The National Association of Social Workers – NJ Chapter recognizes the need to ensure that its membership is reflective of the diverse composition of the State of New Jersey. Our leadership should also be reflective of statewide diversity. For this to occur, the current leadership structure of NASW-NJ vis a vis NJ demographics would need to change from a primarily white male/female organization to one that critically and proportionately resembles the demographics of the State of New Jersey. We plan to educate social work agencies and schools of social work across the State of New Jersey about this representational map and encourage them to work towards diversity in their organizational communities. Culturally competent, culturally sensitive practices, discussion of white privilege, critical consciousness and anti-racist perspective should be infused into all of the organization’s daily business practices. NASW-NJ seeks to address system-level organizational issues in dealing with multicultural populations by developing the aforementioned awareness among our members, Board of Directors, and staff. We intend to accomplish this by heightening our collective sensitivity, promoting diversity through behavioral change, and encouraging learning to reach cultural competency.

The following plan operates on the foundation and constructs that are set forth in “Institutional Racism and the Social Work Profession: A Call to Action.” NASW-NJ recognizes that institutional racism is a reality. This organization seeks to create dialogue and action, heighten awareness of the facts and implications of overt and institutional racism, and challenge the inherent inequities and historical injustices of white privilege, through the outreach efforts of this plan. In addition, we recognize that in order to create change and critical consciousness, education/training are key components of the process of building knowledge. Toward that end, we will engage in extensive dialogues and inclusion efforts to build partnerships that will facilitate the successful implementation of our plan. This plan is a living document. Therefore, initial planning and action will occur first within our own organization and progress naturally toward the promotion and execution of social change.
1 DATA COLLECTION & ASSESSMENT

1.1 How Do the Demographics of the US compare to those in NJ with relation to the overall population and NASW-NJ Membership

The following chart represents the composition of the population of the State of New Jersey by race as it relates to the US and the composition of NASW-NJ membership.

<table>
<thead>
<tr>
<th></th>
<th>USA</th>
<th>NJ</th>
<th>NASW-NJ Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>White persons, percent, 2006</td>
<td>80.1</td>
<td>76.4</td>
<td>85.7</td>
</tr>
<tr>
<td>Black persons, percent, 2006</td>
<td>12.8</td>
<td>14.5</td>
<td>6.1</td>
</tr>
<tr>
<td>American Indian and Alaska Native persons, percent, 2006</td>
<td>1.0</td>
<td>0.3</td>
<td>0.2</td>
</tr>
<tr>
<td>Asian persons, percent, 2006</td>
<td>4.4</td>
<td>7.4</td>
<td>1.6</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander, percent, 2006</td>
<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
</tr>
<tr>
<td>Persons of Hispanic or Latino Origin, percent, 2006</td>
<td>14.8</td>
<td>15.6</td>
<td>4.0</td>
</tr>
<tr>
<td>Undesignated</td>
<td>---</td>
<td>---</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Data source is 2000 Census Special EEO Tabulation: http://www.census.gov/hhes/www/eeoindex.html and NASW CMS Database
1.2 What are the Statewide Demographics of the Social Work Profession

The following chart represents the demographics of the social work profession in the State of New Jersey. It is compared to the membership demographics of NASW-NJ.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>NASW-NJ Total</th>
<th>Male</th>
<th>NASW-NJ Male</th>
<th>Female</th>
<th>NASW-NJ Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>20,624</td>
<td>5,654</td>
<td>4,519</td>
<td>969</td>
<td>16,105</td>
<td>4,685</td>
</tr>
<tr>
<td>Total with Undesignated</td>
<td>--</td>
<td>8,407</td>
<td>--</td>
<td>1,342</td>
<td>--</td>
<td>7,065</td>
</tr>
<tr>
<td>White</td>
<td>12,335</td>
<td>4,848</td>
<td>2,515</td>
<td>804</td>
<td>9,820</td>
<td>4,044</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,320</td>
<td>229</td>
<td>565</td>
<td>42</td>
<td>1,755</td>
<td>187</td>
</tr>
<tr>
<td>Black</td>
<td>5,110</td>
<td>347</td>
<td>1,265</td>
<td>66</td>
<td>3,845</td>
<td>281</td>
</tr>
<tr>
<td>Asian</td>
<td>515</td>
<td>89</td>
<td>95</td>
<td>18</td>
<td>420</td>
<td>71</td>
</tr>
<tr>
<td>American Indian and Alaska</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native persons, non-Hispanic</td>
<td>9</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Black &amp; White, non-Hispanic</td>
<td>50</td>
<td>--</td>
<td>10</td>
<td>--</td>
<td>40</td>
<td>--</td>
</tr>
<tr>
<td>Asian &amp; White, non-Hispanic</td>
<td>20</td>
<td>--</td>
<td>0</td>
<td>--</td>
<td>20</td>
<td>--</td>
</tr>
<tr>
<td>American Indian and Alaska</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native persons &amp; White, non-</td>
<td>30</td>
<td>--</td>
<td>15</td>
<td>--</td>
<td>15</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian and Alaska</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native persons &amp; Black, non-</td>
<td>45</td>
<td>--</td>
<td>0</td>
<td>--</td>
<td>45</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2+Races, non-Hispanic</td>
<td>195</td>
<td>--</td>
<td>50</td>
<td>--</td>
<td>145</td>
<td>--</td>
</tr>
</tbody>
</table>

Data source is 2000 Census Special EEO Tabulation: http://www.census.gov/hhes/www/eeoindex.html and NASW CMS Database
1.3 What are the Statewide Demographics of the Populations Served?
The following charts and graphs represent the demographics of some of the populations that NJ social workers serve. We have researched and collected additional data on other populations served that are not included in this plan. However, the following charts have been included as these are issues that of growing concern in the State of New Jersey. The first set of charts and graphs represent the demographics of children in out of home placements in New Jersey. To put this in perspective it is followed by a graph that represents the demographics of all children in New Jersey. The third chart is a breakdown of offenders in correctional institutions in New Jersey by race/ethnicity.
Healthcare in NJ is another major area of focus that is impacted by issues of diversity and economic disparities. In New Jersey there are disparities in healthcare among different racial/ethnic groups. In 1996 New Jersey Legislature identified 12 major areas of healthcare that are considered priority areas and has tasked the Department of Health with developing initiatives to address the disparities. They are as follows:

- Asthma
- Sexually transmitted disease
- Infant mortality
- Adult and child immunizations
- Kidney disease
- Cardiovascular disease
- HIV/AIDS
- Diabetes
- Hepatitis C
- Unintentional injuries
- Cancer
- Violence

Their report concluded that death rates from the priority health areas show poorer outcomes among Blacks and Hispanics as compared to Whites in the state. An example of health disparities by race/ethnicity can be seen in the following chart that depicts asthma rates by race:
NJ Adults with Asthma

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage with Asthma</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>7%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>10%</td>
</tr>
<tr>
<td>Asian/Pacific Islander, Non-Hispanic</td>
<td>4%</td>
</tr>
<tr>
<td>Other, Non-Hispanic</td>
<td>13%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8%</td>
</tr>
</tbody>
</table>
2 PLANNING & IMPLEMENTATION
Based on our assessment of the State of New Jersey and NASW-NJ’s demographics, the following strategies have been developed to help NASW-NJ increase diversity of the membership as well as strengthen the voice of members of color in decision-making roles within the chapter. In addition, these strategies will seek to address issues relevant to communities of color as well as issues of privilege and white privilege in organizational programming. Furthermore, these strategies will demonstrate NASW-NJ’s commitment to engage in ongoing anti-racism and critical consciousness activities.

Please note that the goals of this plan can be identified by the number two (2) followed by a decimal point and corresponding number. For example, 2.1 is the first goal we have under subcategory, “Leadership.” To that end, benchmarks are represented by the number two (2) followed by two decimal points and corresponding numbers. 2.1.1 is the corresponding benchmark to goal 2.1 under subcategory, “Leadership.”

The following symbol, “תקן,” indicates initiatives/goals that have been completed as of December 15, 2008.

LEADERSHIP
A disparity exists in the leadership of NASW-NJ. Historically, white males have been in the positions of power of the organization (President of the Board of Directors and Executive Director). This arrangement does not adequately represent the composition of the organization. Thus, NASW-NJ will engage in efforts to recruit and prepare a more diversified group of members for positions of leadership in the organization.

2.1 Train Committee on Diversity and Cultural Competency, current Board of Directors, existing leadership, staff and members in issues of diversity

2.1.1 “Institutional Racism and the Social Work Profession: A Call to Action” will be distributed to chapter leadership and staff. A link should be sent to members for access to this document online and information about this publication will be listed in newSWire, FOCUS and on the website.

2.1.2 Training will be developed and presented for Committee on Diversity and Cultural Competency on issues of institutional racism, white privilege/anti-racism, and critical consciousness around cultural diversity and cultural competence 
2.1.3 Training will be developed and presented for current and incoming leadership and staff on issues of institutional racism, white privilege/anti-racism, and critical consciousness around cultural diversity and cultural competence

2.2 Dialogue with leadership to ensure expectations around important disparities and issues are within consciousness (Standard 10: Cross-Cultural Leadership)

2.2.1 Leadership will engage in a dialogue around the extreme disparities that exist in areas of incarceration, child placements, and health crises in the State of New Jersey. Consultants with expertise in these areas will be asked to join these dialogues. The goals will be to raise consciousness and mobilize efforts by the social work membership to demand accountability within these systems

2.3 Monitor and review the leadership development practices to ensure that leaders are identified and developed from diverse backgrounds (Standard 10: Cross-Cultural Leadership)

2.3.1 Develop methods to increase representation of diverse members on the CCNLI who will identify and nominate future leaders

2.3.2 Complete planning and implementation of Leadership Training Institute

2.3.2.1 Develop ways to attract people of color to training program

2.4 Identify barriers to culturally competent practices, which currently exist in the organization. Present report to the Board of Directors (Standard 2: Self Awareness, Standard 10: Cross Cultural Leadership)

2.4.1 Areas such as those identified in this plan (i.e. leadership, membership, etc.) will be reviewed and discussed at meetings of the Committee on Diversity and Cultural Competency and relevant Special Interest Groups. The goal of these discussions will be to develop methods to increase diversity in leadership.
MEMBERSHIP
White females are the majority group who make up the current membership of NASW-NJ. NASW-NJ seeks to increase members who come from diverse cultures and backgrounds. We seek to establish committees, groups, and programs that will assist current majority populations, but will also attract additional populations.

2.5 Identify and implement strategies to recruit diverse staff, leadership, and members; retention and growth initiatives should also be reviewed (Standard 2: Self Awareness; Standard 7: Diverse Workforce)

2.5.1 Identify reasons why people of color do and do not join NASW-NJ through Town Hall meetings, questionnaires, focus groups, etc.

2.5.2 Identify barriers for people of color seeking leadership, reasons why people of color may not seek leadership positions in the organization through questionnaires, focus groups, etc.

2.5.3 Identify how current NASW positions and policy statements affect decisions to join by people of different cultures

2.6 Develop committees and special interest groups to assess internal and external impact of issues of diversity, cultural competence and social justice to their respective under-represented populations; ensure members are aware that these committees and special interest groups exist and offer channels for members to communicate with them (Standard 2: Self Awareness)

2.6.1 Established a Committee on Diversity and Cultural Competency that is balanced with regards to gender, representative of all ages, race, sexual orientation and disability.

2.6.2 Established a White Privilege Special Interest Group

2.6.3 Established an Addictions Special Interest Group

2.6.4 Established an Aging Special Interest Group

2.6.5 Established a Disabilities Special Interest Group

2.6.6 Established a Women’s and Social Justice Special Interest Group
2.6.7 Discussed the Diversity plan and setting of goals with currently established Special Interest Groups (Health Care; HIV/AIDS; International; Lesbian, Gay, Bisexual, Queer, Questioning, Transgender, Intersexed (LGBTQQTI))

2.7 Ensure that members who review ethics complaints/grievances have a social justice perspective around gender, race and sexual orientation bias, and are culturally and linguistically competent (Standard 1: Ethics and Values)

2.7.1 Offer training to members of Committee on Ethics regarding ethical issues that affect members from diverse backgrounds. An example would be to ensure that colliding values could all be appropriately respected and represented in managing an ethics complaint (e.g. between a clinician and client/social worker of differing faiths).

2.7.2 Offering keynote address by Frederic Reamer, Ph. D. on ethical issues with a focus on cultural competency at 2009 Annual Conference

2.8 Address key issues in New Jersey that involve ethnicity/class/race issues (e.g. children in foster care, over-representation of ethnic/racial minorities in prison, etc) through educational programs (Standard 6: Empowerment and Advocacy)

2.9 Ensure that relevant programming for membership is developed through critical consciousness and, whenever possible, addresses issues of diversity and cultural competency (Standard 2: Self Awareness)

2.9.1 2009 Membership Dinner showcased special invited guest, Elvira Da Silva Craig, Immediate Past President of NASW, to speak about issues of immigration and other culturally relevant information

2.9.2 Theme of diversity, cultural competency and social justice (critical consciousness, empowerment, accountability around white privilege and institutional racism) to be continued throughout 2009 in additional programming including Legislative Education Day

2.9.3 Social Work Exchange Networking Events to be held in cultural heritage months with same theme (i.e. Hispanic Heritage Month-October, African American History Month-February)

2.9.4 Develop a month for creating dialogue around cross-racial and cross-cultural issues

2.10 Introduce issues of diversity, cultural competency and social justice (i.e. white privilege, institutional racism, etc.) through our current media outlets

2.10.1 Quarterly reports from the Committee on Diversity and Cultural Competency and relevant SIGs in FOCUS newsletter
2.10.2 Quarterly articles in newSWire electronic newsletter and during relevant cultural heritage months

2.10.3 Develop and maintain sub-page on website dedicated to diversity and equality

2.10.4 Ensure that photos/clipart/images promote diversity

SERVICE DELIVERY & BUSINESS PRACTICE
As service delivery is one of the key components of social work practice, it is also a driving force of the administrative and business practices of NASW-NJ overall. As NASW-NJ focuses on quality service delivery that addresses the needs of diverse populations, it is more likely that general tenets of the social work profession will be achieved. For example, ensuring sound business practices in terms of requesting proposals/bids for business opportunities helps generate competition among vendors so NASW-NJ receives best value; increases opportunities for vendors who are at a disadvantage because they are not a part of referral network; and establishes firm actions to eradicate socioeconomic disparities in communities we seek to serve as a profession. NASW-NJ will use small business enterprises as defined by state and federal government by utilizing databases and lists that identify these businesses.

2.11 Ensure that issues of social justice (i.e. white privilege, institutional racism and diversity) are infused into the strategic planning of the organization

2.12 Monitor and review the business practices of NASW-NJ to ensure that standard business practices, as they relate to diverse suppliers, are utilized (Standard 2: Self Awareness, Standard 5: Service Delivery)

2.13 Explore ways to utilize diverse vendors/suppliers to generate economic growth in the communities NJ social workers serve

2.13.1 Utilize bona fide businesses that have been certified as small, minority-owned, women-owned, or disadvantaged business enterprises

2.13.2 Ensure current business opportunities through NASW-NJ are not being awarded to vendors based solely on referral networks

2.14 Monitor and review the human resource practices of NASW-NJ to ensure that standard hiring practices are utilized as they relate to diverse personnel in all levels of staff (management, support and secretarial staff) (Standard 7: Diverse Workforce)

2.14.1 Explore ways to attract diverse applicants for open positions such as posting on websites and in papers utilized by diverse population

2.14.2 Ensure proper EEO/AA employment guidelines are being utilized with respect to hiring, employment and termination practices
PROFESSIONAL EDUCATION (UNDERGRADUATE, GRADUATE & CONTINUING)
Professional education is an integral part of developing culturally competent members, staff, leadership and non-member social workers. Addressing issues of race and diversity at ALL levels of education is critical to the success of NASW-NJ’s Diversity and Affirmative Action Plan. Open dialogues with Schools of Social Work in New Jersey will help ensure that social workers will be competent as they exit their respective programs. Ideally, NASW-NJ will seek to reinforce, expand and/or update current knowledge that social workers receive at a School of Social Work and in their daily experience.

2.15 Develop a consortium of Schools of Social Work to discuss issues of diversity, cultural competence, anti-racism, power and oppression, and white privilege in the effort to execute the goals as set forth by this plan (Standard 8: Professional Education)

2.15.1 Assist Schools of Social Work in developing and establishing additional measures to build on their minority recruitment and retention of under-represented faculty and students (Standard 8: Professional Education)

2.15.2 Review and offer suggestions for improving curricula with reference to social justice, white privilege, institutional racism and cultural competency

2.15.2.1 Collaborate and consult with diverse educational institutions including historically Black colleges and universities, schools of Social Work in Puerto Rico and the Caribbean, etc. to develop best practices for SW curricula regarding diversity, power/privilege and institutional racism and oppression. (Standard 8: Professional Education)

2.15.2.2 Encourage Schools of Social Work to develop additional elective, which address such issues as, “Power, Privilege, and Oppression,” or “White Privilege/Structural Racism and Culture”

2.16 Ensure that relevant continuing education workshops are infused with social justice principles of critical consciousness and white privilege/anti-racism that will deliver culturally competent practice and justice (Standard 3: Cross Cultural Knowledge, Standard 4: Cross Cultural Skills, Standard 8: Professional Education)

2.16.1 Develop better techniques for evaluation of proposals submitted for presentation to assist in ensuring that proposed workshops address issues of social justice and cultural competence

2.16.2 Invite qualified and competent presenters/speakers with influence among constituencies we wish to involve to speak at the Annual Conference and present workshops under NASW-NJ auspices
2.16.3 Update scholarship in issues of diversity, cultural competency, privilege and power for those responsible for reviewing continuing education proposals.

2.17 Ensure that courses which focus on social and cultural competence, as mandated by the NJ State Board of Social Work Examiners, are relevant, creative, and address emerging issues and trends (Standard 3: Cross Cultural Knowledge, Standard 4: Cross Cultural Skills, Standard 8: Professional Education).

2.17.1 Request that programs submitted for presentation which focus on issues of cultural competency detail issues of diversity, institutional racism, classism, and other under-represented populations.

2.18 Build a NASW-NJ library of book titles, articles and web links of newer scholarship in relevant areas to be housed on NASW-NJ website (Standard 3: Cross Cultural Knowledge, Standard 4: Cross Cultural Skills, Standard 8: Professional Education).

2.19 Develop and implement a Continuing Education Conference focused on culturally competent standards and practices (Standard 3: Cross Cultural Knowledge, Standard 4: Cross Cultural Skills, Standard 8: Professional Education).

2.19.1 2009 Annual Conference, May 3-5, 2009 theme will be focusing on issues of cultural competency, diversity and social justice.

2.19.2 Report to Committee on Diversity and Cultural Competency and to Board of Directors on the number of attendees in sessions specific to conference theme.

2.19.3 Invite publishers including NASW Press to sell books that address issues of race/ethnicity/institutional racism/white privilege/LGBT/Aging/Disabilities/ cultural competency.

2.19.4 Committee on Diversity and Cultural Competency will have table/exhibit at the 2009 Annual Conference to alert attendees to the Committee’s work and the Chapter’s interest in these issues.

EMPOWERMENT, ADVOCACY & ACCOUNTABILITY

Empowerment, advocacy and accountability are critical in shifting the “status quo,” and affecting social change, and reaching the ultimate goal of equality. Key to this effort is the investment of time and resources to: a) assess the power structure, b) dismantle white privilege and institutional racism, and 3) ensure that communities of color, aging, LGBT and other under-represented populations feel empowered and take ownership for affecting change on their own. Through this effort, NASW-NJ also seeks to reengage macro social work practitioners who are vital to the work of this organization and its success in the areas considered by this plan.
2.20 Ensure that PACE Committee supports legislation and candidates that embrace diversity and affirmative action (Standard 6: Empowerment and Advocacy)

2.21 Ensure that Legislative and Social Action Committee supports legislation that addresses disparities, embraces diversity and assures affirmative action (Standard 6: Empowerment and Advocacy)

2.21.1 Representative from each special interest group will be added to LASA Committee

2.22 Review legislative issues relative to diversity issues as they affect clients and social workers (Standard 6: Empowerment and Advocacy)

2.22.1 Each special interest group will identify specific bills related to their group, goals or concerns

2.23 Encourage local Units and Special Interest Groups engage in community efforts to promote social justice and assist in creating systems of empowerment and advocacy for under-represented populations (Standard 6: Empowerment and Advocacy)

2.23.1 Visit local assisted living organizations to engage in community service projects which give the aging population a voice through social workers in their communities

2.23.2 Visit local soup kitchens to engage in community service projects which give the aging, homeless and economically disadvantaged a voice through social workers in their communities

2.23.3 Essex Unit who volunteers regularly at the Goodwill Rescue Mission

2.23.4 Camden/Gloucester/Salem Unit raised money to purchase for Heifer International to purchase a farm animal to sustain a community in a Third World country and participated in Nothing But Nets campaign to purchase bed netting to stop the spread of malaria

2.23.5 Participate in rallies and vigils to inform about vulnerable individual, groups and communities, and related ethical and practice concerns

2.23.5.1 International Special Interest Group organized and participated in Columbus Day Vigil to protest violation of basic human rights of asylum seekers and non-criminal, immigrant detainees in the Elizabeth Detention Center
2.24 Advocate for improving conditions and circumstances that create disparities in health and mental health care *(Standard 6: Empowerment and Advocacy)*

2.24.1 Addictions Special Interest Group will focus on affecting social justice around disparities related to criminalization of drugs, penalties once caught with illegal drugs, and addictions

2.24.2 Aging Special Interest Group is focusing on discrepancies that exist in service delivery and access to care for aging adults of different races, cultures, religions and values

2.24.3 Aging Special Interest Group will investigate job discrimination for aging adults

2.24.4 Disabilities Special Interest Group is informing other social workers and the general public about disability issues, and is working to ensure that polling places offer accessibility for voters with disabilities

2.24.4.1 Disabilities Special Interest Group will advocate that state and local government adhere to the spirit and substance of US Supreme Court decision in the matter of Olmstead v LC which held that the unnecessary segregation of individuals with disabilities in institutions may constitute discrimination based on disability

2.24.4.2 Developed a polling place accessibility survey that was disseminated to NASW-NJ membership

2.24.4.2.1 Data received will be analyzed and sent to the NJ Division of Elections

2.24.5 Health Care Special Interest Group will focus on the lack of access to care and medications for underrepresented populations, medical transportation needs that have developed due to hospital closings, and disparities that exist in terms of populations that have health issues

2.24.6 HIV/AIDS Special Interest Group will focus on cultural, economic, and age disparities related to rate of HIV transmission, access to care and available services in New Jersey

2.24.7 HIV/AIDS Special Interest Group will work to ensure that HIV prevention becomes a part of the core curriculum in public schools

2.24.8 International Special Interest Group will continue to discuss issues with an international focus that are relevant to NJ
2.24.8.1 International Special Interest Group will work with colleagues abroad on issues particularly relevant in the developing world, (e.g. Africa, Latin America and the Caribbean) where ethnic, racial and other discrimination is rampant

2.24.8.2 International Special Interest Group will discuss issues related to sexual and labor trafficking as it impacts New Jersey

2.24.8.3 International Special Interest Group will begin to exchange information with colleagues in social work association of the Province of Guangdong, China on sexual trafficking and sex workers

2.24.9 International Special Interest Group will examine cross-cutting issues specifically those addressing HIV/AIDS, LGBT, Aging with other SIGs leading to increased communication on these issues within the Chapter including but not limited to dissemination of information and possible recommendations for action

2.24.10 Spirituality Special Interest Group works to inform members of diverse religious and spiritual experiences and their importance to social work practice; the role of spiritual values and religious beliefs in the framework of clinical interventions; and spiritual assessment tools when working with multicultural clients

2.24.11 Women and Social Justice Special Interest Group will focus on disparities that exist between white women and women of color in terms of access to care, social justice, employment, etc.

2.25 All Special Interest Groups will be responsible for identifying specific legislation and bills relevant to empowerment and social justice for underrepresented groups *(Standard 6: Empowerment and Advocacy)*

2.25.1 Monitor and take appropriate action on second phase of Universal Health Care plan to be introduced at the state level in 2009 *(Standard 6: Empowerment and Advocacy)*

2.25.2 HIV/AIDS Special Interest Group will focus on newly created syringe exchange programs in New Jersey *(Standard 6: Empowerment and Advocacy)*

2.25.3 International Special Interest Group will support passage of NJ Senate and Assembly Bills (A194 and S1036) that allow certain undocumented aliens to qualify for in-state tuition rates at public institutions of higher education.
2.25.4 Spirituality Special Interest Group will develop and maintain relationships with faith based organizations in order to share information of common interest between NASW-NJ members and the faith based organizations’ members

2.25.5 LGBT Special Interest Group will advocate for LGBT equal rights legislation (Standard 6: Empowerment and Advocacy)

2.25.5.1 LGBT Special Interest Group will work to develop support of Bill A818 the "Civil Marriage and Religious Protection Act."

2.25.5.2 LGBT Special Interest Group will work to develop support in opposing Bill A648 which includes same sex marriages among marriages declared void; provides that New Jersey will not recognize marriages in other jurisdictions which are void in New Jersey

2.25.5.3 LGBT Special Interest Group will develop strategy to advocate for adoption rights for LGBT individuals

PARTNERSHIPS, COALITIONS, & COLLABORATIONS
Developing and maintaining relationships with other groups that have similar goals helps increase the strength of the NASW-NJ's voice, the social work profession, and clients and communities served. Advocacy efforts, which are integral to systems-level change, are more effective with stakeholders. Additionally, a greater knowledge and skill level is available when multiple, specialized groups brainstorm together.

2.26 Create, develop and maintain relationships with organizations that advocate for equal rights (Standard 5: Service Delivery, Standard 3: Cross Cultural Knowledge, Standard 4: Cross Cultural Skills)

2.26.1 LGBT Special Interest Group will offer support to and develop opportunities to work with Garden State Equality

2.26.2 Committee on Diversity and Cultural Competency will offer support to and develop opportunities to work with the Association of Black Social Workers and other culture specific social work associations/organizations

2.26.3 Work with the Mental Health Coalition to consider how issues of diversity would be impacted by passage of Mental Health Parity bill and address the disparities in Mental Health services that exist among different cultures
2.27 Invite NJ Association of School Social Workers to discuss and explore the causes and effects of the higher number of diverse social workers who are entering into school social work (Standard 5: Service Delivery, Standard 3: Cross Cultural Knowledge, Standard 4: Cross Cultural Skills)

2.28 Continue meeting and talking with member organizations of the Social Work Summit to address issues impacting all social work organizations (Standard 5: Service Delivery, Standard 3: Cross Cultural Knowledge, Standard 4: Cross Cultural Skills)

2.28.1 Develop efforts to address immigration issues in the State of NJ

2.29 Partner with the Department of Health to assist in educating social workers about their initiatives to: a) address cultural and economic disparities and impact on diverse communities; b) review white privilege/institutional racism polices that impact (Standard 5: Service Delivery, Standard 3: Cross Cultural Knowledge, Standard 4: Cross Cultural Skills)

2.30 Women’s Special Interest Group will continue to work with Rutgers University’s Eagleton Institute in their Ready to Run program with the goals of having NASW-NJ members attend the program and encouraging African American, Asian and Latina women in particular attend the campaign training

2.31 Continue relationships developed by co-sponsoring Latino Diabetes Summit (Standard 5: Service Delivery, Standard 3: Cross Cultural Knowledge, Standard 4: Cross Cultural Skills)

2.32 Partner with the Society on Aging New Jersey to increase awareness of issues which relate to the aging population (Standard 5: Service Delivery, Standard 3: Cross Cultural Knowledge, Standard 4: Cross Cultural Skills)
EVALUATION

NASW-NJ seeks to determine the degree to which membership and leadership become more diverse during the time from which this plan was developed until one year thereafter. The goal is to evaluate the effects of our efforts. In addition, we will assess the degree to which social workers of color are more active participants in the chapter through committee participation, leadership roles, attendance and presentation in continuing education activities. The degree to which policy, practice and behavioral changes have occurred within social service agencies and changes in social policies will also be assessed on an annual basis.

2.33 Collect membership data, determine if membership has become more/less diverse, analyze at what rate these changes have occurred, and publish information for members on an annual basis

2.34 Review active member database and ensure updates are made as members become increasingly active; collect active membership data, determine if increase or decrease in diversity of active membership has occurred, analyze at what rate and track influences/events that may have been possible triggers, and publish information for members on annual basis

2.35 Continually compile and review data received on continuing education registrations to determine number of attendees registering and attending courses focused on diversity and cultural competency; obtain pre- and post-test information at such courses

2.36 Collect and analyze data received through Social Work Summit member organizations to determine if policy, practice, and behavioral changes have occurred within social service agencies

2.37 Collect and analyze data that assess the number of individuals from under-represented groups who are leaders of State organizations or in dialogue with State of New Jersey officials who head the departments of health, mental health, corrections, DYFS, foster care, etc.

2.38 Collect and compile information on legislative items NASW-NJ has supported in relation to this Plan, and their successes; publish on a yearly basis the results of all legislative efforts noting successes achieved, efforts that have failed or have been stalled

2.39 Assess the number of outreach efforts initiated that are successful in terms of bringing new members

2.40 Compile data on objectives of this Plan have been met and publish information for members on an annual basis
ACCOUNTABILITY

The person who is responsible for monitoring progress made on implementing the Plan is ultimately the NASW-NJ Executive Director, Walter X. Kalman. However, it is important to note that while he is accountable to the Board of Directors for monitoring and implementation of this Plan, both he and the Board also receive expert consultation and recommendations from the newly developed Committee on Diversity and Cultural Competence as well as from several special interest groups namely, Women & Social Justice, LGBTQI, International, Health Care, Aging, Spirituality & Social Work Practice, Addictions, Disabilities, and HIV/AIDS.