poole, Ph.D., LCSW (*remote via Webex*)
Debra Riggs, National Association of Social Work Boards (NASW) Executive Director, (*remote via Webex*)
Mark Smith, Greater Washington Society for Clinical Social Work (GWSCSW) and Virginia Society of Clinical Social Work (VSCSW)
Frank Williams, Ph.D., PSI Services Director
Susan Witt, LCSW, VSCSW President (*remote via Webex*)
Kim Young, LCSW, Dope Black Social Worker
- CALL TO ORDER:** Mr. Randolph called the Committee Meeting to order at 4:00 p.m.
- DISCUSSION WITH STAKEHOLDERS:** Dr. Hardy-Chandler, Ms. Owens, and Dr. Williams presented on the role of the Association of Social Work Boards (ASWB) in the examination process. Their presentation focused on ASWB's involvement in exam development, licensing, and key upcoming updates and innovations. (See Attachment A).
- Following the presentation, Mr. Randolph opened the floor for discussion. Stakeholders briefly addressed the concept of modularized testing, which would enable test takers to retake only the sections of the exam they previously failed, rather than the entire exam. Dr. Hardy-Chandler clarified that ASWB would need statistical data on modularized testing before it could be implemented. The discussion also touched on testing disparities, ASWB's role, and testing standards. Shareholders inquired if there was any research indicating that increased supervision as an exam alternative enhances competency.
- Dr. Poole mentioned a concern related to the endorsement process in Virginia, particularly regarding the ASWB exam. As a result of the September 2023 change in the social work regulations, if an applicant's home state did not require the ASWB exam for licensure at a comparable level, the exam will not be necessary for endorsement in Virginia.

Stakeholders were also informed that any written questions they have can be addressed by ASWB at a later time.

NEXT STEPS:

Mr. Randolph stated that the Board will be preparing survey questions for Virginia licensees about exam alternatives, which will be reviewed at the next meeting before being shared with the full Board.

NEXT MEETING DATES:

The next meeting will be scheduled at a later time, once a suitable date for all participants is agreed upon.

ADJOURNMENT:

Mr. Randolph adjourned the meeting at 5:22 p.m.

Sherwood Randolph Jr., MSW, LCSW

Jaime Hoyle, JD, Executive Director

Virginia Ad Hoc Committee
March 5, 2025



Agenda

- 1 Introduction
- 2 Regulation of the Professional Workforce
- 3 Licensing Examination Development
- 4 Updates and Innovations

Introduction



Stacey D. Hardy-Chandler
Ph.D., J.D., LCSW, PGDip
ASWB Chief Executive Officer



Stacey Owens, LCSW-C
ASWB Item Development
Consultant



Frank Williams, Ph.D.
PSI Director of Psychometrics

Who is ASWB?

ASWB is the nonprofit organization composed of the social work regulatory boards and colleges of all 50 U.S. states, the District of Columbia, the U.S. Virgin Islands, Guam, the Northern Mariana Islands, and all 10 Canadian provinces.

Mission: Provide support and services to the social work regulatory community to advance safe, competent, and ethical practices to strengthen public protection.

Vision: All social workers are licensed

The Three Rivers



Association of Social Work Boards

- Supports regulation of the profession
- Members are licensing boards



Council on Social Work Education

- Accredits social work education programs
- Members are social work programs



National Association of Social Workers

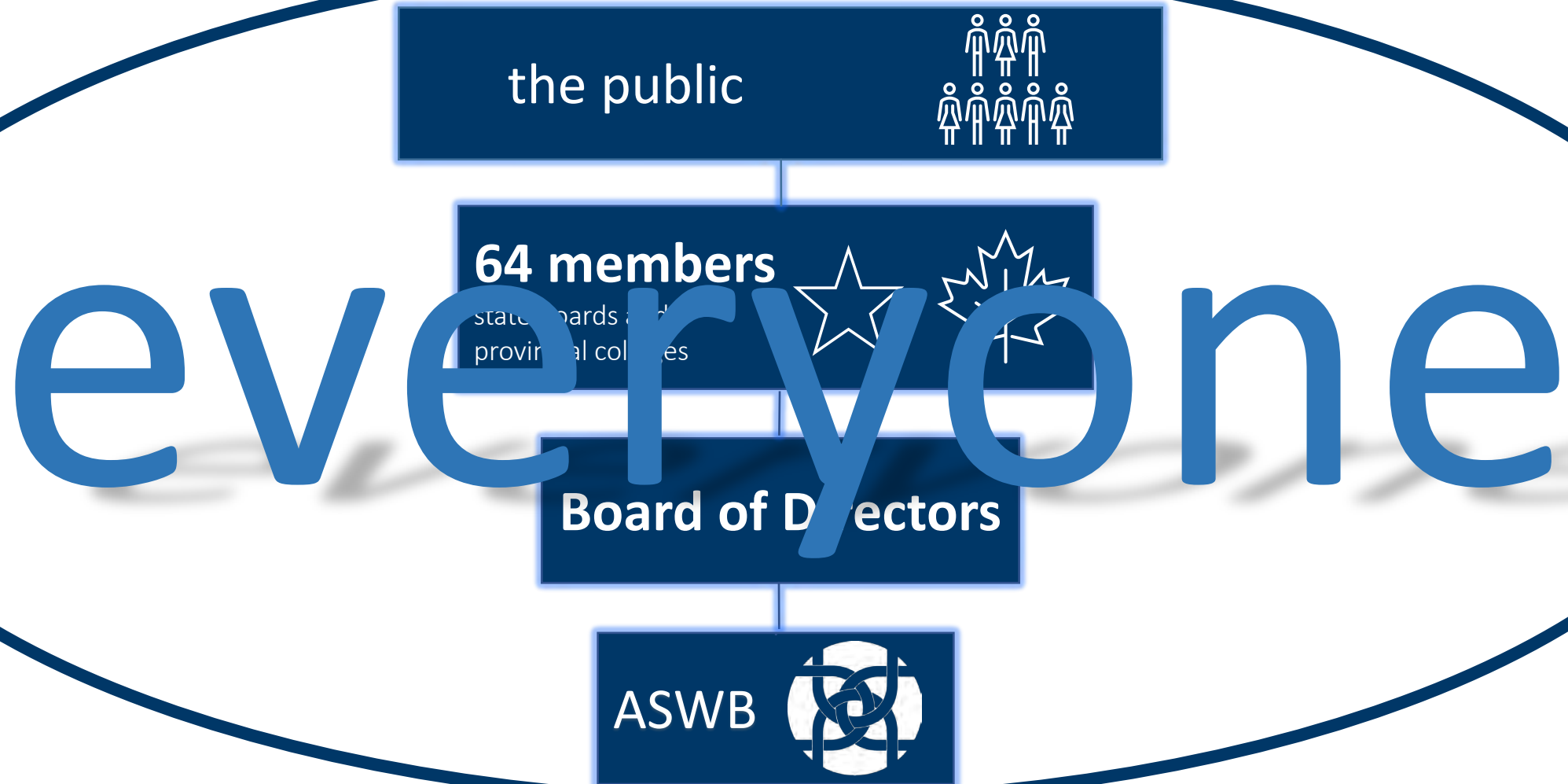
- Advocates for the profession
- Members are individual social workers

What does ASWB do?

Support and services to the social work regulatory community



Accountability to the public

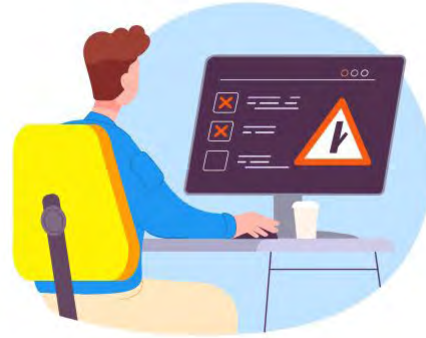


Regulation of the professional workforce

A license we are all familiar with...



Education



Competence assessment



Experience



Why is social work licensed?

PROFESSIONAL

social work is a professional occupation

PROTECTION OF TITLE

only licensees can call themselves social workers

PUBLIC PROTECTION

demonstrates competency to practice safely and ethically at entry to practice

[The Model Social Work Practice Act](#)

Is social work a profession?

YES!

A **profession** is a type of job that requires special training or skill, especially one that needs a high level of applied competence in the practice of **practice standards**.

A **professional** is one engaged in and qualified for a particular profession eligible for compensation commensurate with their specialized training, education, and practice competence.

Professional regulation upholds the public's confidence and trust by verifying minimum competence, investigating complaints, and through compliance with state laws and regulations.

Categories of social work licensure

Example license Title	Requirements for licensure
Licensed Social Worker	BSW, Bachelors exam
Licensed Master Social Worker	MSW, Masters exam
Licensed Independent Social Worker (Macro)	MSW, Masters and Advanced Generalist exams 3,000 hours of supervised practice
Licensed Clinical Social Worker	MSW, Masters and Clinical exams 3,000 hours of supervised practice

Licensing examination development

Social work licensure requirements




a closer look

The purpose of social work licensing competence assessments

The social work exams:

- Are the one **objective measure** of competence that is part of a larger licensing process
- Provide an important element of public protection because they assess **minimum competence** to practice safely and ethically
- Offer **uniformity across** states and jurisdictions

The social work licensure exams are:

VALID

The exam measures what was intended, as defined by the practice analysis.

RELIABLE

Under similar circumstances, scores are consistent over time.

COMPLIANT

The exams meet testing industry standards and can be defended if challenged.



Meets and exceeds
testing standards
for high-stakes
licensing exams

**Social work
subject
matter expertise**



Psychometric measurement



Exam development

ASWB has about 50 staff.

How many are dedicated to writing licensing exam questions?

0

Exam Overview

Computer-delivered exams

Test centers in the United States and Canada

Universal passing score

170 multiple-choice questions, randomly administered

Multiple forms online • Rotated quarterly

Who is involved in exam development?

Personnel

 Staff: 6

 Vendors: 4

 Question development consultants: 7

 Volunteers: 71

 Question writers: 49

Total people involved in exam development:

almost 140

Drafting the exam

Seven item development consultants work with item writers to draft exam questions.



2023 item writers

The gallery below includes information for all item writers contracted to write for the social work licensing exams in 2023.



ASWB Examination Committee

2025

Bachelors exam



Nikki Barfield (FL)



Anita Arenson
(MN)



Nelly Chow (AB)



Cole Hooley (UT)



Morgan McDowell
(MN)



Marquita Thurman
(MS)



Scott
Wilkes (OH)

Masters exam



Alex Zamora (ID)



LeQuandra Hale-
Banks (TN)



Keri Mabry (MN)



Chaundra Randle
(MI)



Jodi Schollaardt
(AB)



Amy Seese-Bieda
(WA)



Betty Voltaire (NY)

Clinical exam



Paul Perales (WI)



Olivia Fojas (CA)



Joseph Harper (IL)



Jean Leong (AB)



Catherine
Simmons (CO)

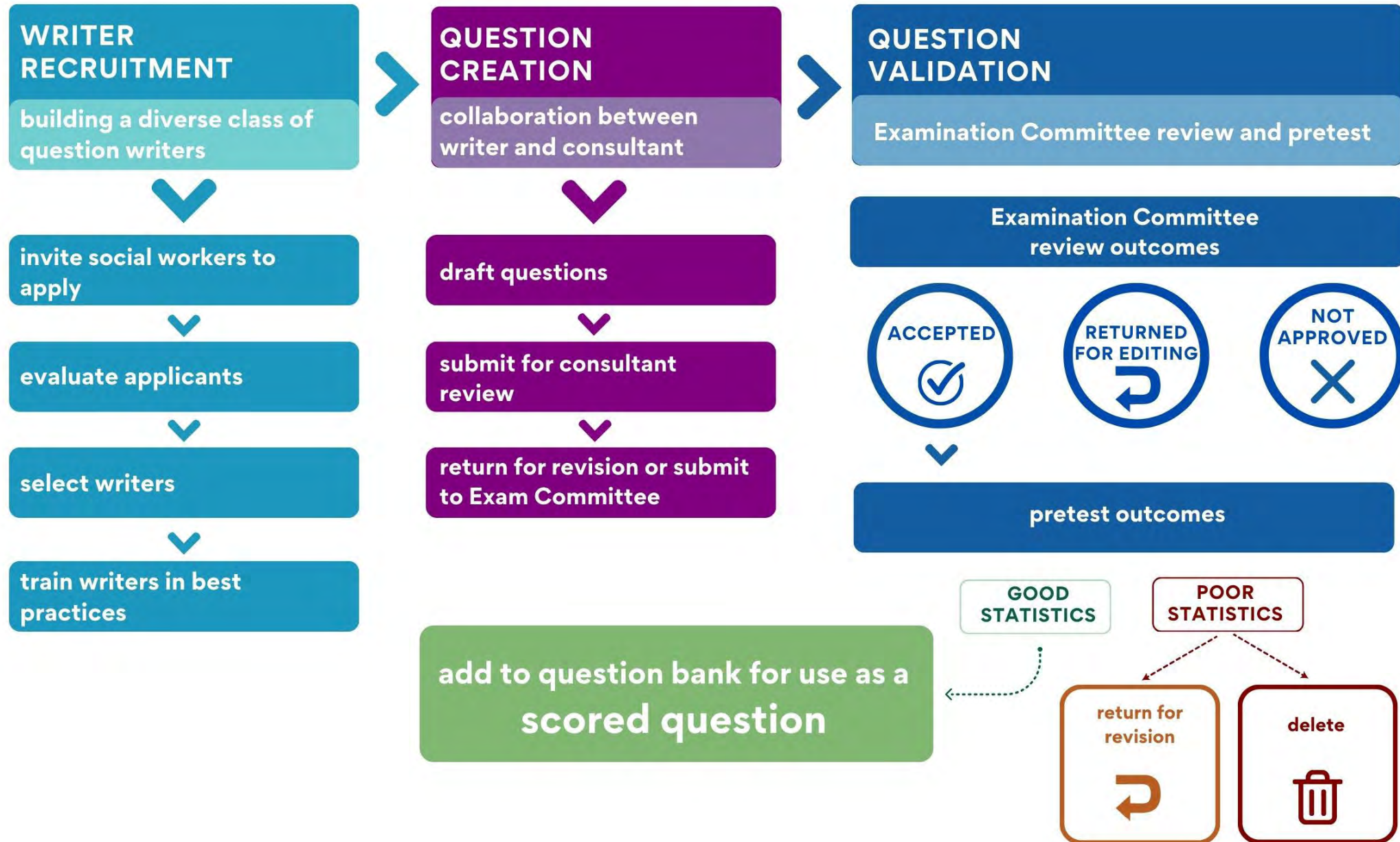


Rhodalyn Thomas
(CA)

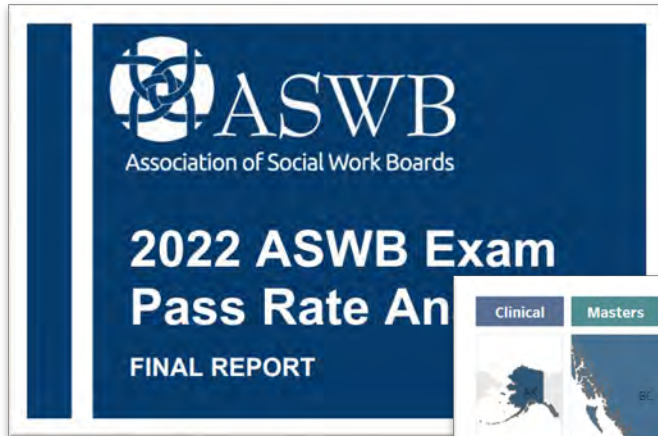


Senetra Wallace
(NC)

ASWB examination question development process

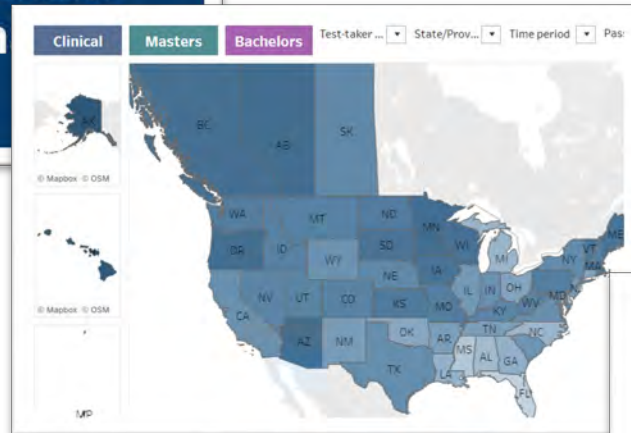


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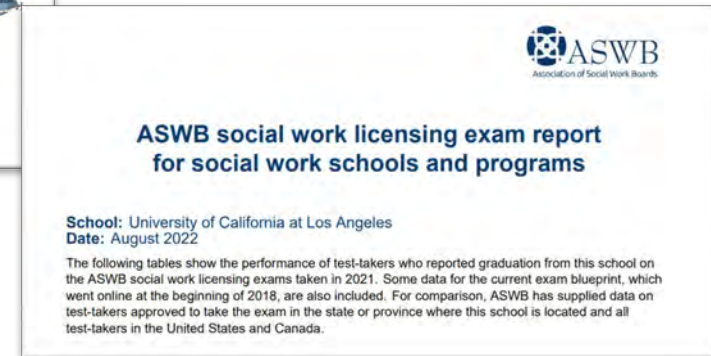
Analysis report

2



Interactive map

3



Social work school reports

Virginia

2023 pass rates

Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	12	6	50
Repeat	0	0	-
Total	12	6	50
Masters			
First-time	158	123	77.8
Repeat	55	18	32.7
Total	213	141	66.2
Clinical			
First-time	518	369	71.2
Repeat	397	97	24.4
Total	915	466	50.9

Virginia social work school pass rates, 2023

School: George Mason University

Date: June 2024

The table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total test-takers who passed the indicated exam categories during the year 2023. Note that test-takers who are unsuccessful may repeat the examination more than once.

Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Masters			
First-time	43	37	86
Repeat	6	3	50
Total	49	40	81.6
Clinical			
First-time	66	51	77.3
Repeat	20	7	35
Total	86	58	67.4
Advanced Generalist			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-

School: James Madison University

Date: June 2024

The table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total test-takers who passed the indicated exam categories during the year 2023. Note that test-takers who are unsuccessful may repeat the examination more than once.

Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	2	2	100
Repeat	0	0	-
Total	2	2	100
Masters			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Clinical			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Advanced Generalist			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-

Virginia social work school pass rates, 2023

School: Liberty University

Date: June 2024

The table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total test-takers who passed the indicated exam categories during the year 2023. Note that test-takers who are unsuccessful may repeat the examination more than once.

Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	25	23	92
Repeat	8	3	37.5
Total	33	26	78.8
Masters			
First-time	8	6	75
Repeat	0	0	-
Total	8	6	75
Clinical			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Advanced Generalist			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-

School: Longwood University

Date: June 2024

The table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total test-takers who passed the indicated exam categories during the year 2023. Note that test-takers who are unsuccessful may repeat the examination more than once.

Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	1	1	100
Repeat	0	0	-
Total	1	1	100
Masters			
First-time	1	1	100
Repeat	0	0	-
Total	1	1	100
Clinical			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Advanced Generalist			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-

Virginia social work school pass rates, 2023

School: Mary Baldwin University

Date: June 2024

The table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total test-takers who passed the indicated exam categories during the year 2023. Note that test-takers who are unsuccessful may repeat the examination more than once.

Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	1	0	0
Repeat	0	0	-
Total	1	0	0
Masters			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Clinical			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Advanced Generalist			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-

School: Norfolk State University

Date: June 2024

The table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total test-takers who passed the indicated exam categories during the year 2023. Note that test-takers who are unsuccessful may repeat the examination more than once.

Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	1	0	0
Repeat	0	0	-
Total	1	0	0
Masters			
First-time	11	6	54.5
Repeat	11	5	45.5
Total	22	11	50
Clinical			
First-time	54	19	35.2
Repeat	113	22	19.5
Total	167	41	24.6
Advanced Generalist			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-

Virginia social work school pass rates, 2023

School: Radford University

Date: June 2024

The table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total test-takers who passed the indicated exam categories during the year 2023. Note that test-takers who are unsuccessful may repeat the examination more than once.

Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	1	0	0
Repeat	0	0	-
Total	1	0	0
Masters			
First-time	3	2	66.7
Repeat	7	0	0
Total	10	2	20
Clinical			
First-time	47	32	68.1
Repeat	38	11	28.9
Total	85	43	50.6
Advanced Generalist			
First-time	1	1	100
Repeat	0	0	-
Total	1	1	100

School: Virginia Commonwealth University

Date: June 2024

The table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total test-takers who passed the indicated exam categories during the year 2023. Note that test-takers who are unsuccessful may repeat the examination more than once.

Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Masters			
First-time	88	78	88.6
Repeat	13	7	53.8
Total	101	85	84.2
Clinical			
First-time	172	148	86
Repeat	70	21	30
Total	242	169	69.8
Advanced Generalist			
First-time	1	0	0
Repeat	0	0	-
Total	1	0	0

Virginia social work school pass rates, 2023

School: Virginia Intermont College

Date: June 2024

The table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total test-takers who passed the indicated exam categories during the year 2023. Note that test-takers who are unsuccessful may repeat the examination more than once.

Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	1	0	0
Repeat	0	0	-
Total	1	0	0
Masters			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Clinical			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Advanced Generalist			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-

School: Virginia State University

Date: June 2024

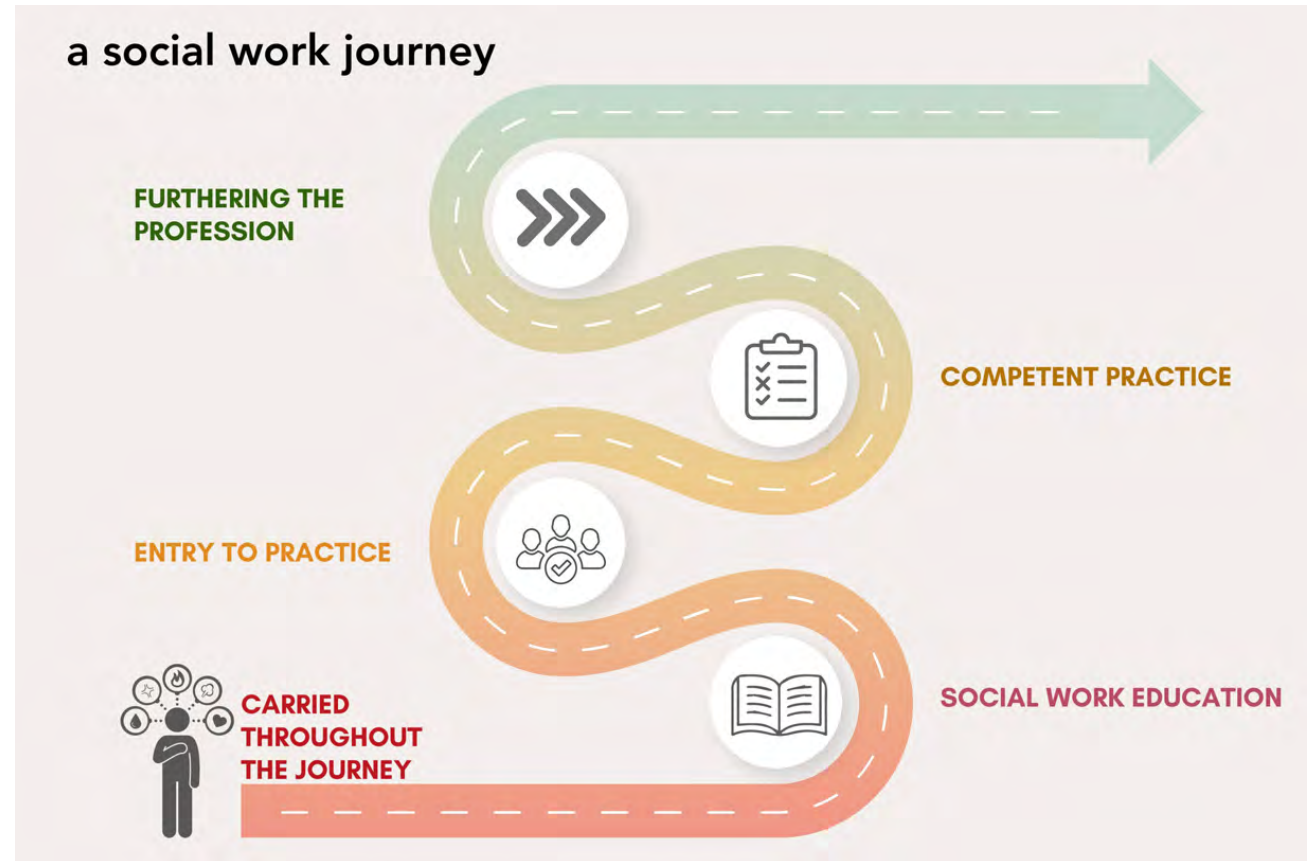
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Exam category and group type	Total number of examinations	Pass rate	
		Number	Percent
Bachelors			
First-time	3	0	0
Repeat	2	0	0
Total	5	0	0
Masters			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Clinical			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-
Advanced Generalist			
First-time	0	0	-
Repeat	0	0	-
Total	0	0	-

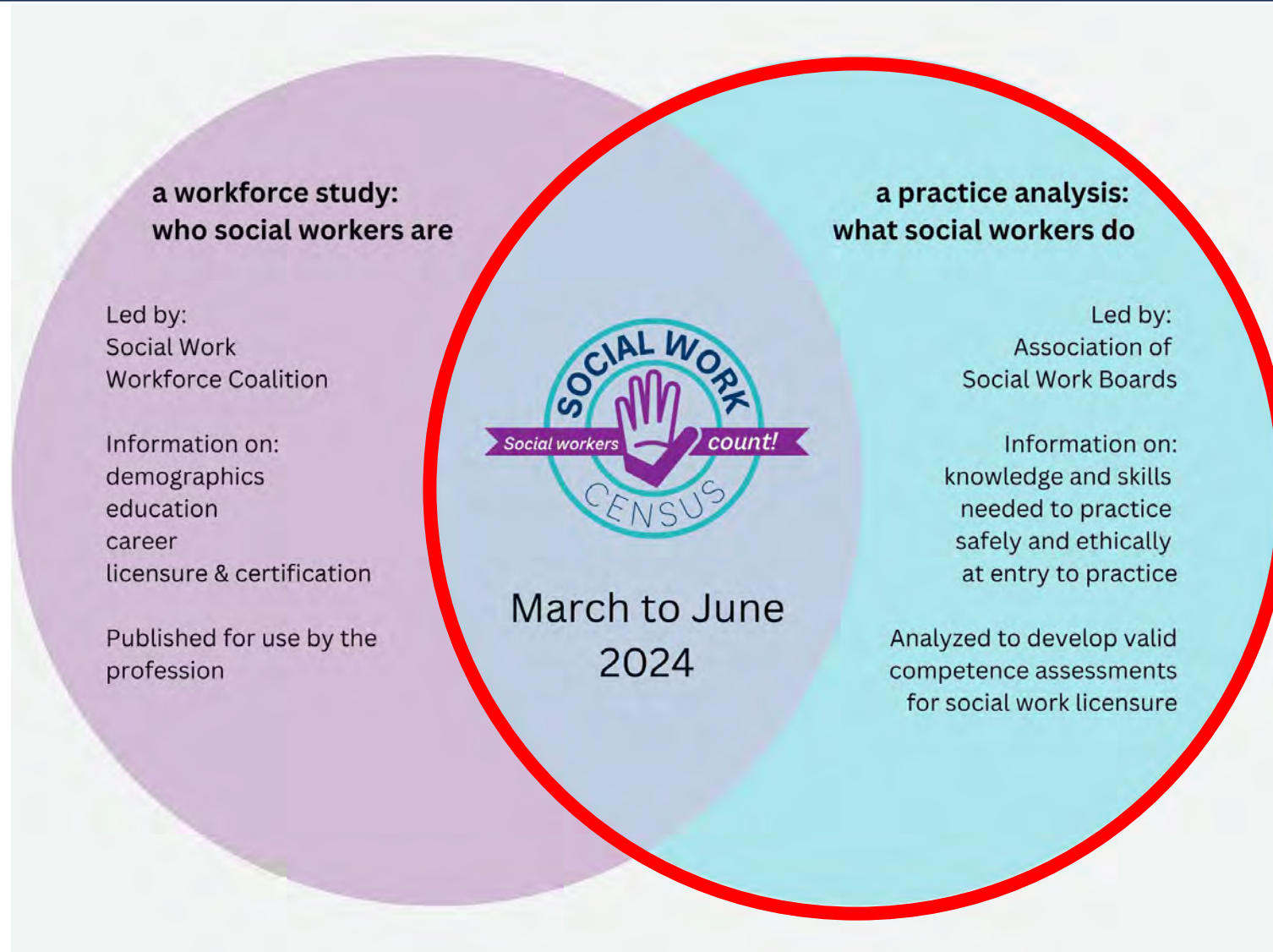
Updates and innovations

What ASWB is doing...

...from our
section of the
professional
system



The Social Work Census



The practice analysis



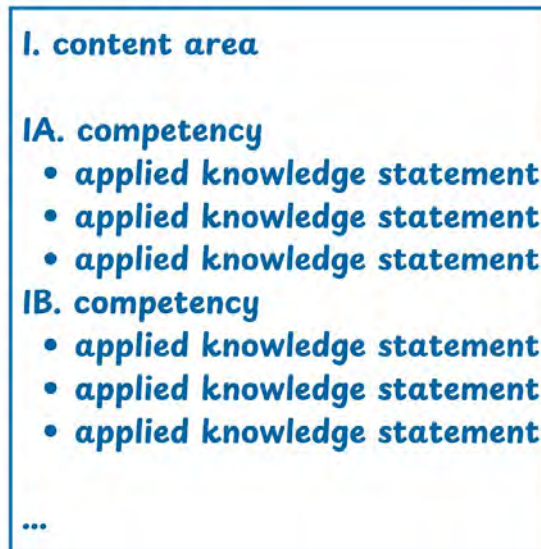
The process of creating the exam begins with the **practice analysis**.

It is a major survey of **thousands of practicing social workers**.

It helps create the blueprint for the exam, determining the **applied knowledge statements necessary to practice safely on day one**.

Building the new exam blueprint

The 2026 social work licensing exam blueprints include the essential information needed to build the competence assessments.



content outline of
competencies and
applied knowledge
statements



weighting of the
content areas



**Three-option
multiple choice**



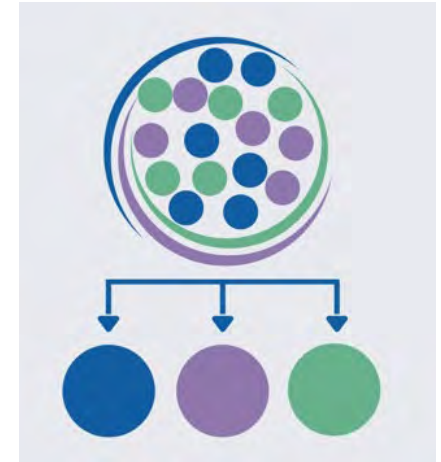
Began in 2023,
gradually adding
more



**Secure remote online
proctoring**



Planning a 2025
pilot with a
limited number
of candidates
&
2026
Implementation



**Modularized exam
format**



Currently in
exploration
phase

Free exam
resources for
educators



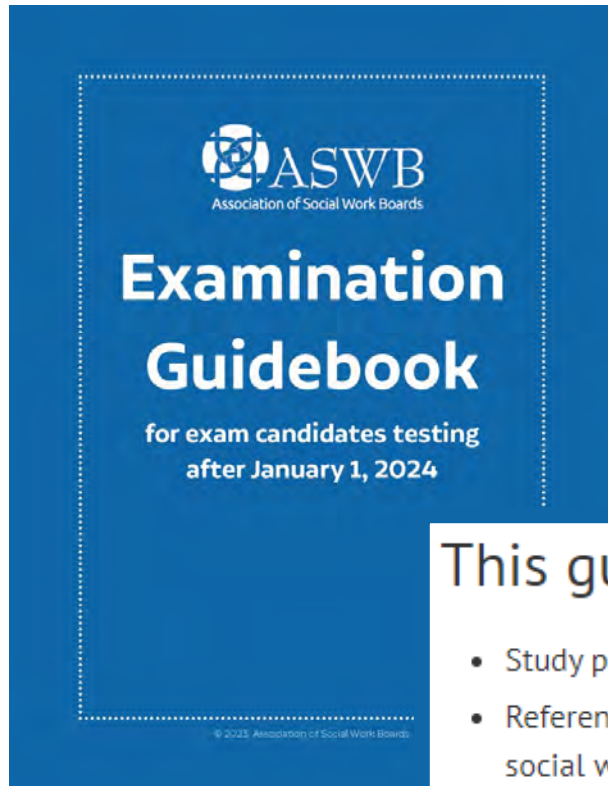
reenvisioning
COMPETENCE ASSESSMENT



Test mastery mindset support



The ONLY ASWB-authorized products



**FREE
DOWNLOAD**

This guidebook includes:

- Study plan template
- Reference lists created with input from social work educators
- Complete content outlines for all exam categories, including KSA (knowledge, skills, and abilities) statements
- Sample questions from each exam category with the correct answer and explanation

Online practice tests **FOR REGISTERED CANDIDATES**



\$85

Learning about the licensing exam

WEBINAR SERIES exam education



Helping students be prepared to show competence on the social work licensing exams



The art and science of exam development: Exploring best practices for building reliable, valid, and fair exams



The testing experience: How ASWB's examination practices support access and equity



Social work journeys: Qualitative research through Community Conversations

Video recordings are available.

FifthTheory: Test mastery inclusion program

The Test Mastery Inclusion program:

- A valid and reliable **self-development program** for test-takers preparing for a high-stakes exam offered **free** to **all registered test-takers (as of July 1, 2024)**
- Delivered by an **independent, minority-owned** firm with industrial-organizational psychology experts in social science research, assessment development, and coaching
- Designed to improve **equity and opportunity**
- Composed of a self-assessment tool followed by an **individualized report and resources**

Data and Details:

- More than **10,000 individuals** have accessed the program
 - Nearly **1,000 individuals** responded to a survey and most found the experience positive and helpful.
- This program, and its associated survey, allows ASWB to learn more about:
 - The **usefulness of the program** as reported by its users
 - The **preparation and readiness levels** of candidates
 - The **resource needs** of candidates



On July 1, 2024,
ASWB began offering
this resource to all
registered test-takers.

More than 10,000
test takers have
accessed the program

Social work journeys



Focus groups on developing licensing exams for the future of social work

600 participated in person, online, and through a self-paced survey

ASWB plans based on key findings:

- Continue increasing diversity among exam volunteers
- Educate the public about question development
- Increase access through remote proctoring
- Include more voices through the Social Work Census
- Explore module-based exam structure
- Reduce financial impact
- Consider expanding question types

Determinants of social work licensing exam pass rates

Report #1

The Profile of Social Work License Examinees: A Racially Patterned Educational and Training Journey Before the Exams

Report #2

The Determinants of Licensing Exam Outcomes: The Compounding Effects of Individual, Institutional, and Community Factors

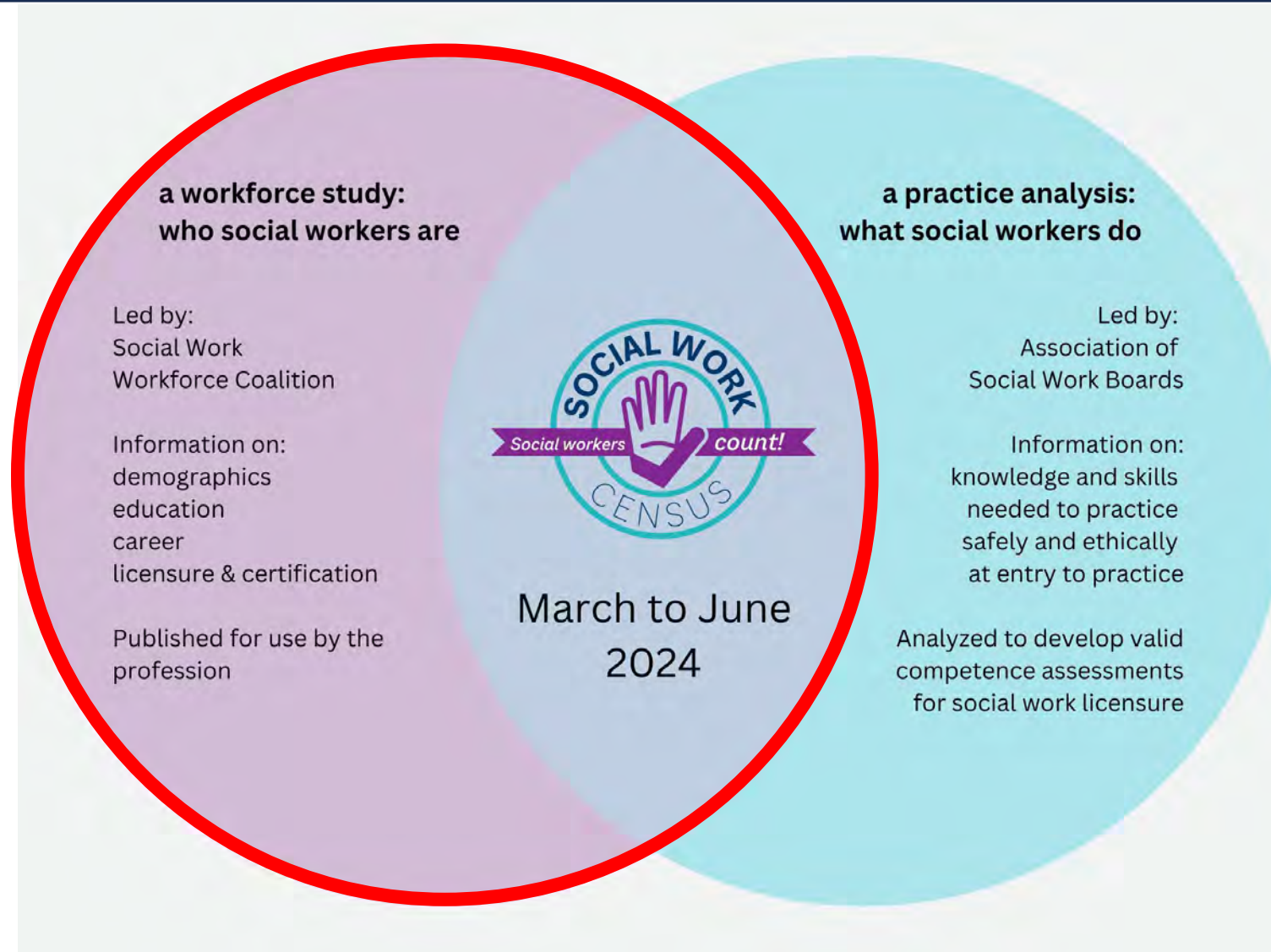
Report #3

The Effects of Race/Ethnicity on Clinical Exam Outcomes: Diminished (yet Persistent) Effects When Other Determinants Are Controlled



Workforce Study

The Social Work Census



Collaborating across the profession



- Baccalaureate Program Directors
- Canadian Association of Social Workers
- Canadian Association of Social Work Education
- Canadian Council of Social Work Regulators
- Clinical Social Work Association
- Council on Social Work Education
- Howard University
- Latino Social Workers Organization
- National Association of Black Social Workers
- National Association of Deans and Directors
- National Association of Social Workers
- U.S. Department of Veterans Affairs
- Association of Social Work Boards



Purposes of a workforce study

A workforce study is meant to provide **professional stakeholders** with knowledge about how to:

- Plan for educational and training programs
- Forecast employment needs and labor shortage areas
- Justify funding requests to governments

It is also meant to provide **aspiring social work candidates** with knowledge about:

- Occupational outlooks
- Career trajectories
- Compensation specific to practice areas and employment settings.

Preliminary workforce study findings

Sign up at **swcensus.org** to be notified of
final report publication.



Joy Kim, Ph.D., MSW
Rutgers, The State University of New Jersey

Census responses

The workforce study was based on **42,345** survey responses.*

- United States: **38,724**
- Canada: **3,621**

*Total workforce study responses received: **52,471**

Most respondents had a clinical license (55.44%), followed by those with a masters (28.10%).

The **Social Work Census** was available in **English, French, and Spanish**.

- French-language survey completions: **195**
- Spanish-language survey completions: **23**

Workforce study topics



education



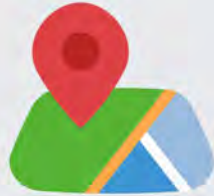
license



employment



work setting
and other
characteristics



geographic
location



student loan
debt



supervision



earnings and
benefits



career plans

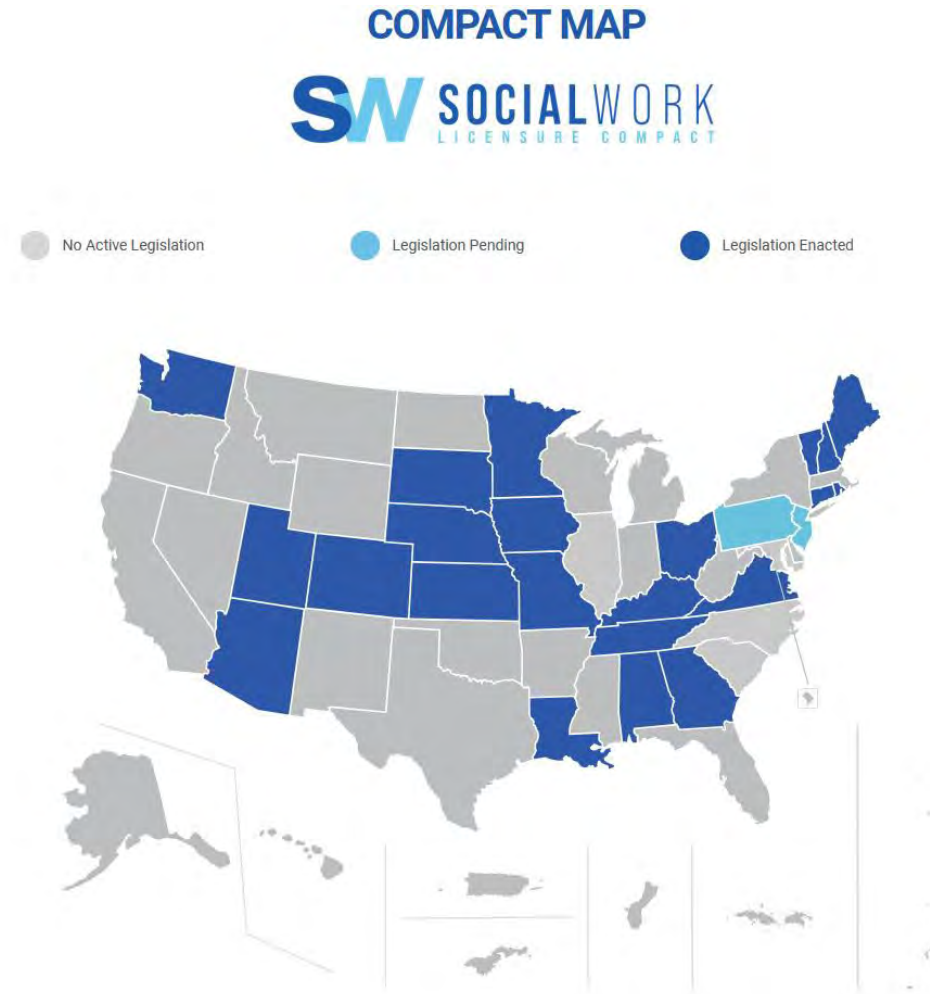


demographics

Social Work Licensure Compact

The Social Work Licensure Compact

22
states



The Compact Commission had its first meeting via Zoom on September 17, 2024, with delegates from each state present and continues to meet on a regular basis.

swcompact.org

Let's stay
connected



Quarterly
Newsletter



Connect on
LinkedIn



aswb.org



info@aswb.org

a social work journey

**FURTHERING THE
PROFESSION**



COMPETENT PRACTICE



ENTRY TO PRACTICE



**CARRIED
THROUGHOUT
THE JOURNEY**



SOCIAL WORK EDUCATION



Thank you!



The following 10-minute survey will assist policymakers at the local and state levels assess current licensure requirements and regulations. By law, information collected as part of this survey is confidential and will only be released in aggregate form. Your voluntary participation in this survey is very important to us.

1. Should Virginia maintain the Licensed Clinical Social Work (LCSW) examination as a licensure requirement as an LCSW?
 - a. Yes
 - b. No
2. Do you think that applicants who have failed their examination should be allowed an alternative pathway to licensure as an LCSW?
 - a. No, under no circumstances should an alternative pathway be allowed
 - b. No, but study resources should be invested to assist applicants in passing the examination
 - c. Yes, after applicants have failed the examination once
 - d. Yes, after applicants have failed the examination at least twice
3. Virginia's current licensure law requires that the LCSW examination must be passed within two years. Should this requirement be:
 - a. Lengthened
 - b. Reduced
 - c. Remain unchanged
4. Should MSWs be allowed more than 4 years to complete the supervision requirements toward LCSW licensure?
 - a. Yes
 - b. No
5. Should MSWs be allowed more than 2 years to pass the LCSW examination?
 - a. Yes
 - b. No

Please indicate your feelings on the following sentences (*Strongly disagree; somewhat disagree; neither agree nor disagree; somewhat agree; strongly agree*)

6. New social workers should be required to take a national exam to become licensed.
7. Requiring the exam maintains high professional standards among social workers.
8. Passing the licensing exam is a reflection of a social worker's competence.
9. The social work licensure exam ensures practitioners meet minimal qualifications.
10. Requiring the exam builds public trust in social workers' competency.
11. A MSW degree only should be sufficient to obtain an LCSW license in Virginia.
12. Having both a social work degree and completing 3,000 hours of supervised experience should be required to obtain an LSCW license.

Thank you for your time. Your response has been submitted.

Behavioral Sciences Regulatory Board

Survey of Social Workers

February 2024

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Thank you for taking the time to participate in this online survey research project. We are an independent research organization hired by the American Foundation for Research and Consumer Education in Social Work Regulation. All of your responses to questions will be completely confidential and anonymous. This study is for research purposes only and we will not try to sell you anything.

SCREENERS

1. Have you ever worked as a licensed social worker?

1. Yes – currently practicing
2. Yes – not currently practicing
3. No **TERMINATE**
4. Not sure **TERMIANTE**

2. Which year did you become a licensed social worker?

NUMBER ENTRY TO RECORD EXACT YEAR

3. In what state did you become a licensed social worker? **DROP DOWN LIST. SELECT ONE**

LICENSURE ATTITUDES

4. As you may know, there is a national effort to pass a social work licensure compact to make it easier to practice as a social worker in multiple states. Under the compact, social workers would be allowed to apply for a multi-state license that would allow them to practice in more than one state. Do you support or oppose the social work licensure compact?

1. Strongly support
2. Somewhat support
3. Somewhat oppose
4. Strongly oppose
5. Don't know enough to say

[START BATTERY]

Now, you are going to read a list of statements about social work licensure. For each one, please indicate if you agree or disagree with the statement.

CODING FOR FOLLOWING:

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree

[START BATTERY QUESTIONS]

SCRAMBLE

5. The licensing exam is an important measure of a social worker's competence to serve vulnerable clients
6. The licensing exam upholds professional standards among social workers
7. I believe new social workers should be required to take the exam to become licensed
8. It would be a mistake to remove the social work licensing exams as a requirement for licensure
9. People should be able to be licensed as social workers with just an educational degree
10. People should be able to be licensed as social workers with just an educational degree and supervised practice

[END BATTERY]

11. As you may know, some states are considering ending the requirement that social workers pass a licensing exam to become licensed to practice. In your opinion, should states (ROTATE) keep the licensing exam requirement or end the licensing exam requirement?

ROTATE 1-4;4-1

1. Strongly believe states should keep the licensing exam requirement
 2. Somewhat believe states should keep the licensing exam requirement
 3. Somewhat believe states should end the licensing exam requirement
 4. Strongly believe states should end the licensing exam requirement
 5. Don't know enough to say
12. Would you like to be contacted by the American Foundation for Research and Consumer Education in Social Work Regulation to receive further information about the social work interstate compact and the social work licensing exam?
1. Yes
 2. No

Thank you for completing this survey!

Board of Social Work Examiners BSWE Licensure Survey

Thank you for taking the time to participate in this online survey research project. The **Maryland Board of Social Work Examiners** is interested in gathering your thoughts regarding licensure in our state.

This study is for research purposes only.

The following questions will help us understand who is responding to the survey. These responses will not identify you as an individual in any way.

Questions:

- What is your racial background?
- Other
- Are you of Hispanic, Latino, or Spanish origin?
- What is your age?

Maryland Regions:

- **Western Region** (*Garrett County, Allegany County, Washington County*)
- **Capital Region** (*Frederick County, Montgomery County, Prince George's County*)
- **Central Maryland** (*Anne Arundel County, Baltimore City, Baltimore County, Carroll County, Harford County, Howard County*)
- **Southern Maryland** (*Calvert County, Charles County, St. Mary's County*)
- **Eastern Shore Maryland** (*Kent County, Queen Anne's County, Talbot County, Caroline County, Dorchester County, Wicomico County, Somerset County, Worcester County, Cecil County*)

Questions:

- In which of the five Maryland regions do you predominantly practice?
- Do you require any accommodations for testing, such as for the National Social Work Licensure Exam?
- At what level are you licensed?
- Does your job entail any type of clinical mental health service provision?
- Are you a Board-approved supervisor?

Section Two:

In this section, you are going to read a list of statements about social work licensure. For each one, please indicate if you agree or disagree with the statement.

Options:

- Strongly agree
- Somewhat agree
- Neutral/neither agree or disagree
- Somewhat disagree
- Strongly disagree

Statements:

- The licensing exam is an important measure of a social worker's competence to serve vulnerable clients.
- New social workers should be required to take a national exam to become licensed.
- It would be a mistake to remove the social work licensure exam as a requirement for licensure.
- Having a social work degree and a criminal history background check should be sufficient to obtain a social work license in Maryland.
- Requiring the exam to become a licensed practitioner assists in maintaining high professional standards among social workers.
- Requiring the exam to become a licensed practitioner assists in maintaining high professional standards among social workers.
- Requiring the exam to become a licensed practitioner builds public trust in the competency of social workers as professionals who protect vulnerable populations.
- The social work licensure exam helps protect the integrity of the social work profession by ensuring practitioners meet minimal qualifications to work with at-risk groups and vulnerable populations.

Section Three:

The following questions seek your opinion regarding the elimination of the national social work licensure examination in Maryland. Three questions break down licensure by level. Although they may feel repetitive, your responses will help us understand your opinion on the need for the licensure exam at all or some levels of social work practice.

All health occupation professions in Maryland, including social work, require practitioners to take a licensing exam as a minimal qualification to become a licensed practitioner. Do you support the elimination of the national exam requirement for social work licensure in Maryland?

- Should Maryland discontinue requiring passage of a national examination as a license requirement for a bachelor's-level (LBSW) social work license?
- Should Maryland discontinue requiring passage of a national examination as a license requirement for a master's-level (LMSW) social work license?
- Should Maryland discontinue requiring passage of a national examination as a license requirement for a clinical-level (LCSW-C) social work license?

This question is about the Interstate Social Work Licensure Compact.

NASW-Maryland plans to sponsor a bill for the 2025 legislative session that would allow Maryland to join the Interstate Social Work Licensure Compact. Under the Compact, social workers would have the option to apply for a multi-state license that would allow them to practice in any state that is part of the Compact. To qualify for this multi-state license, practitioners will need to pass the National Licensing Exam.

- Do you support the Interstate Social Work Licensure Compact for Maryland?
- Do you have any other comments regarding the elimination of the national social work licensure exam in Maryland at any or all practice levels?

1.14.2025

Dept of Health Professions/Virginia Board of Social Work:

The National Association of Black Social Workers, Inc. (NABSW) is comprised of people of African ancestry. We are committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research. The Richmond Chapter of NABSW, known as RABSW, was established in 1971 by nine social work professionals in the Richmond area.

NABSW works to create a world in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. The demographic data released by ASWB lacks information that would provide the necessary data relevant to causality or correlation. Therefore, we cannot accept the reported data and outcomes that have resulted in multiple failed attempts and millions of dollars spent by African American professionals.

African Americans have been practicing Social Work professionally for over 100 years. The institutional barriers experienced by thousands of practitioners to receive the highest level of licensure are not a failure of the test takers but a failure of the testing process. We must acknowledge the historical aspect of the information and the discriminatory practices prevalent systemically in Social Work education and licensure.

RABSW stands firm in our collaboration with other appropriate local groups who assume the responsibility of safeguarding the rights of Black people and Black communities. Collectively we must address this profound injustice and historical practice that is integrated into the fabric of truth in disclosure.

The ASWB data demonstrate that racial discrimination is prevalent in assuring equitable opportunities to achieve licensing warrants immediate action. NABSW believes ASWB claims to "provide support and services to the social work regulatory community to advance safe, competent, and ethical practices to strengthen public protection.

To ensure a complete and equitable process from the beginning of the licensure journey to the end, we respectfully request that some impactful changes be made by the Virginia Board of Social Work.

Alternative pathways to licensure should be implemented, including: modular testing, conditioning, option of additional hours of supervision under an approved supervisor in lieu of the exam after failing it twice, or only needing to re-take a section of the exam instead of the whole exam all over again.

We believe the board members should participate in town halls at all the MSW programs around the state to address the questions, comments, and concerns of these students.

We believe ASWB should contract with Professional Social Work organizations, Schools of Social Work, and practitioners to provide culturally appropriate test-taking classes.

RABSW is willing to work with ASWB and other professional Social Work organizations to ensure diversity, equity, and inclusion for all practitioners.

In the Spirit of Togetherness,

Christina Finney, RABSW President

Kevin Holder, RABSW Mentoring Licensure Committee



*Joseph G. Lynch LCSW
3549 Majestic Circle
Broadway, VA 22815*

February 13, 2025

Board of Social Work
Mr. Sherwood Randolph, Jr., MSW, LCSW
Chair Ad Hoc Committee-Alternative Pathways
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico Virginia 23233-1463

Re: Comments on Alternative Pathways

Dear Chair Randolph:

Again, I thank the Board for hearing comments from stakeholders as the Board explores Alternative Pathways to assure competence of LCSWs. I had an opportunity recently to attend a presentation on *Artificial Intelligence in Social Work: Exploring Key Ethical Considerations* by Dr. Frederic Reamer and Dr. Jaime Sundvall. Dr. Sundvall is the Touro University Assistant Provost of Artificial Intelligence and the GSSW Assistant Dean, Director of Distance Education, MSW Online Program. (See contact information at end of my letter) Dr. Sundvall mentioned that using AI she has developed a way to teach and assess some clinical social work skills. I am sure that this AI tool has a way to measure validity and reliability. I think this is one area the Board should explore.

Another suggestion that I hear frequently is to require “X” number of additional hours of supervision for those who have not passed the exam. I don’t think that we have much literature that has demonstrated these additional hours of supervision assure competence. I think a more targeted approach is needed. On the ASWB website they provide an “Examination Guide.” This shows the 4 major content areas on the Clinical Exam.

- | | |
|--|---------------|
| I. HUMAN DEVELOPMENT, DIVERSITY, AND BEHAVIOR IN THE ENVIRONMENT | (24% of exam) |
| II. ASSESSMENT, DIAGNOSIS, AND TREATMENT PLANNING | (30% of exam) |
| III. PSYCHOTHERAPY, CLINICAL INTERVENTIONS, AND CASE MANAGEMENT | (27% of exam) |
| IV. PROFESSIONAL VALUES AND ETHICS | (19% of exam) |

I think the VBSW could offer for the person who did not pass the exam to acquire “X” number of hours in supervision from a supervisor who has strengths in the area of the exam that the MSW did not pass. The Board could ask the Board Approved Supervisors to identify which of these content areas they believe they have good knowledge of and match the supervisors and supervisee on the content area that needs improvement. ASWB provides detailed information on each of these 4 content areas. At the end of “X” number of hours the supervisor would need to sign off on the supervision attesting that the supervisee gained competence in that area.

I think this kind of targeted supervision is in line with the Board assuring that the MSW has at least minimal competency to safely practice clinical social work.

I offer the two above practical specific ideas that might not be unduly burdensome to accomplish.

Sincerely,
Joseph G. Lynch LCSW

“Artificial Intelligence in Social Work: Exploring Key Ethical Considerations”

Frederic G. Reamer, Ph.D., School of Social Work Rhode Island College

Dr. Jaime Sundvall. Dr. Sundvall is the Touro University Assistant Provost of Artificial Intelligence and the GSSW Assistant Dean, Director of Distance Education, MSW Online Program.

Dr. Jamie Sundvall jamie.sundvall@touro.edu

Dr. Jamie Sundvall is the Touro University Assistant Provost of Artificial Intelligence and the GSSW Assistant Dean, Director of Distance Education, MSW Online Program. She serves on the University Institutional AI Advisory Board. Dr. Sundvall is a nationally recognized AI expert, engaging application of AI in higher education programming, governance and policy development and structure, training, and is often invited to speak nationally on ethics and AI integration. She holds a CSWE-accredited MSW, with dual concentrations in Clinical Practice and Gerontology. Dr. Sundvall has earned a PsyD in Clinical Psychology, a research-based PhD in International Psychology with a specialization in Trauma Services. She completed a prestigious and competitive two-year, post-graduate trauma fellowship at The Johns Hopkins Hospital in Baltimore, Maryland. She has engaged in forensic and clinical practice, acting as a consultant, international liaison, an international US diplomatic advisor, and as a commissioned officer in the United States Navy, with a long-standing history of exceptional leadership, program development and oversight, clinical practice, and research during her tenure. She has held roles as a professor, research chair, and program administrator in psychology, social work, counseling, and human service programs. Dr. Sundvall has engaged in government and private institutional program development and management involving planning, analysis, design, implementation, evaluation in national and international behavioral health and academic organizations. She brings operational and strategic business expertise in growing and managing financially scalable, sustainable, cutting edge, and evidence-based programming. She is an expert in online, remote clinical and educational program delivery, national site and team management, and at navigating rigorous, multi-layered legal and accreditation standards. Dr. Sundvall has conducted publication and engaged in public speaking on topics of artificial intelligence, trauma, military and veteran practice, acculturation psychology, cross-cultural psychology, clinical practice, geriatric practice, best practices in online and higher education, ethics, and digital ethics.

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Social Workers for Equity and Anti-Racism

<http://www.swear-md.org>

Dear Virginia Board of Social Work:

We are Social Workers for Equity and Anti-Racism (SWEAR), a grassroots collective of hundreds of Maryland social workers. We formed in 2022 following the ASWB data release that confirmed what we already knew colloquially - ASWB exams have remarkably disparate pass rates and keep out competent social workers, while doing nothing to assess social work competence nor protect the public.

We urge you to support pathways to social work licensure in Virginia that do not require passage of the ASWB licensing exams. ASWB exams do not serve as a competency measure but as a gatekeeping mechanism that keeps out quality social workers from practicing in marginalized communities. Not only is there no evidence that ASWB exams measure social work competency, but a multiple choice exam cannot possibly measure essential and diverse social work skills such as critical thinking and empathy. The outdated exam requirement is exacerbating workforce shortages and preventing skilled professionals from serving our most vulnerable communities.

Instead of relying on standardized tests, Virginia should explore competency-based alternatives such as supervised experience or portfolio assessments. Several states have removed ASWB exams as a requirement, and they have seen their pool of quality social workers increase without any increase in safety concerns.

By reforming the licensure process, Virginia can build a more equitable, inclusive, and effective social work workforce. I urge you to expand licensure pathways and remove harmful barriers to entry.

Thank you for your time and consideration.

Sincerely,

Rachel Doyle, LICSW
On Behalf of SWEAR Leadership

Testimony of Matt DeCarlo, MSW, Ph.D.
February 19, 2025

Distinguished members of the Ad-Hoc Commission on Social Work Licensure,

My name is Matt DeCarlo and I am the MSW Program Director at Saint Joseph's University and co-founder of Open Social Work, which advances open practices in our discipline. I am testifying in my personal capacity as a social worker (not on behalf of my employer) and professional capacity as a social work researcher and advocate.

My policy research focuses on open workforce reforms, and specifically, social work licensure. I appreciate the opportunity to offer the benefit of my experience with ASWB exams to the Commonwealth who supported and educated me from ages 18-36. As a George Mason University MSW graduate and Virginia Commonwealth University PhD graduate and former assistant professor of social work at Radford University, I am grateful to provide service to the state that shaped my social work practice.

Mr. Randolph specifically asked stakeholders to address the potential for examination alternatives at the clinical level. His policy history in the previous meeting minutes is comprehensive and correct to-the-minute. Other states have addressed the issue since the release of the 2022 Exam Pass Rate Analysis, and Virginia may learn from these initiatives:

- 2 States removed LBSW examinations as a requirement for licensure
- 5 States removed LMSW examinations as a requirement for licensure
- 1 State created an alternative pathway (additional supervision) at all levels of licensure (LBSW, LMSW, & LCSW), based on a decades-long pilot program
- 1 State created an alternative pathway (additional supervision) for those who fail the LCSW examination.
- 1 State is in the process creating an alternative pathway (replacing the LCSW examination with a law & ethics examination created by the state)

I support any of these options, based on the attached social equity policy analysis, [published in the *Journal of Evidence-Based Social Work*](#), and archived [open access on the Open Science Framework](#).

However, I want the state to consider another alternative—abolition; replacing all licensing examinations with nothing because they are psychometrically unsound and unfit to purpose. Please see the attached fact sheets for support and future directions for inquiry on exam abolition.

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ASWB's 2024 Report: An Urgent Call for Abolition

Far worse than the descriptive disparities reported in ASWB's 2022 Exam Pass Rate Analysis, Black social workers are 6.5x more likely to fail the exam than White social workers, Latine social workers are 2.8x more likely to fail the exam, and “the odds of exam failure for Asian examinees were 2.055 times higher than the odds for white examinees” (Kim & Joo, 2024, p. 27).

Controlling for external factors in the workforce pipeline reduced these disparities by a mere 10-30% in the report. Kim and Joo's report, clearly indicates external factors are a small factor in exam score inequities across racial, linguistic, and age groups. Here is how Kim & Joo state their findings [on page 28 of their report](#) featured prominently on ASWB's webpage for understanding ASWB exam pass rates:

Table 2. The Effects of Race/Ethnicity on First-Time Clinical Exam Failure, 2018-2022

	Model 1 (M1)		Model 2 (M2)		Model 3 (M3)		Percent (%) reduction in Odds Ratio between models	
	Race/Ethnicity only		Demographic, educational, and employment characteristics		Demographic, educational, employment, institutional, and community characteristics			
	O.R.	<i>p</i>	O.R.	<i>p</i>	O.R.	<i>p</i>	M1 vs. M2	M1 vs. M3
Asian	2.055	***	1.868	***	1.879	***	9.10	8.56
Black	6.483	***	6.019	***	5.193	***	7.16	19.90
Hispanic/Latino	2.771	***	2.199	***	2.009	***	23.53	27.50
(White)								

Notes: (1) O.R.: Odds Ratio; (2) *** $p < 0.001$; (3) Reference group is in parenthesis

“According to the findings of the race/ethnicity–only model (Model 1), **the odds of exam failure for Asian examinees were 2.055 times higher** than the odds for white examinees. **The odds of exam failure were 6.483 times higher for Black examinees** and **2.771 times higher for Hispanic/Latino examinees** than the odds for their white counterparts...

When **the full model (Model 3) added institutional and community-level variables** to the logistic regression, the odds of exam failure for Black examinees — relative to the odds of white examinees’ — were reduced by 19.90% from **6.483 to 5.193**. For Hispanic/Latino examinees, the odds of failure declined by 27.50% from **2.771 to 2.009**...Asian examinees’ odds of failure were reduced by about 9%, regardless of the inclusion of institutional and community-level determinants.”

(I bolded different sections than ASWB).

Developments in Counseling & Nursing Regulation

Consider connecting with colleagues in counseling regulation, which just [successfully pushed back against the EPPP-2](#) and threatened to create an alternative examination.

Wisely, Virginia allowed for the use of alternative examinations in its state regulations after the 2022 release of exam equity data. Virginia and other social work boards would face strong headwinds in demonstrating the equivalence of an alternative examination or even in “fixing” the ASWB examination.

Although the interstate compact commission can technically allow alternative Qualifying National Exams than the ASWB exams, it would be impossible to prove psychometric equivalence with ASWB examinations because their psychometric properties and procedures are not adequately documented.

For reference, here is a screenshot of the psychometric documentation for NCLEX examinations in the nursing discipline. They cite the relevant standard and the statistics from their examination.

Conditional Standard Errors of Measurement

Standard 2.14 – When possible and appropriate, conditional standard errors of measurement should be reported at several score levels unless there is evidence that the standard error is constant across score levels. Where cut scores are specified for selection or classification, the standard errors of measurement should be reported in the vicinity of each cut score.

Conditional standard error of measurement (CSEM) calculated at various scores allows the test user to gauge the expected stability of scores at the levels of greatest interest. The CSEM at eight Probability of Passing NCLEX-RN levels was calculated using a formula derived by [Woodruff \(1990\)](#) and is displayed in Table 10. Note that as scores deviate from the mid-range score (i.e., 50% Individual Score), the CSEM decreases.

Table 10 CSEM at Various Score Levels



Technical Manual for the
RN Comprehensive Predictor® 2019

Probability of Passing (Associated Individual Score)	Interval Sample Size	CSEM
99% Probability (80.7%)	982	1.25%
97% Probability (78.0%)	1,394	1.24%
95% Probability (74.7%)	1,513	1.23%
90% Probability (71.3%)	1,277	1.22%
82% Probability (68.0%)	1,099	1.24%
73% Probability (65.3%)	908	1.21%
62% Probability (60.7%)	631	1.24%
53% Probability (58.7%)	403	1.27%

You will not find this analysis for ASWB examinations in public or private documentation. ASWB assumes the conditional standard error of measurement is equivalent, without explanation in violation of testing standards.

Standard 2.14

When possible and appropriate, conditional standard errors of measurement should be reported at several score levels unless there is evidence that the standard error is constant across score levels. Where cut scores are specified for selection or classification, the standard errors of measurement should be reported in the vicinity of each cut score.

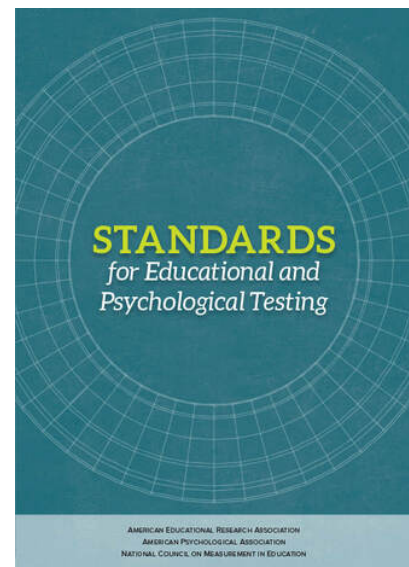
Comment: Estimation of conditional standard errors is usually feasible with the sample sizes that are used for analyses of reliability/precision. If it is assumed that the standard error *is* constant over a broad range of score levels, the rationale for this assumption should be presented. The model on which the computation of the conditional standard errors is based should be specified.

The conditional standard error is likely to differ across demographic groups because these groups demonstrate wide disparities in exam scores in ASWB's 2022 descriptive report. As the next standard indicates, ASWB is required to run these tests immediately!

Standard 2.15

When there is credible evidence for expecting that conditional standard errors of measurement or test information functions will differ substantially for various subgroups, investigation of the extent and impact of such differences should be undertaken and reported as soon as is feasible.

Comment: If differences are found, they should be clearly indicated in the appropriate documentation. In addition, if substantial differences do exist, the test content and scoring models should be examined to see if there are legally acceptable alternatives that do not result in such differences.



I partnered with two social work psychometricians to provide this test for \$0 in an auditable open source program. See [our article in the Journal of Evidence-Based Social Work](#) and archived [open access on the Open Science Framework](#). ASWB refused.

Broken Exams, Broken Workforce

In 2018, after new exams were introduced, the pass rate for *all social workers* reduced by about 10%. According to [ASWB's Exam Pass Rate Analysis](#):

Figure 15. 2011–2021 Bachelors exam first-time pass rates by year and eventual pass rate

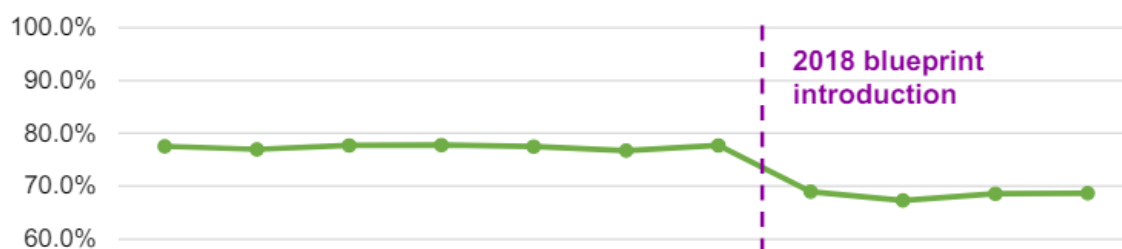
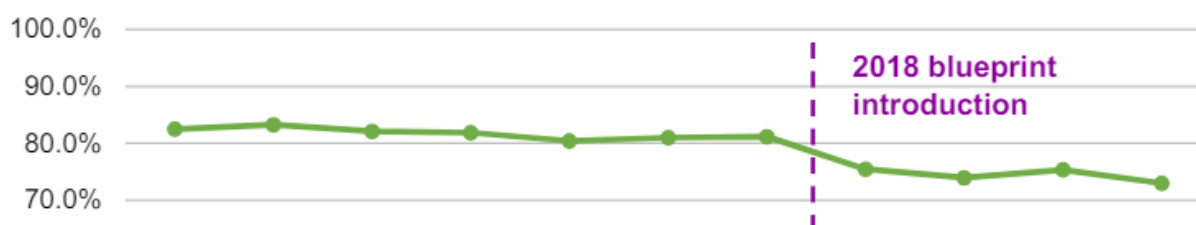


Figure 8. 2011–2021 Masters exam first-time pass rates by year and eventual pass rate



White Test-Takers Improve, Others Worsen

For the MSW exam, first-time and eventual pass rates demonstrate wide disparities across demographic groups from 2018-2021.

- White: 85-88% pass on their first time, regardless of age. Eventually, 91% pass.
- Black: 45% pass on their first time. 30% of over 50 pass first time. Eventually, 52% pass.
- Latine: 64% pass on their first time. 45% of over 50 pass first time. Eventually, 71% pass.
- English-secondary: 52% pass on their first time. Eventually 63% pass.

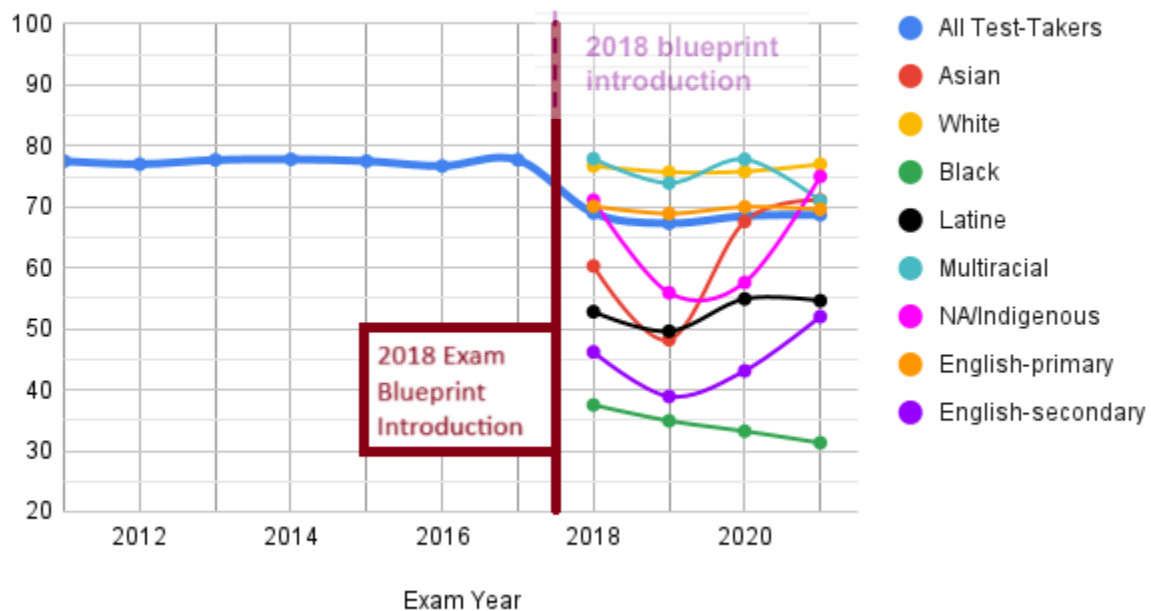
Because ASWB does not report equity data prior to 2018, it is impossible to know precisely how test-takers were impacted by the 2018 blueprint change.

But it is obvious these changes made exam inequity worse! After 2018:

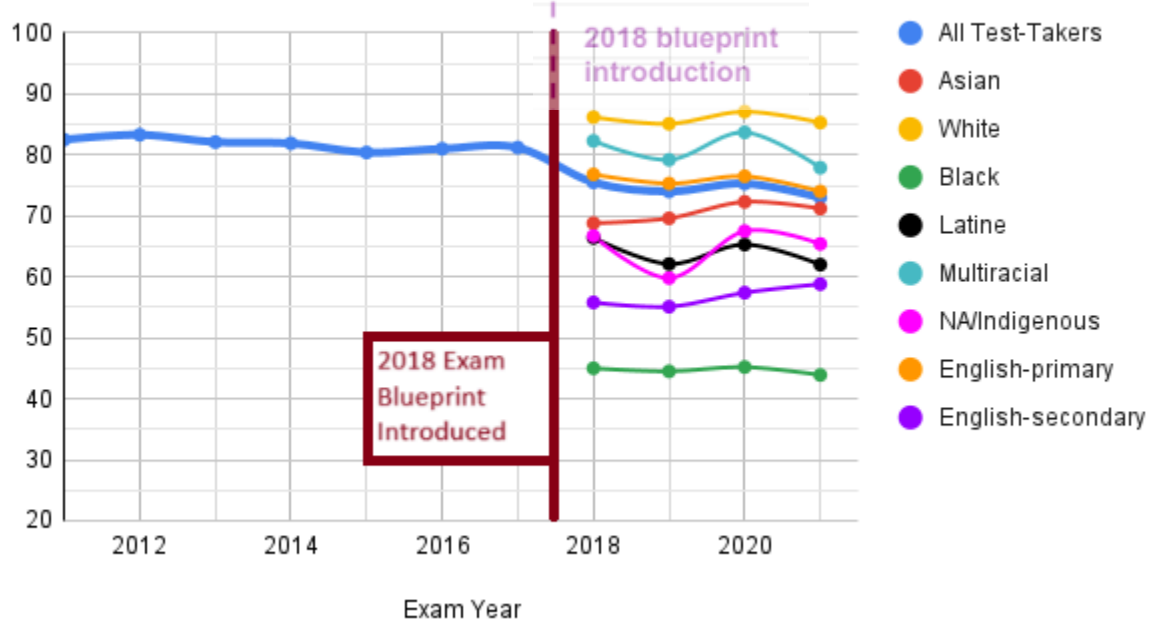
- White social workers' test scores were at least 10% above the national average.
- Minoritized social workers' scores were 20-40% less than the national average.

Here is a visual representation of the gap in exam scores reported by ASWB in their 2022 Exam Pass Rate Analysis by demographics. These indicate that white test-takers were least impacted by the 2018 exam blueprint and minoritized social workers were most impacted.

Impact of 2018 Blueprint on Bachelors Exam Pass Rates by Demographic



Impact of 2018 Blueprint on Masters Exam Pass Rates by Demographic



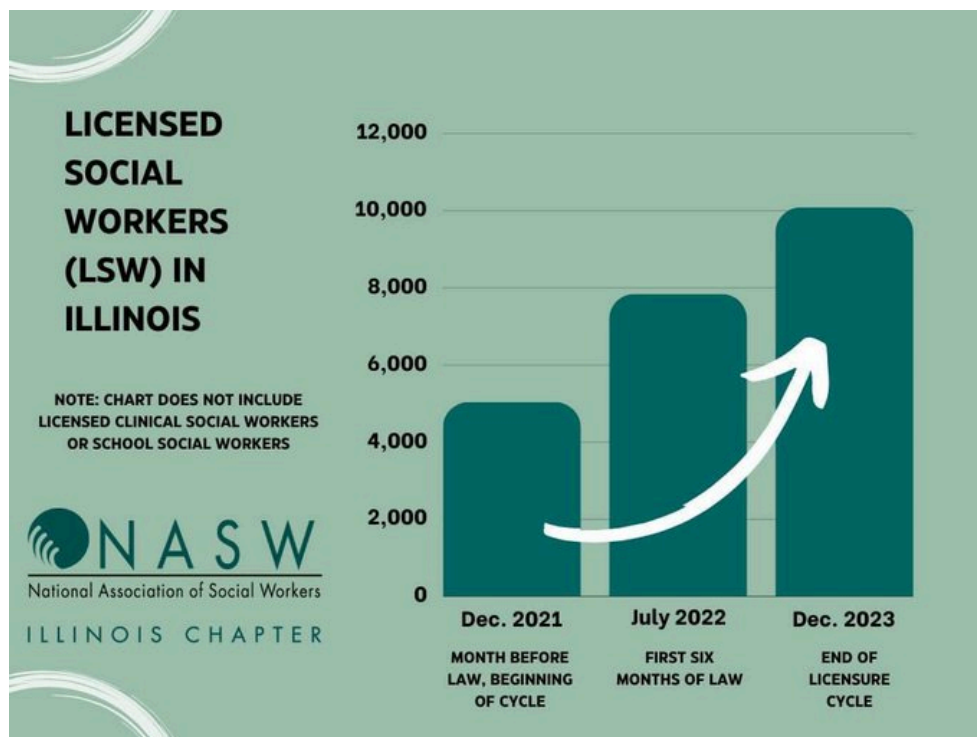
Likely, the 2018 examination blueprint made an already-inequitable exam less valid and fair.

Exam Pass Rates = Licensure Rates

Because exams are required for licensure, the workforce is missing the educated social workers who cannot pass the exams. Licensure and exam pass rates by demographic are highly similar.

Demographic group	ASWB Report First-time Pass Rate for MSW Exam	Senreich & Dale MSW Licensees in New York
White social workers (any age)	86%	78%
Black social workers (any age)	45%	48%
Latine social workers (any age)	64%	60%
Older Black social workers	30%	31%
Older Latine social workers	45%	39%
Older MSWs (any race)	65%	50%

When [Illinois](#) Eliminated the Exam



ASWB: A Uniquely Profitable “nonprofit”

In 2010, [Albright & Thyer](#) found that MSW students could easily guess the correct answer on Association of Social Work Boards (ASWB) practice examinations without knowing the question, simply based on how answers were phrased. In their abstract, they stated:

“The multimillion dollar social work testing industry is big business; both the profession and the public, which relies heavily on the gate-keeping function of these tests, deserve greater transparency and accountability with respect to their legitimacy” (p. 229)

ASWB has not provided any transparency on the validity or reliability of its exams. However, ASWB is required to be transparent in tax reporting.

Using the [ProPublica Nonprofit explorer for ASWB](#), this brief collects data reported by ASWB to the Internal Revenue Service (IRS). It also uses ASWB’s annual reports posted to the [aswbannualreport.org](#) website from 2015-2021. Finally, it uses data from [ASWB’s Exam Pass Rate Analysis](#), which differentiates between first-time and repeat test-takers from 2011-2021.

Recession-Proof Profits

Since 2011, ASWB has posted recession-proof profit margins rivaling Fortune 500 companies.

- From 2011 to 2021, ASWB’s net assets increased by 4.5x.
- ASWB’s net assets in 2021 were over \$40,000,000, up from \$9,000,000 in 2011.
- In 2021, ASWB’s profit margin was 29% with \$24,000,000 in total revenue.
- ASWB’s profit margin has averaged 17% since 2011.
- ASWB holds a \$30 million investment portfolio managed by Morgan Stanley.

How Profitable is ASWB?

	2011	2012	2013	2014	2015	2016
LCSW first-time test-takers	9,100	9,604	10,879	12,217	13,044	14,007
LMSW first-time test-takers	11,260	12,732	13,110	14,184	15,214	15,496
LBSW first-time test-takers	3,164	3,251	3,595	3,873	4,083	4,113
Repeat test-takers	--	--	--	--	11,457	11,127
ASWB exam revenue	--	--	--	--	\$ 11,345,503	\$ 11,689,451
ASWB publishing revenue	--	--	--	--	\$ 1,686,190	\$ 1,489,956
ASWB net assets	\$ 8,995,137	\$ 10,612,898	\$ 13,079,412	\$ 15,680,159	\$ 17,750,104	\$ 19,693,116
ASWB total revenue	\$ 9,461,425	\$ 10,279,908	\$ 11,492,614	\$ 12,692,553	\$ 13,964,190	\$ 13,767,709
ASWB profit margin	10.61%	14.57%	20.64%	22.26%	19.47%	8.45%

	2016	2017	2018	2019	2020	2021
LCSW first-time test-takers	14,007	16,095	16,022	17,207	16,801	20,657
LMSW first-time test-takers	15,496	16,884	16,812	18,231	16,716	21,650
LBSW first-time test-takers	4,113	4,462	3,711	3,583	2,709	3,494
Repeat test-takers	11,127	12,617	13,478	19,526	15,521	20,720
ASWB exam revenue	\$ 11,689,451	\$ 12,996,484	\$ 13,277,694	\$ 14,410,319	\$ 13,735,930	\$ 17,659,247
ASWB publishing revenue	\$ 1,489,956	\$ 1,562,915	\$ 1,704,718	\$ 1,751,079	\$ 1,684,234	\$ 2,123,620
ASWB net assets	\$ 19,693,116	\$ 23,289,150	\$ 24,046,614	\$ 28,831,413	\$ 33,841,553	\$ 40,273,169
ASWB total revenue	\$ 13,767,709	\$ 15,565,636	\$ 16,344,808	\$ 17,595,886	\$ 16,234,758	\$ 24,599,963
ASWB profit margin	8.45%	14.85%	16.52%	15.56%	18.46%	29.08%

Educated but excluded

Exams are a bottleneck for aspiring social workers, and the problem is getting worse.

- Repeat test-takers comprise about 30% of all LCSW, MSW, and BSW examinees
- Since 2011, the number of repeat test-takers grew by 86%.
- Repeat-test takers grew at twice the rate as first-time examinees (43%).
- In 2021 and 2019, there were more repeat test takers than first-time LMSW examinees.

Repeat test-takers calculation: I subtracted first-time test-takers reported in ASWB's Exam Pass rate Analysis from the total test takers reported in ASWB's Annual Report. 2021 was the only year that ASWB reported first-time test-takers of Advanced Generalist and Associate levels of exams, so I applied those figures to previous years as a best guess. There are few test-takers at these levels. All other data are copied directly from ASWB's public reports.

ASWB Secretly Deletes Biased Items

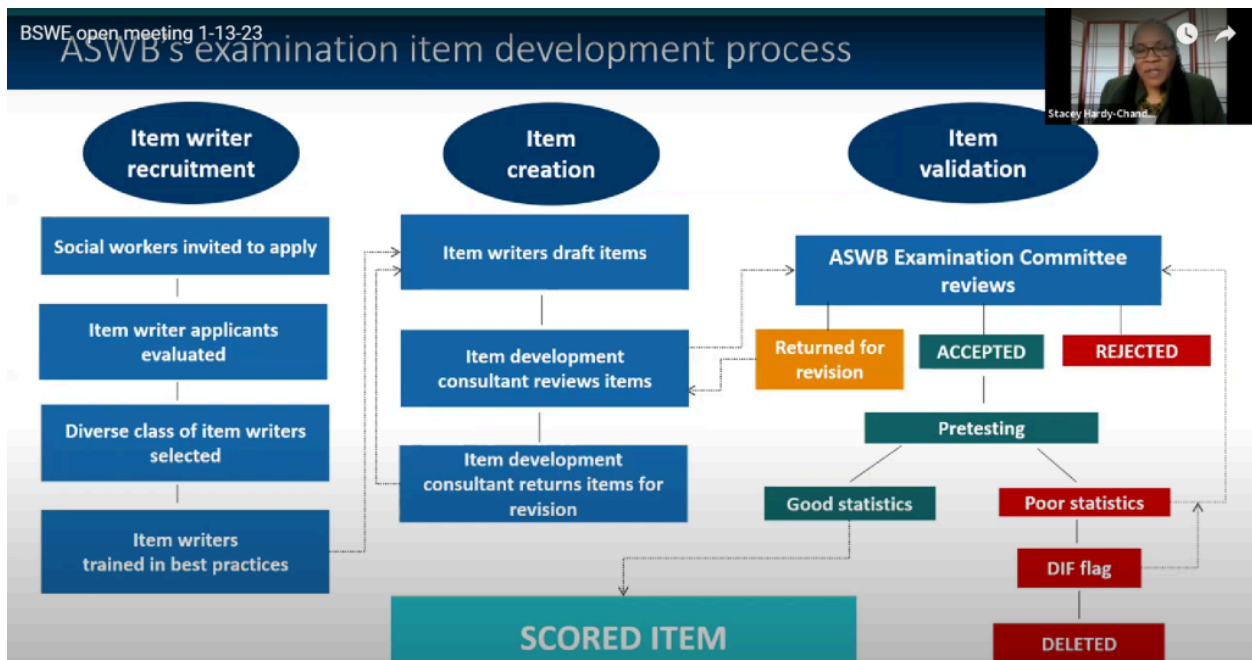
ASWB follows psychometric best practices by pretesting all items for Differential Item Functioning (DIF) before they are used as scored items on the examination. Items that demonstrate DIF are removed or revised by subject matter experts. Revised items are pretested again to demonstrate that DIF has been resolved prior to moving items into the live, scored section of the examination. As ASWB's CEO, Dr. Stacey Hardy Chandler stated [in a zoom webinar with Dr. Jennifer Klafehn](#), a representative from ASWB's psychometrics consultant:

SHC: I actually want to start and clarify because if I were in the audience, I would want clarity on this. You talked about items being flagged for DIF. Can you clarify at what point those items are deleted. In other words, the test item phase in terms of impacting scores.

JK: So they are deleted at the pretesting phase.

SHC: Just wanted to clarify that those do not impact scores when they are identified. (ASWB, 2023b, 53:39)

This is mirrored in the flowchart ASWB provides to its member boards about the DIF procedure.



According to these ASWB sources, scored items are *never* removed for statistical bias.

ASWB Monitors & Removes Scored Items for DIF

Contrary to these statements, ASWB's public statements (a small sample of which are reproduced below) describe the procedure for evaluating *and removing scored items* for bias.

In the [current ASWB examination guidebook](#) ASWB explains:

"psychometric experts use statistical tracking of responses to determine whether each question measures competence effectively and fairly. Exams are built using only scored questions that have met these rigorous standards. **All questions continue to be monitored by psychometric experts to prevent any scored questions from being used that do not meet standards for fairness.**" (p. 8)

"All ASWB examination questions are monitored to ensure that there is nothing in the content that would provide an advantage to one demographic group over another. This evaluation occurs during the pretest phase—before questions are included in the scored question bank—and **continues while they are used as scored questions**" (p. 21).

In a [2021 issue of the New Social Worker](#), Stacey Owens, ASWB Item Development Consultant gave rough statistics:

The first tool ASWB uses is a testing industry statistical measurement called Differential Item Functioning (DIF). DIF indicates whether an exam question shows tendencies to advantage or disadvantage one group of test-takers over another (ASWB, 2020). DIF is identified by statistically analyzing responses to the exam questions—called items—during pretesting. **Scored items are continually monitored for DIF.** On an annual basis, less than 5% of all items released show DIF. Items flagged for DIF are removed from the bank of potential exam questions. (para. 3)

In a [2020 article in Social Work Today](#), ASWB Examination Director Lavina Harless confirmed:

"Monitoring of item performance doesn't end once an item moves out of pretest status. **Scored items are continually monitored** to ensure that performance doesn't slip. **If a scored item demonstrates a statistically significant drop** in performance, it is **taken out of use and returned to the examination committee for review.** Should the committee decide to edit and keep the item, it returns to pretest status" (para. 12).

In ASWB's [2023 Testing Enhancements webinar](#), Examination Director Harless detailed:

"What if then people start to get it wrong? Again, because we do our research ahead of time, that doesn't typically happen. **If we see something that looks like maybe there's a shift in practice or something occurring, we'll pull those test questions down** and take a look at those with our subject matter experts on our Examination Committee" (57:20)

Invalid Licensure Decisions

It is common for social workers to fail the ASWB examination by 1 or 2 points. If 1 or 2 items were later found by ASWB to have bias, it would invalidate the licensure decision for that person.

Test-takers and boards have a right to know when a scored exam item, used to make a licensure decision, was later removed by ASWB because it demonstrated statistical bias. For this reason, ASWB exams are a poor fit for licensure because the true cut score is likely to change over time.

If ASWB followed the code of ethics and reported when exam items removed for bias impacted licensure decisions, social work boards would find it difficult to license social workers in a predictable and legally defensible manner.

A Growing Problem

ASWB publicly reported 5x higher DIF in its 2021 exams than in 2010 exams.

- In 2011, [Marson and colleagues](#) reported less than 1% of exam items showed DIF.
- In 2021, [Stacey Owens](#) reported less than 5% of items were flagged for DIF.

ASWB examinations are 170 questions long, with 20 unscored items.

- DIF appears in up to 8 or 9 questions (5%) of the 170 question exam.

ASWB reports this “usually” does not happen, but that when it does, there is no procedure for notifying the affected parties. This is a grievous ethical lapse.

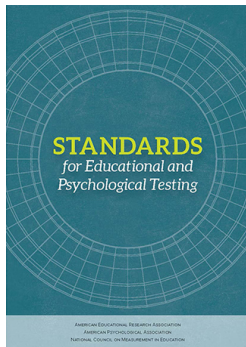
[ASWB's \(2021\) Manual for New Board Members](#) states “when consistent DIF is identified in an item—**usually** [emphasis added] in pretest items that are being pretested for possible scored use—the item is deleted from the item bank” (p. 20).

In their blog post on measurement fairness and [accompanying PowToons video](#) ASWB states that “when an item shows DIF, **usually** [emphasis added] in the pretest stage, the question goes no further” (1:30).

How many scored items has ASWB removed for biased statistical functioning? They won't share data.

ASWB Violates Psychometric Standards

ASWB cites as its principal source of psychometrics the [Joint Standards for Educational and Psychological Testing](#) by the National Council on Measurement in Education, the American Educational Research Association, and the American Psychological Association.



“The purpose of the *Standards* is to provide criteria for the development and evaluation of tests and testing practices and to provide guidelines for assessing the validity of interpretations of test scores for the intended test uses. Although such evaluations should depend heavily on professional judgment, the *Standards* provides a frame of reference to ensure that relevant issues are addressed. All professional test developers, sponsors, publishers, and users should make reasonable efforts to satisfy and follow the Standards and should encourage others to do so. **All applicable standards should be met by all tests and in all test uses unless a sound professional reason is available to show**” (p. 1)

“Although the *Standards* is not enforceable by the sponsoring organizations, it has been repeatedly recognized by regulatory authorities and courts as setting forth the generally accepted professional standards that developers and users of tests and other selection procedures follow. Compliance or noncompliance with **the Standards may be used as relevant evidence of legal liability in judicial and regulatory proceedings**. The Standards therefore merits careful consideration by all participants in the testing process” (p. 2)

ASWB follows some of these standards, but it ignores important standards during the exam validation process. Because of these violations, exam cut scores are systematically biased.

New ASWB Questions are 8% Easier

ASWB announced [Testing Experience Enhancements on their blog](#). Beginning in January 2023, ASWB changed their examination format from 4-option questions (A, B, C, or D) to 3-option questions (A, B, or C) “with the goal of completing the transition by 2025” (para. 3).

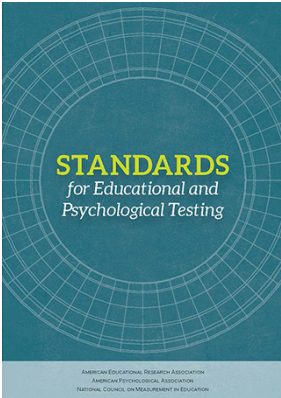
It is true that the choice between 3-option and 4-option questions can be equally valid, but it is statistically unknown what the impact on the validity of cut scores would be.

- Items without a 4th option are 8% easier to guess correctly (25% vs. 33%)
- 3 options take 25% less time to read than 4 options across a 4-hour, 170-item exam.

If the exam is easier, the cut score should increase.

Are 2018 Blueprint Cut Scores Still Valid?

Changing the number of answer options is a major, untested, shift. ASWB did not calculate new cut scores for a mix of 3 & 4-option exams. This is a violation of the *Standards* which require:



Standard 7.14: When substantial changes are made to a test, **the test's documentation should be amended, supplemented, or revised** to keep information for users current and to provide useful additional information or cautions.

Comment: ...**When substantial changes are made to items and scoring, information on the extent to which the old scores and new scores are interchangeable should be included in the test documentation.** Sometimes it is necessary to change a test or testing procedure to remove construct-irrelevant variance that may arise due to the characteristics of an individual that are unrelated to the construct being measured (e.g., when testing individuals with disabilities). **When a test or testing procedures are altered, the documentation for the test should include a discussion of how the alteration may affect the validity and comparability of the test scores, and evidence should be provided to demonstrate the effect of the alteration on the scores** obtained from the altered test or testing procedures, if sample size permits.

Clearly, ASWB makes changes to their examinations without proper psychometric evidence showing the altered test format is psychometrically equivalent to the old examinations.

ASWB is required to test whether these three groups have equivalent scores. They did not do so.

1. Pre-2023 Exams with 170 4-option questions.
2. 2022-2025 Exams with an unknown mix of 3-option and 4-option questions.
3. 2025 Exams and beyond, with 3-option questions.

ASWB announced that eliminating an answer option would address concerns about construct-irrelevant variance—"reducing time pressure and ensur[e] a focus on a test-taker's social work knowledge" (para. 3). Clearly ASWB hoped that using 3-option items would improve test scores.

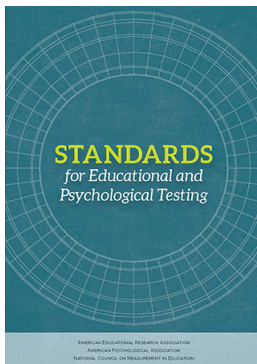
But it never re-calculated cut scores with the new question format. Is it true, as ASWB says in their Exam Guidebook, that "no test-taker receives an advantage or disadvantage because of the version of exam received (p. 20)?

ASWB reports never testing if 3- or 4-option exams are psychometrically equivalent, but ASWB's examination program relies on the equivalency of exams across years.

ASWB Ignores Required Validation & Equity Tests

ASWB started using this new question format in the wake of the 2022 Exam Pass Rate Analysis which demonstrated systematic bias in favor of younger white social workers.

Contrary to ASWB's response to exam inequities, the *Standards* do not direct test-makers like ASWB to eliminate an answer option when systematic biases emerge. Rather, in Standard 2.15, the *Standards* require ASWB to conduct at least one of two specific psychometric tests to estimate the multivariate impact of race, age, and language on scores.

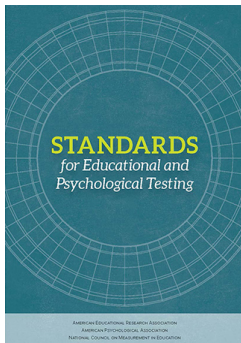


Standard 2.15: When there is credible evidence for expecting that **conditional standard errors of measurement or test information functions** will differ substantially for various subgroups, investigation of **the extent and impact of such differences should be undertaken and reported as soon as is feasible**. (emphasis added)

Comment: If differences are found, they should be clearly indicated in the appropriate documentation. In addition, if substantial differences do exist, **the test content and scoring models should be examined** to see if there are legally acceptable alternatives that do not result in such differences. (p. 46)

ASWB does not calculate the Conditional Standard Error of Measurement or Test Information Function for minoritized social workers. Why is this important? The *Standards* are clear:

“When a test score or composite score is used to make classification decisions (e.g., pass/fail, achievement levels), the standard error of measurement at or near the cut scores has important implications for the trustworthiness of these decisions...



Standard 2.14: When possible and appropriate, conditional standard errors of measurement should be reported at several score levels unless there is evidence that the standard error is constant across score levels. **Where cut scores are specified for selection or classification, the standard errors of measurement should be reported in the vicinity of each cut score.**

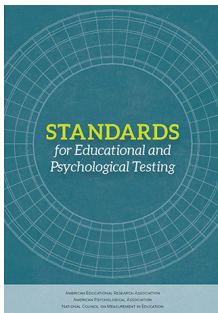
Comment: Estimation of conditional standard errors is usually feasible with the sample sizes that are used for analyses of reliability/precision. **If it is assumed that the standard error is constant over a broad range of score levels, the rationale for this assumption should be presented.** The model on which the computation of the conditional standard errors is based should be specified” (p. 47).

ASWB does not calculate or report conditional standard errors or test information functions of its exams, despite the clear mandate from Standard 2.15 to do so *as soon as is feasible*.

Validation is Key for Exam Precision

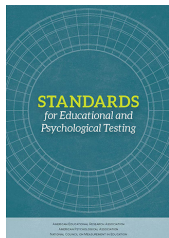
ASWB examinations use Item Response Theory (IRT) to evaluate exam items, but they do not use it to evaluate the exam as a whole. [Bean \(2022\)](#) highlights how IRT tests like those required in the *Standards*—conditional standard error of measurement or test information function—reveal important information for validity, reliability, and fairness.

In common terms, IRT analyzes whether the examination is appropriately precise *for test-takers whose true ability is near the cut score*. An examination for licensure should be most precise at the decision-point. An examination that was most precise for excellent or abysmal social workers would be invalid for use as an examination. For this reason, calculating the test information function and conditional standard error of measurement are crucial to understanding the cause of systematic biases. As the *Standards* describe:



“The **standard error of measurement, as such, provides an indication of the expected level of random error over score points and replications for a specific population**. In many cases, it is useful to have estimates of the standard errors for individual examinees (or for examinees with scores in certain score ranges). These conditional standard errors are difficult to estimate directly, but can be estimated indirectly. For example, the test information functions based on IRT models can be used to estimate standard errors for different values of a latent ability parameter and/or for different observed scores” (p. 37).

The *Standards* also describe the purpose of calculating the test information function:



“The test information function, an important result of IRT, summarizes how well the test discriminates among individuals at various levels of ability on the trait being assessed... The information function may be viewed as **a mathematical statement of the precision of measurement at each level of the given trait**. The IRT information function is based on the results obtained on a specific occasion or in a specific context, and therefore it does not provide an indication of generalizability over occasions or contexts” (p. 38).

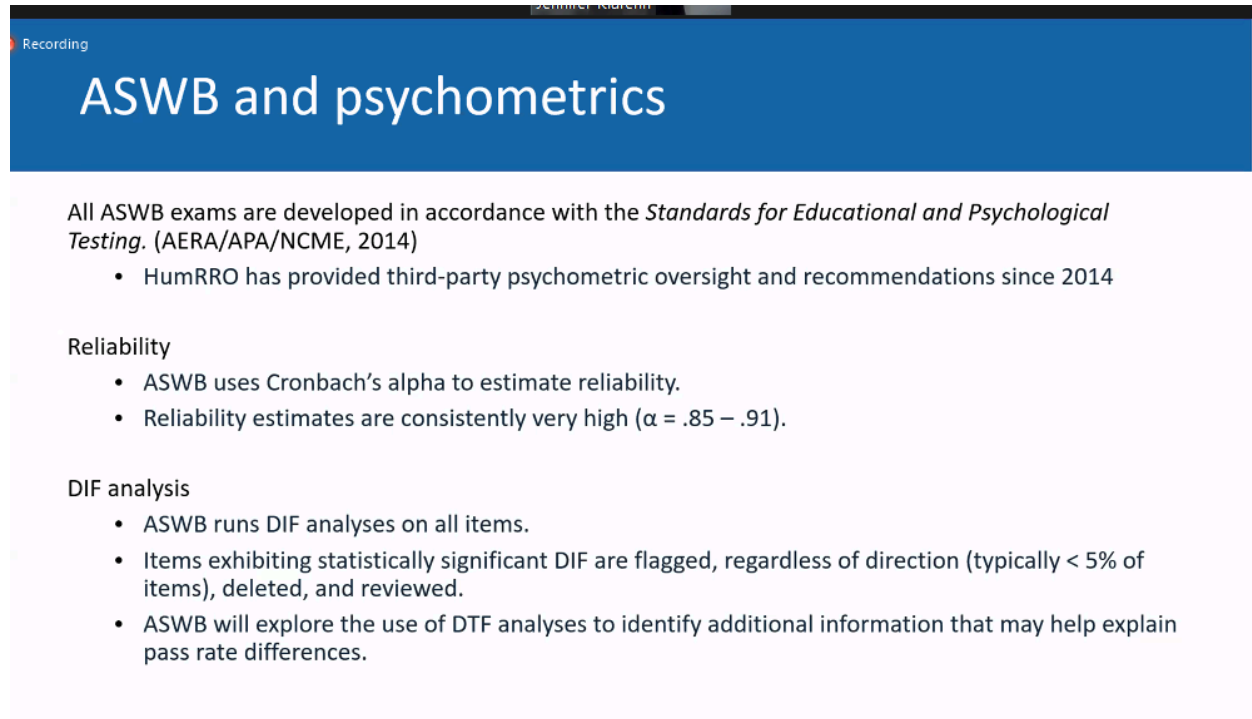
In 2023, ASWB rejected a (\$0) proposal from two social work psychometric experts and this author to perform these tests in the open source R stats program. ASWB did not provide access to their data to conduct the required psychometric validation tests.

Instead, ASWB assumes, without testing, that the conditional standard error of measurement and test information functions are equivalent across demographic groups. As the standards make clear, ASWB must provide evidence to support empirical assumption that these psychometric properties are equivalent across impacted groups.

ASWB Exams Are Inadequately Documented

ASWB provides inadequate documentation of their examination psychometrics, but even these small details reveal a clear explanation for how inequitable exams got worse.

In 2023, ASWB reported the only public psychometrics data since 2011. Here is a screenshot of the only slide in [a 60-minute presentation](#) that addressed validity & reliability:



The screenshot shows a presentation slide with a blue header and a light blue body. The header contains the text 'Recording' and 'ASWB and psychometrics'. The body contains the following text:

All ASWB exams are developed in accordance with the *Standards for Educational and Psychological Testing*. (AERA/APA/NCME, 2014)

- HumRRO has provided third-party psychometric oversight and recommendations since 2014

Reliability

- ASWB uses Cronbach's alpha to estimate reliability.
- Reliability estimates are consistently very high ($\alpha = .85 - .91$).

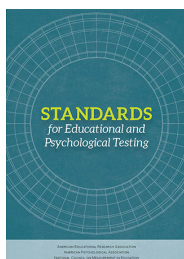
DIF analysis

- ASWB runs DIF analyses on all items.
- Items exhibiting statistically significant DIF are flagged, regardless of direction (typically < 5% of items), deleted, and reviewed.
- ASWB will explore the use of DTF analyses to identify additional information that may help explain pass rate differences.

State boards do not receive any more information. According to a live ASWB's contract:

"ASWB will provide... the number of exams administered; the total number of items on the examination; the range of scores (lowest to highest); the mean and standard deviation taken from the annual technical report; and the Kuder-Richardson Formula 20 (K-R-20) Reliability Coefficient" (California BBS, p. 6).

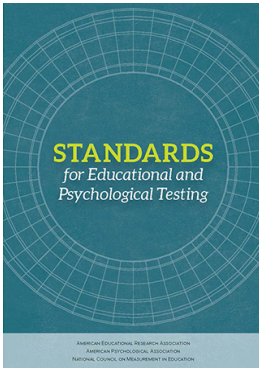
This is plainly inadequate documentation according to the *Standards* for documenting reliability.



The reporting of indices of reliability/precision alone—with little detail regarding the methods used to estimate the indices reported, the nature of the group from which the data were derived, and the conditions under which the data were obtained—**constitutes inadequate documentation**. General statements to the effect that a test is “reliable” or that it is “sufficiently reliable to permit interpretations of individual scores” are rarely, if ever, acceptable...test constructors and publishers are obligated to provide sufficient data to make informed judgments possible.

ASWB Clearly Violates Documentation Standards

ASWB is obligated to provide more psychometric data, as Standard 2.19 documents.

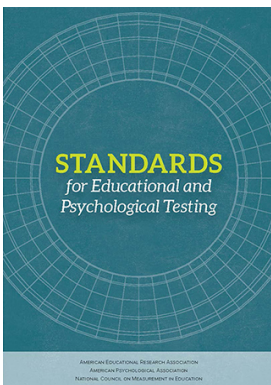


Standard 2.19: Each method of quantifying the reliability/precision of scores should be described clearly and expressed in terms of statistics appropriate to the method. The sampling procedures used to select test takers for reliability/precision analyses and the descriptive statistics on these samples, subject to privacy obligations where applicable, should be reported.

Comment: Information on the method of data collection, sample sizes, means, standard deviations, and demographic characteristics of the groups tested helps users judge the extent to which reported data apply to their own examinee populations...

Because there are many ways of estimating reliability/precision, and each is influenced by different sources of measurement error, **it is unacceptable to say simply, "The reliability/precision of scores on test X is .90."** A better statement would be, "The reliability coefficient of .90 reported for scores on test X was obtained by correlating scores from forms A and B, administered on successive days. The data were based on a sample of 400 10th-grade students from five middle-class suburban schools in New York State. The demographic breakdown of this group was as follows: . . .' (p. 47)

ASWB clearly does not follow the standards for documenting the reliability of its exams. This is a problem for reliably measuring social work competence across racial, cultural, linguistic, and age groups. Because it produces a high-stakes exam, documentation requirements are higher!



Standard 2.0: Appropriate evidence of reliability/precision should be provided for the interpretation for each intended score use.

Comment: The form of the evidence (reliability or generalizability coefficient, information function, conditional standard error, index of decision consistency) for reliability/precision should be appropriate for the intended uses of the scores, the population involved, and the psychometric models used to derive the scores. **A higher degree of reliability/precision is required for score uses that have more significant consequences for test takers.** Conversely, a lower degree may be acceptable where a decision based on the test score is reversible or dependent on corroboration from other sources of information.

Social Work Boards must enforce these standards.

ASWB Ruined Its Exams' Reliability

ASWB did not document why it stopped using Item Response Theory to measure exam reliability and started using Cronbach's Alpha.

In 2011, ASWB's prior psychometricians criticized the use of Cronbach's Alpha and attested that ASWB exams produced during that time were subject to decision consistency analysis:

"The ASWB examinations have shown high reliability estimates, in the nineties, both by the preferred advanced IRT model (decision consistency in pass/fail decisions) and the less relevant classical standards (KR-20, test reliability measure as shown by its internal consistency)" (p. 89)

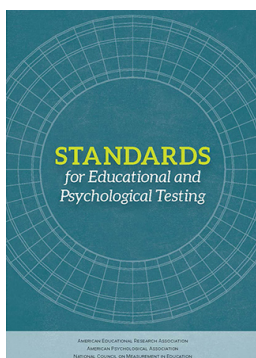
In 2024, ASWB uses less advanced reliability tests than in the 1990s.

ASWB's new psychometric consultants apparently do not agree with their psychometricians from the 1990s through the early 2010s that classical test theory measures are "less relevant" to ASWB exam reliability than decision consistency. Because ASWB does not adequately document its exams, we do not know why this change was made or its impact on the equivalence of exam scores. However, we do know they stopped using decision consistency, which violates the *Standards*.



Standard 2.16: **When a test or combination of measures is used to make classification decisions**, estimates should be provided of the **percentage of test takers who would be classified in the same way** on two replications of the procedure. (p. 46)

Instead of reporting decision consistency, *which ASWB did in the 1990s*, ASWB uses only internal consistency reliability. Moreover, ASWB is required by the *Standards* to report reliability for each relevant subgroup, such as those with different linguistic or cultural backgrounds:



Standard 2.11: Test publishers should provide estimates of reliability/precision as soon as feasible **for each relevant subgroup** for which the test is recommended.

Comment: Reporting estimates of reliability/precision for relevant subgroups is useful in many contexts, but it is especially important if the interpretation of scores involves within-group inferences (e.g., in terms of subgroup norms). For example, **test users who work with a specific linguistic and cultural subgroup** or with individuals who have a particular disability would **benefit from an estimate of the standard error for the subgroup**. (p. 45)

Virginia Society for Clinical Social Workers (VSCSW)
Greater Washington Society for Clinical Social Work (GWSCSW)
February 17, 2025

Virginia Board of Social Work
Mr. Sherwood Randolph, Jr LCSW
Chair, Ad Hoc Committee Alternative Pathways to Exam
Perimeter Center
9960 Maryland Drive, Suite 300
Henrico, Virginia 23233-1463

RE: Comments on Alternative Pathways to LCSW Exam

Dear Chair Randolph,

Thank you for soliciting comments from stakeholders interested in exploring alternative pathways to the ASWB LCSW exam here in Virginia.

As we are all aware, there has been an increased need for mental health care in our country since the pandemic. Clinical Social Workers historically have been the largest group of clinicians providing mental health services in the United States, numbering over 365,000 qualified professionals (Clinical Social Work Association [CSWA], 2024). Since 2004 every state and jurisdiction has had licensure laws and regulations governing psychotherapy services provided by clinical social workers, including scopes of practice that allow LCSWs to practice independently and assess, diagnose and treat mental illness. Each state has developed regulations with a range of standards. However, each state requires a LCSW candidate to have a Master of Social Work degree; a minimum of 2000 hours/two years of post-Masters supervised experience providing psychotherapy services; and the successful passing of the ASWB national exam (CSWA 2024).

VSCSW and GWSCSW worked tirelessly to have the Social Work Compact legislation in Virginia passed and signed into law by Governor Youngkin in the spring of 2024. According to the Clinical Social Work Association (CSWA), 22 states have passed Social Work Compacts and there is legislation currently pending in at least 15 other states. Each member state of the Compact Commission has had to pass the Compact with the same language and with the same requirements. One of these requirements for an LCSW to qualify for a Compact license is passing a Qualifying National Exam (i.e., the Association of Social Work Boards [ASWB] clinical exam is the only nationally recognized exam at this time).

The Compact Commission (formed by a representative from each state that has passed the SW Compact) has begun the process of developing rules for how the Compact will operate. It is anticipated that LCSWs in Virginia and other states that have passed the law will be able to apply for a multi-state license sometime in 2026. Currently, per Social Work Compact legislation, applicants for the multi-state license MUST have taken and passed the ASWB clinical

exam. As the rules currently stand, MSWs that will be licensed as LCSWs in Virginia thru an Alternate Pathways approach will not be able to apply for the multi-state license through the Social Work Compact without also passing the ASWB Clinical exam. This would have a negative economic impact on those LCSWs as they will be unable to expand employment opportunities beyond the state of Virginia nor be able to continue to treat their patients that relocate to other states that are part of the Compact without also passing the exam. The Compact Commission may choose to permit some other nationally recognized exam if one becomes available, although this is not guaranteed. The Compact Commission *may* also permit the substantial equivalency of the passing of a nationally recognized exam requirements which the Commission may determine by Rule, but again, this is not guaranteed.

We support retaining the national clinical exam as one of the requirements for becoming a licensed clinical social worker in Virginia. We recognize that an exam is an imperfect measurement of competence. However, every other mental health profession including psychologists, psychiatrists, professional counselors, marriage and family therapists, and advanced practice psychiatric nurses require passage of a national exam for licensure. ASWB is working on crafting an exam that is free from racial, ethnic, or age-related disparities that contribute to the differences in pass rates among test takers. We understand that one of ASWB's efforts will be to provide additional test taking prep for those that fail to pass the exam. Changes in the exam implementation will take time and it will be awhile before new test taking data provides information on the impact of test changes and strategies on overall pass rates. We support adequate time being given to allow ASWB changes to take effect and to see if these changes will positively impact passage rates.

There is no good research data available to document the number of additional hours of supervision required as an alternate to taking the ASWB clinical exam. However, one strategy might be to determine which competency areas within ASWB exam the test taker failed to pass e.g., human development, diversity, human behavior; assessment, diagnosis, and treatment planning; psychotherapy and clinical interventions; professional values and ethics and target any additional supervision hours to these deficits.

Respectfully Submitted,

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Virginia Society for Clinical Social Workers Legislative Committee
Greater Washington Society for Clinical Social Work Legislative Committee